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# Summer Strong

**An example of one school district's approach to  
teaching ELL's in Summer School**



Presented by: Lori Campbell, Elizabeth Schwarz,  
Lisa Nevins, Lori Levy  
and Dorothy Newman



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# PRESENTERS

Elizabeth Schwarz - [eschwarz@hhh.k12.ny.us](mailto:eschwarz@hhh.k12.ny.us)

Lisa Nevins- [lnEVINS@hhh.k12.ny.us](mailto:lnEVINS@hhh.k12.ny.us)

Lori Levy- [llevy@hhh.k12.ny.us](mailto:llevy@hhh.k12.ny.us)

— Dorothy Newman- [dnewman@hhh.k12.ny.us](mailto:dnewman@hhh.k12.ny.us) —

Lori Campbell- [lcampbell@hhh.k12.ny.us](mailto:lcampbell@hhh.k12.ny.us)





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# District Data

District buildings

ENL population

Languages

Teachers 2014 vs 2019

CR Part 154

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# How did we get here?



- We did not reinvent the wheel- conferences
- Aimed high - worked with what was approved
- Teacher feelings about CR Part 154
- Past practice- Summer School
- District proposal- budget, space, teacher availability
- Year 1 to Year 3
- Students invited- Stand Alone proficiency levels- entering- emerging - transitioning- except upon request (expanding)- new entrants

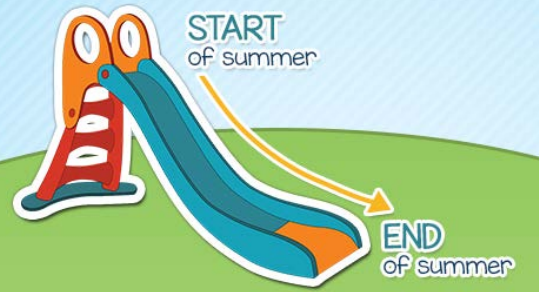
# What does your “SUMMER STRONG” look like?

Turn and talk at your table...

Think of 5 things that would be necessary for a perfect summer school program for English Language Learners.



# The "Summer Slide"



Without Practice, Reading Skills Decline

# What is Summer Slide?

The summer slide is a decline in reading ability and other academic skills that can occur over the summer months when school isn't in session. Numerous studies show that kids who don't read during the summer vacation actually slip in reading ability by the time school begins again in September.

**SUMMER SLIDE ADDS UP**

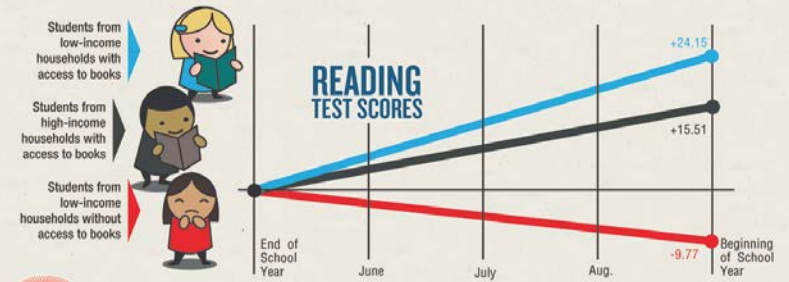
When kids don't read over the summer they fall behind.

By the end of 5th Grade, kids in need are nearly 3 grades behind their peers in reading skills.

Source: Alexander, K. L., & Olson, L. S. (2012). Countering summer slide: Social capital resources within socioeconomically disadvantaged families. Journal of Education for Students Placed at Risk, 17(3), 165.

# KIDS WHO READ BEAT SUMMER SLIDE

Studies show that access to books during the summer prevents a drastic loss in reading skill – especially for kids in need.



SOURCES: 1. Change in scores between end-of-year and following year testing as shown by the California Aptitude Test. (States, S. L., Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2012). Countering summer slide: Social capital resources within socioeconomically disadvantaged families. Journal of Education for Students Placed at Risk, 17(3), 165.)

# How Does the Summer Slide Effect English Language Learners

- Many ELLs do not have the opportunity to practice their English language skills over the summer break.
- Data shows that many ELLs do not read, write, or speak English for nearly three months.
- Documentation states that a summer learning program not only helps ELLs avoid the summer slide, but actually helps students to make gains in a variety of areas.



HALF HOLLOW HILLS  
CENTRAL SCHOOL DISTRICT

# Curriculum

## ENL SUMMER SCHOOL PROGRAM

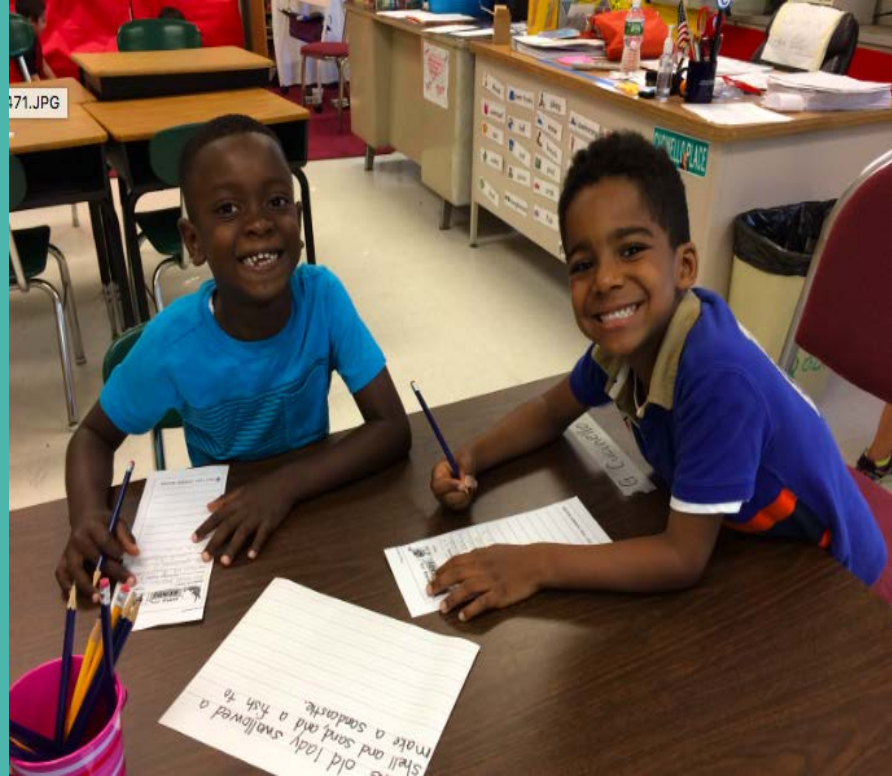
The purpose of the summer school program for the ENL students was to provide them with a rich language environment. Students were immersed in English in a fun, dynamic learning environment. It engaged students in a way that they can experience the summer through hands on thematic units. They were given opportunities to practice speaking, reading, listening, and writing along with hands on fun projects and activities.





# How We Launched

- We met as a team to develop theme ideas and plan differentiated instruction during 5 hours of planning time given to us
- We researched and ordered books and materials needed
- Created materials suited for a K-1 Stand Alone, 2-3 Stand Alone and 4-8 Stand Alone
- Parents were called to invite their children to the program.



# The Launch Continued....

- Parents were contacted via mail that food would be used in learning and were given a form to indicate whether their child had a food allergy or were culturally unable to interact with particular foods.
- The summer school program duration is 4 weeks/ 4 days a week from 8:30-12:00.



# Curriculum Choices

- Keeping in mind ENL methodologies, we incorporated realia, TPR, and SIOP into our lessons.
- A multi-modality approach was used to create hands on activities including music, movement, art, videos, and technology.
- Instruction was structured in a way to differentiate the lessons across the Stand Alone classes.

DIFFERENTIATE

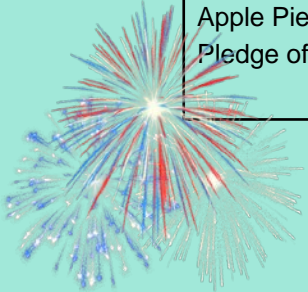
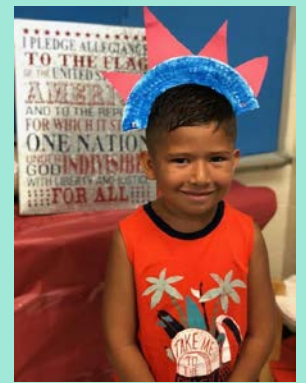


PLAN






# TOPIC 1- FOURTH OF JULY/ ALL ABOUT ME

| Literature  | Activities   | Songs/Movement  | Links  |
|---|--|---|--|
| <p>My America A Poetry Atlas of the United States<br/>                     America Is.....<br/>                     O, Say Can You See?<br/>                     America the Beautiful<br/>                     I Pledge Allegiance<br/>                     America A Patriotic Primer<br/>                     American Tall Tales<br/>                     Little Miss Liberty<br/>                     Red White and Boom<br/>                     Hello Fourth of July<br/>                     Happy Birthday America<br/>                     The Story of America's Birthday<br/>                     Apple Pie 4th of July<br/>                     Pledge of Allegiance</p> | <p>Activities</p> <ul style="list-style-type: none"> <li>-Fourth of July Wreath</li> <li>-Symbols of the United States</li> <li>-The American Flag</li> <li>-Red White and Blue</li> <li>- US Symbols flip book</li> <li>- Make American flags</li> <li>-American Flag Graham Cracker snack</li> </ul> | <p>This Land is Your Land<br/>                     America the Beautiful<br/>                     Star Spangled Banner<br/>                     My Country Tis of Thee<br/>                     Oh Say Can You See<br/>                     Yankee Doodle<br/>                     Dixie<br/>                     I'm a Yankee Doodle Dandy</p> | <p><a href="https://youtu.be/bRWDZ1w-lqs">https://youtu.be/bRWDZ1w-lqs</a><br/>                     BRAIN POP JR.<br/>                     AMERICAN SYMBOLS<br/>                     YOUTUBE JULY 4TH<br/>                     INDEPENDENCE FOR KIDS<br/>                     WIKIFOR KIDS AT COOL SCHOOL<br/>                     PINTEREST</p> |



## TOPIC 2- OCEAN AND BEACH

| Literature   | Activities  | Songs/Movement | Links  |
|--|---|----------------|--|
| <p>Commotion in the Ocean<br/>Harry By The Sea<br/>Down By The Bay<br/>Fish Is Fish<br/>Swimmy<br/>A House For Hermit Crab<br/>Beach Feet<br/>Shore Life<br/>Rainbow Fish<br/>Keep the Lights Burning, Abbie<br/>There was an Old Lady Who Swallowed a Shell<br/>Rainbow fish<br/>What does the Ocean Bring us</p> | <p>- Beach Murals<br/>-Beaches Around the World<br/>read aloud<br/>Orca Reading Comprehension<br/>-Hermit Crab House<br/>-Sort and paint seashells<br/>-Pack a Beach Bag (What do you need?)<br/>-Message in a Bottle<br/>-Graham Cracker Beach Snack</p>  |                | <p><b>LEARNING A TO Z</b><br/><b>RAZ PLUS</b><br/><b>MYON THROUGH CLEVER</b></p>   |



# What “SUMMER STRONG” themes interest you?

Turn and talk at your table...

These are the four themes that we have done...what themes would relate to students in your building?  
Think of at least 3.



After thinking of 3 other themes, what would you incorporate into that week of planning?



## Technology



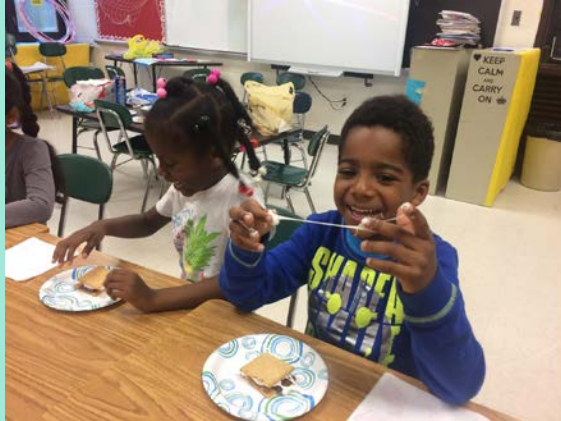


# Realia





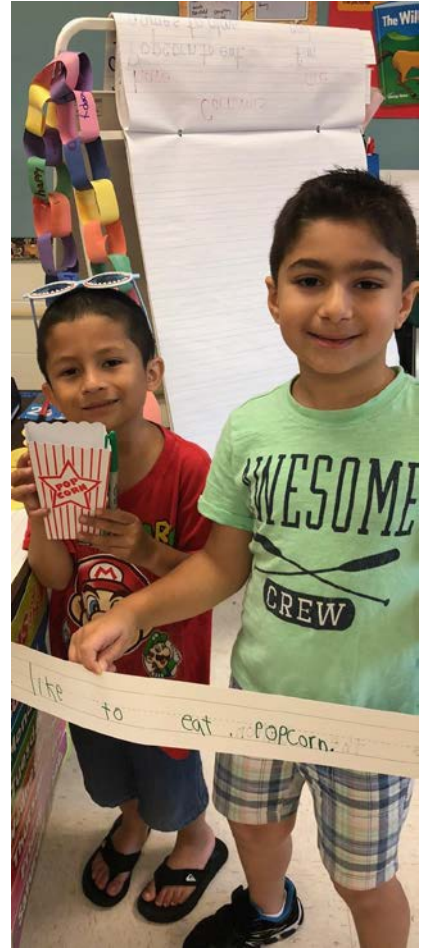
# Imagination/ Creative Discovery

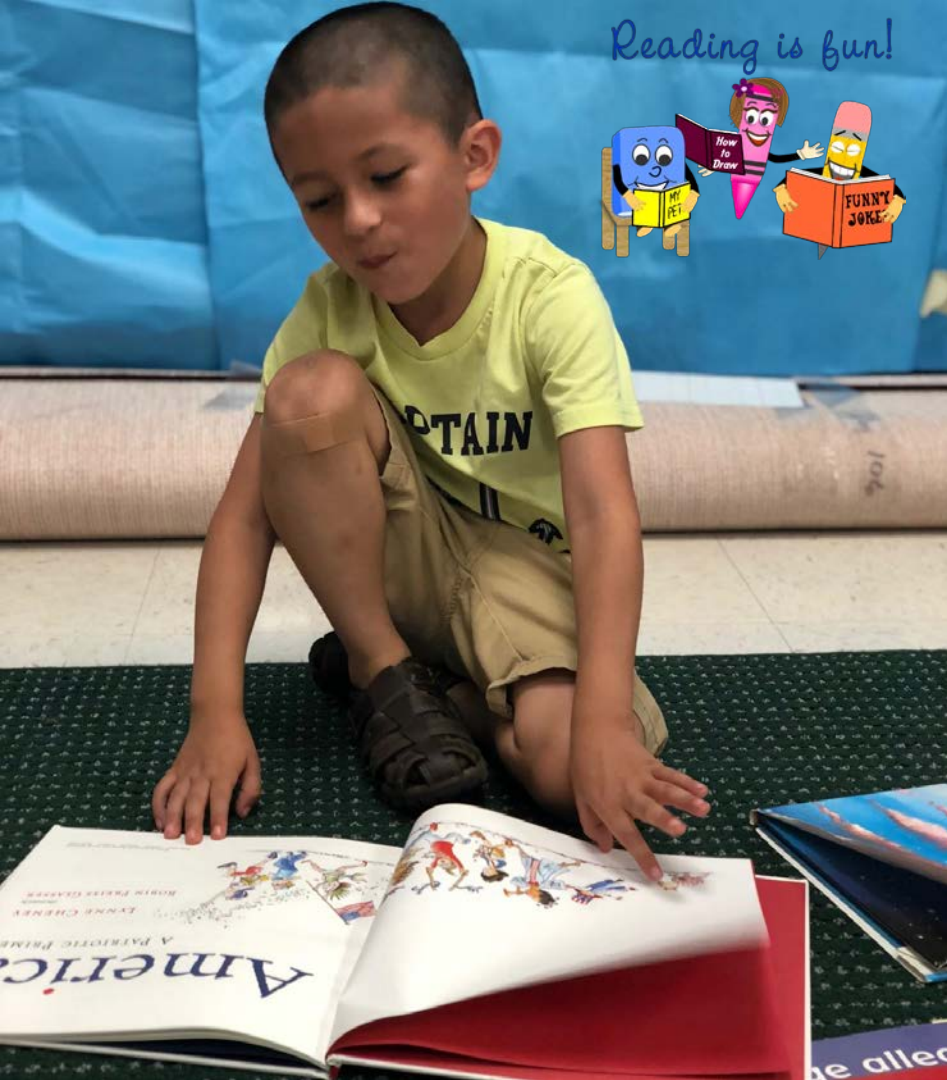


**SKILLS:** Vocabulary Development, Prior Knowledge Development, Writing Practice, Reading Practice, Creative Thinking, Science, Social Studies.



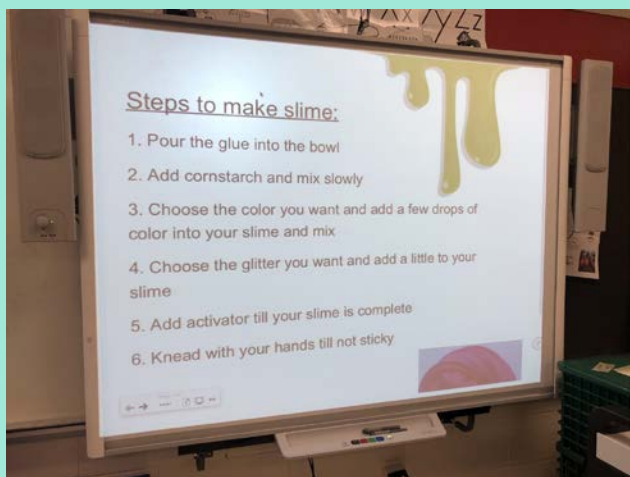




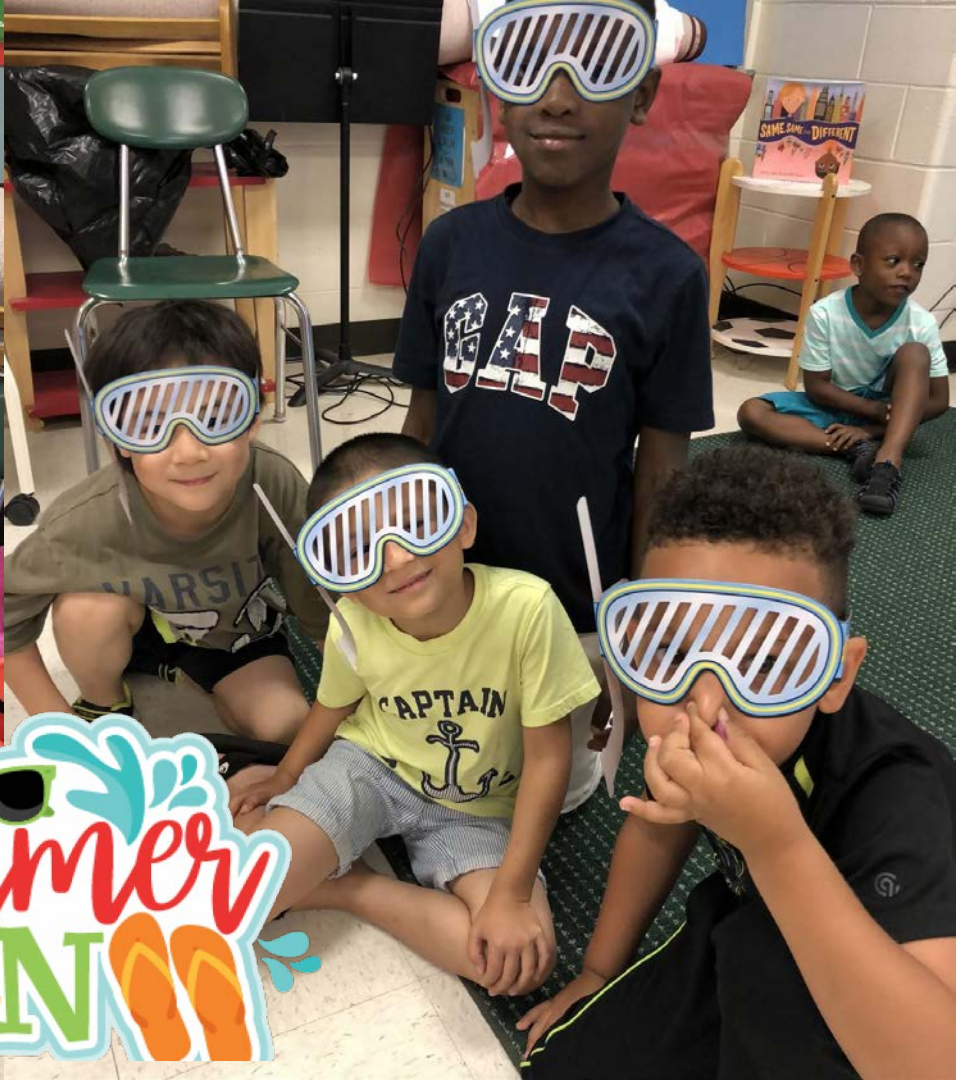
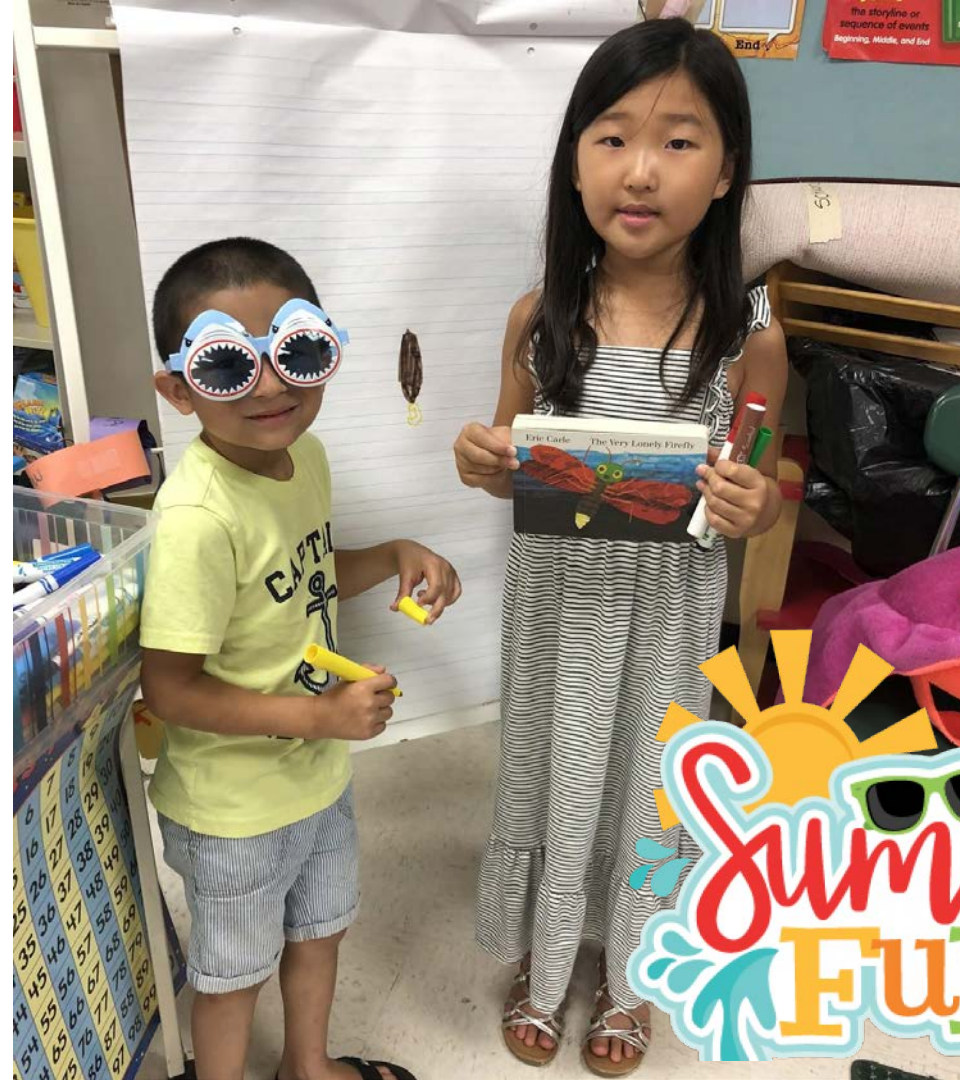






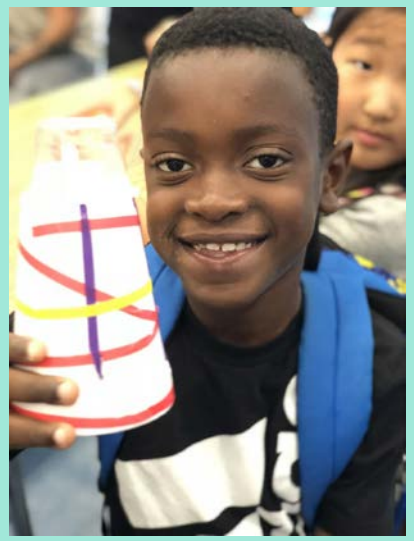






Summer  
FUN





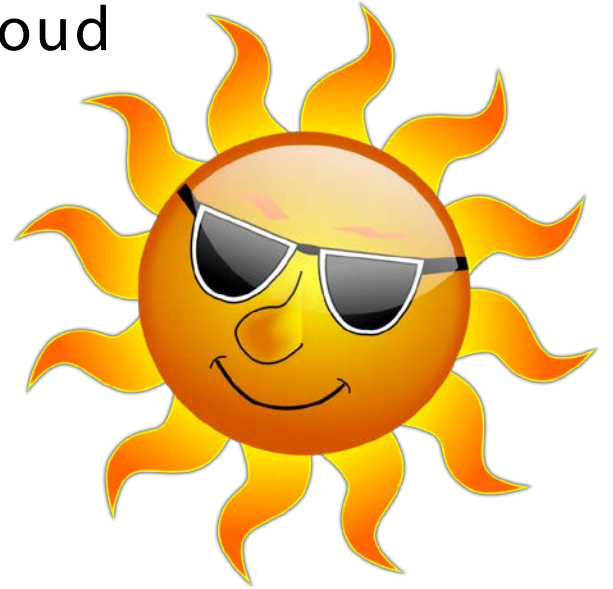


The ENL summer school program focused on English Language Arts with a thematic approach. The goals for the summer were to provide language immersion in a Stand Alone Program with emphasis on listening, reading, writing, and speaking in English. The students attending the program are at the Entering, Emerging, and Transitional levels of English proficiency in grades Pre- K through 8. Through the themes Beach/ Ocean, Camping, All About Me and Carnival, the students were able to engage in meaningful activities to stimulate and develop their English language skills. Technology is being incorporated through the use of iPads, laptops, and a variety of digital subscriptions that are available through the district.

Students were given opportunities to experience learning through various ways. They used manipulatives, music, movement, technology, art, literature, poetry, and visuals to assist in maximum learning. Social language was also reinforced daily through teacher models and other interactive exercises. Mentoring opportunities for the older ENL students to work with the younger ENL students as reading buddies is provided to them with an enriching literacy environment that benefits all ages.

# A Typical Day in Summer School

|             |                             |
|-------------|-----------------------------|
| 8:50-9:30   | Morning Routines/Read Aloud |
| 9:30-10:15  | ELA block                   |
| 10:15-10:30 | Conversational snack        |
| 10:30-10:50 | Recess/Playground           |
| 10:55-11:25 | Thematic craft/edible art   |
| 11:25-11:45 | Technology/Free Play        |
| 11:45-12:00 | Pack up/Dismissal           |



# Routines

Routines and consistency matter greatly and are necessary for creating a smooth learning environment in the classroom. Routines help with creating community, checking for understanding, and managing the classroom.

Knowing classroom routines provides ELLs with comfort and security therefore lowering anxiety levels.



## Morning Routine for Grades K-2

- Morning journaling allowed for low risk writing opportunities
- Calendar/weather helped develop understanding of routines and literacy skills
- Reading thematic text
- Writing tasks that were based on the theme of the week



## Morning Routine for Grades K-2(cont.)

- Summer writing prompts (sentence starters) or visual inspiration for journal writing
- Journal paper has place for illustration/labeling
- Conferencing for writing prompts to help with specific skills
- Journal sharing (supporting and advancing students fluency)
- Provide students the opportunity to practice their speaking skills
- Weekly thematic word wall



# Grades 3-8 Typical Day

1. Morning Meeting - using conversational English to prepare for the journal free-write.
2. Building word walls together on the smart board using Kiddle that pertained to the theme to build vocabulary and background knowledge within the theme.
3. Reading - read alouds, shared reading or leveled readers about the theme.
4. Hands-On project related to the theme.
5. Writing - Summer writing prompts to model and practice paragraph writing and using the writing process. The students created a portfolio for their published pieces of writing.



# Grades 3-8 Highlights

1. Getting to know you! The ENL students had the opportunity to introduce themselves to many of the administrators at HHH. They loved talking about themselves and the administrators enjoyed getting to know them as well.
2. For many of these students, it was their first experience with school in the U.S. We were able to provide a comfortable learning atmosphere where they could meet friends before they started school in September. Many of them are still friends today.

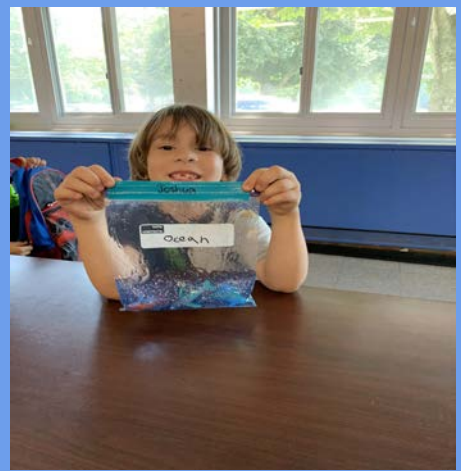














# Signs of a Successful Summer Program

- Majority of the students attended daily.
- Students were informally assessed throughout the program.
- Collected data to inform teachers of incoming students strengths and weaknesses.
- Built strong relationships with parents and the community.
- Students created long lasting friendships
- Additional Stand Alone time for ELLs



# “SUMMER STRONG” steps...

Turn and talk at your table...

What would be your first steps in bringing this to your district?



— Thank you! —



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— **QUESTIONS?** —

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