

Learning at...



WINTER 2024

Wallkill

A PUBLICATION OF THE WALLKILL CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION



As part of a new program at Plattekill Elementary School that grew out of recent professional development training provided by the District, Reading teachers are pushing into Kindergarten classrooms. Reading teacher Vicely DeVos works with Kindergarten student Erick Paz Paz selecting letters to spell his name.

Professional Development Training Inspired Reading and Writing Programs Districtwide

SEVERAL NEW READING AND WRITING PROGRAMS ARE BEING USED BY TEACHERS THROUGHOUT WALLKILL'S ELEMENTARY SCHOOLS, THANKS TO INSPIRATIONAL PROFESSIONAL DEVELOPMENT TRAINING PROVIDED BY THE DISTRICT.

The training includes ongoing instruction in the Orton-Gillingham (OG) approach to reading as well as in the District-created Vocabulary Morphology program, an approach to decoding words through prefixes, suffixes, and root words.

The OG method divides reading and spelling into smaller, foundational skills focused on letters and sounds, gradually building on these skills over time. The District first provided training in OG during the 2019-2020 school year, starting with special education teachers. Through the years, different cohorts of teachers from the District have received OG training.

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Letter from the Superintendent

Dear Wallkill Community,

Over the next couple of months, we will be developing our 2025-2026 budget with the goals of preserving programs and staying within the tax cap. In May, we will be presenting our budget to the community in preparation for the May 20, 2025 Budget Vote. We are so fortunate to have a community that supports the education we are providing to our students. We will continue to make every effort to improve upon what we are offering students, as well as being fiscally responsible to our taxpayers.

I would like to thank our parents for the high level of participation at our open houses, parent forums, athletic events, and music concerts. Together, we will continue to make our schools the best educational experience for our students. This issue of *Learning at Wallkill* highlights some of the great academic programs and instructional practices in our District.

Thank you for your continued support!

Sincerely,

Kevin Castle, Superintendent of Schools



Professional Development Training Inspired Reading and Writing Programs Districtwide

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Kindergarten and Grade 1 classroom teachers completed their first 30-hour unit of training in mid-November. "We felt it was important for our teachers to understand why the District was using certain educational resources, many of which are derived from OG methodology," explains Assistant Superintendent for Educational Services Anthony White.

In addition to providing OG training, the District brought in Barbara Curiale, a recently retired Wallkill Reading teacher, to work with teachers. "We saw teachers were using many different vocab techniques in Grades 4 through 6, and there wasn't a systematic approach to teaching vocabulary Districtwide," said Mr. White. With support from Mrs. Curiale, teachers from Grades 4, 5, and 6 across the school district came together to create new Vocabulary Morphology lessons.

The Vocabulary Morphology lessons take into consideration Foundations, a Kindergarten through Grade 3 program already in use in the District, which is a multisensory and systematic approach to teaching reading,



A Plattekill Elementary School Kindergarten student practices writing letters on a colored gel tablet as part of a reading activity.

spelling, and handwriting. Foundations teaches vocabulary, using "trick" words and teaching students to be word detectives. When students know what the prefix, the suffix, or the root word is, they can figure out what the word means. This is the basis for the morphology lessons. This is the first year the Vocabulary Morphology lessons are being implemented in the classroom.

"We are really ahead of the curve," says Mr. White. "Last year, when New York State came out with the pillars of the Science of Reading, we had already been using these for a couple years because they are derived from the OG. Now we are just fine-tuning and assessing how we can meet each student's needs. Vocabulary is a critical component in the students being able to gain reading comprehension skills."

Detective Sure Luck Ohms and Junior Undersecretary Detective-in-Training Wattson came to Ostrander Elementary School on November 1 to solve the mystery of why the lights were flickering, phones wouldn't charge, and the air conditioning wasn't working in Eco-town. This fact-filled performance by the National Theatre for Children was sponsored by Central Hudson. Students learned how energy can be wasted, ways to conserve energy, and the importance of energy efficiency. The wacky characters shared information



about how electricity is generated and measured, and described renewable resources such as wind, water, and solar energy. In the end, students learned that it's up to everyone to do their part to conserve energy, and left with the motto, "Save a watt! Save a lot!"

Plattekill's Reading and Kindergarten Teachers Collaborate in the Classroom

AT PLATTEKILL ELEMENTARY SCHOOL THIS FALL, Reading teachers are "pushing into" the Kindergarten classrooms every morning as part of a new collaboration that is giving students a great start in reading. This program differs from the past, when students who may have needed additional help learning letters, sounds, and foundational reading skills were pulled out of the classroom for help. Now Reading teachers are working in the students' regular classrooms, collaborating with the classroom teachers and supporting their lessons with beneficial results.

The spectrum of literacy skills in Wallkill's Kindergarten classrooms is wide. Children who participated in the District's Universal Pre-Kindergarten (UPK) program may already know about letters and the sounds they make, and may even be able to read some words. Other students, in a classroom for the first time, may still be learning what school is all about while trying to learn the alphabet.

Having the additional instructors available to work with small groups of students on different skill levels is extremely beneficial for students and teachers alike, according to Principal Monica Hasbrouck. "Our Reading teachers have a strong background in the Orton-Gillingham (OG) approach, which is a multisensory, structured way to teach literacy, while our Kindergarten teachers have a foundation in Wilson Foundations, a literacy approach based on decoding, encoding, and handwriting skills," she explains.

Each Kindergarten teacher is assigned a Reading teacher to work in a hands-on manner with their class. There is also a time once a week when both Reading and classroom teachers can meet to plan out lessons. "This enables the students to get to know the Reading teacher that they are seeing every day," Mrs. Hasbrouck notes.

Having the Reading teachers "push in" gives the classroom teachers more flexibility in providing extra help to students when they need it. "We can now meet the students where they are and get them to where we want them to be," explains Kindergarten teacher Renee Wilcheck. "Sometimes

if a student has had no exposure to reading or letters prior to Kindergarten they may need the extra help, but then by late January or February they are right where they should be and no longer need additional support."

Reading teacher Jennifer Aviles has a small cart full of items to use with the students for the lesson they will work on each day. "The students are learning their letters quicker," Mrs. Aviles observes. "Some are learning their beginning and ending sounds, and some students are beginning to blend and segment words." The Reading and classroom teachers are constantly looking at data to assess how the program is working. "Miss Williams is on top of who needs what, and we work together to support the students," she adds.

Each team of teachers collaborate in their own way. Some carry out joint lessons, while others have the Reading teacher supporting the classroom teacher's lesson. They may work as a whole group, or in small groups, strategically selecting the students who are in each group. In Ms. Wilcheck's class, Reading teacher Vicky DeVos teaches on Fun Fridays. "She'll do a read aloud, or maybe an OG lesson, just something different to change things up for the students, and they love it," says Ms. Wilcheck.

When working with small groups, the Reading teacher is able to practice specific skills with students in innovative, engaging ways. Students might write letters in a box of colored sand, for example, or on a tablet full of squishy colored gel, as they talk about the sounds the letter makes. Another group of students could be working on identifying the letters in their name and putting them in the correct order. Groups sometimes play games like "fishing for letters" or a letter-themed variation of bingo. "Having an extra teacher in the classroom during reading time has been really helpful," says Ms. Wilcheck.

"The kids are learning their letters quicker—it's earlier in the year for them to have a good grasp on that," says Mrs. Aviles. "Overall it's been very beneficial being able to come in and work with the students where they are. I feel like I really know the students in the classroom."



Plattekill Elementary School Kindergarten students Caleb Cox, Karisma Ramos, and Zoey Day practice writing letters in sand with Reading teacher Jennifer Aviles.

Morphology and New Benchmarks Transform English Language Arts at Ostrander

AT OSTRANDER ELEMENTARY SCHOOL (OES), students in Jennifer Walsh's Grade 5 classroom chant "scrib, scribble, to write" over and over to start their English Language Arts lesson. As they say the words they trace them on paper three times, saying them again as they copy them three times, and yet again while covering up the words they wrote and writing them from memory. "We do it this way because it turns it into a pathway in our brain," explains Elly DuBois, Grade 5.

This is a lesson in morphology, the study of how words are formed, and students in Grades 4, 5, and 6 at OES are using it to decode spelling and vocabulary. "We do one 'morph' every week," explains Mrs. Walsh. "Each grade has a master list, and each list builds on the previous one." This is the first year using morphology in the classroom, so ideally when this year's Grade 4 students move up to Grade 5 next year, they will already have a solid foundation. Grades 4 and 5 are learning prefixes, suffixes, and Latin roots. When they reach Grade 6, they will learn Greek root words as well.

The lists are part of a new set of writing strategies and benchmarks created by teachers throughout the District, working with retired Wallkill Central School District Reading teacher Barbara Curiale. Teachers are encouraging students to use morphology throughout all of their writing instruction and in other content areas as well. "It is so simple but I am noticing such a difference, where in past years they would just ask what does this word mean, but now they are working out the meaning on their own," says Mrs. Walsh.

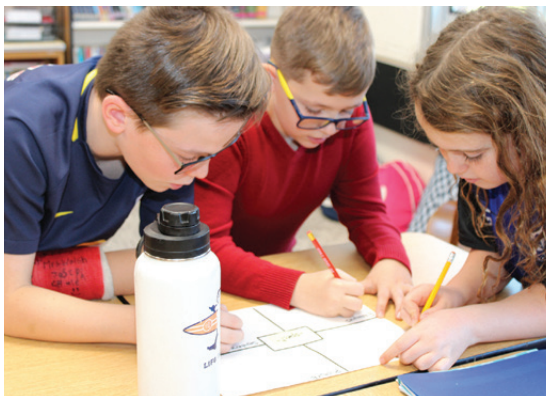
Students are noticing the difference too. "It is easier when you are reading or writing independently," explains Grade 5 student Rosina Doyle. "You don't have to worry about asking other people."



Students in Jennifer Walsh's Grade 5 class at Ostrander Elementary School are learning prefixes, suffixes, and root words as part of their English Language Arts morphology lessons.

These changes came out of a writing committee that was formed last year consisting of teachers from throughout the District. Mrs. Walsh is on the committee. "Other than the morphology, we also looked at grammar and discussed what a fifth grader is expected to know how to write," says Mrs. Walsh. After participating in a professional development program called the Writing Revolution, the committee created writing benchmarks for the beginning of the year, middle of the year, and end of the year. This allows the teachers to know what students are able to do and how they can build off it. There is also time set aside throughout the school year for professional development, when teachers can meet with other grade-level teachers from the other elementary schools in the District. At OES, the Grade 5 students have already written a four-paragraph research essay on inventors this year, and their impressive final drafts have been proudly displayed in the hallway.

Hayden Bouchard, Grade 5, works on a morphology worksheet, writing the root word three times while also saying it out loud to reinforce the connection.



Grade 5 students Aiden Meehan, Miles Hughes, and Rosina Doyle work as a group to create a Frayer Model of a root word as part of a morphology lesson. One box shows a picture related to the root word, one is the definition, another box contains examples of words containing that root, and the final box is filled with sentences using words with that root.

Leptondale Elementary School Reading Lab Collaborates with Classroom Teachers

The Reading department at Leptondale Elementary School (LES) assesses students using the “five pillars of literacy” as a guide at the beginning of the school year. The pillars—phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension—are considered the building blocks for reading success.

The assessments help Reading teachers group students by ability so they can hone the specific skills that they need support with. “We met with the teachers to go over the data so they can understand what students are struggling with,” explains Reading teacher Jenna Medvedev. “This year we also tested the Kindergarten students to see what they might need.” Upon completion of these assessments, the Reading department creates a spreadsheet of data organized by each assessed skill to get a clear picture of students’ abilities and to group them appropriately for Reading Lab services.

As a way to increase collaboration with classroom teachers and share the process, Reading teachers met with each grade level separately to share the assessment data. “We wanted to use the data to show the classroom teachers the areas of weakness we saw,” says Reading teacher Kelly Lynch. “The classroom teachers then shared what they saw students struggling with.” To support the classroom teachers, the Reading Lab created a digital folder, subdivided by skill, to aid teachers in their lesson plans. The folder includes games, interactive activities, multi-sensory materials, writing-improvement strategies, and more.

“Classroom teachers can find different games, worksheets, or activities that they can pull into their lesson,” says Ms. Medvedev. “If there’s anything they feel is missing they can tell us, and we have more resources which we can add to it.” These activities are based on training the teachers received in the Orton-Gillingham (OG) approach to reading and morphology (the study of the structure of words).

The LES Reading teachers have been working with the OG approach for the last couple of years. “It’s a sequential step-by-step approach to teaching reading; it builds skills but then always spirals back to review,” explains Ms. Medvedev. “So in the beginning of the year, we do a lot of reviews to see what they remember from the previous years. With the upper grades this year they are learning morphology using the Greek and Latin roots, prefixes, and suffixes of words. For groups that don’t need intensive reading work, we try to mirror what is going on in the classroom.”

“Reading had been trouble for me before, but the Reading Lab has helped me a lot,” says Grade 6 student Daylin Keane. Ms. Medvedev says that the groups of students needing Reading Lab services are decreasing as their grade level goes up. That means what they are doing in the lab and the classroom has been helping.

“The team is great and everybody plays a part and it works,” says Ms. Lynch. “We are really excited at the growth that we are seeing in students.”



Reading teacher Jenna Medvedev plays a reading card game with Grade 6 students in the Leptondale Elementary School Reading Lab.



Reading teacher Marykate Taliaferro works with Grade 6 students on “Gentle Cindy” words, words with hard and soft C and G sounds, in the Reading Lab.

Middle School Academic Intervention Teachers Have New Strategies



Reading teacher Meghan Conley works with student Benicio Delgado at John G. Borden Middle School using techniques learned during recent professional development training.

At John G. Borden Middle School, when students need additional support in reading and writing, they can receive the assistance they need from Academic Intervention Services (AIS) teachers. AIS Reading teacher Meghan Conley, and AIS English Language Arts teachers Brittney Rossi and Miguel Rios are more than up to the task, as they both completed the Districtwide 30-hour training in the Orton-Gillingham approach to reading. They also recently worked with Barbara Curiale, a retired Wallkill Reading teacher, to learn more about how the English Language Arts (ELA) program is using morphology (the study of word formation) in Grades 4, 5, and 6.

"The trainings have allowed us to see what is happening in Kindergarten through Grade 6 so there is more synchronicity between grades," explains Ms. Conley. "We don't always see what is happening in the elementary schools. Now all of the Reading teachers are getting the same training from elementary school on up, so common language is being used. The curriculum is more coordinated."

This approach focuses on data-driven instruction based on students' needs. "We use IXL ELA, and we use STAR," says Ms. Conley, referring to two online literacy programs used by the AIS teachers. "We have reading conferences and do reading assessments, and the support we provide is individually based on the needs of each student."

The more coordinated approach also includes new resources that the AIS teachers are using to work with students. "The workbook created as part of this for writing morphology used in Grades 4, 5, and 6 gives a vertical alignment, and that has been able to help drive instruction in our classroom

based on the needs of the students," says Ms. Rossi. "The current students have not had previous experience with teachers using this training yet, but we are hopeful we will see the difference when students come in with the root words training since they are just now starting to teach it."

Students in Melissa Space's Kindergarten class at Plattekill Elementary School created a Hall of Heroes for Veterans Day. Each student colored a drawing of service members representing each branch of the military to honor friends and family members who have served, or are currently serving, our country.





Hermione Shafer and Lola Kilpatrick, both in Grade 7 at John G. Borden Middle School, are new members of the Tech Club this year. They are reviewing the instruction booklet as they piece together a mechanism for a robot.



Grade 7 Tech Club members, Bentley Stoner and Sebastian Lobato, follow design directions under the guidance of Tech Club Advisor Mark Soboloski to assemble robots for a VEX IQ Robotics competition.



Mason Scott, Grade 7, assembles the frame of a robot that will move balls around the obstacle course as part of the VEX competition.

Middle School Tech Club Builds Robots for Competition

THE TECHNOLOGY CLUB AT JOHN G. BORDEN MIDDLE SCHOOL IS BUSY BUILDING ROBOTS TO COMPETE IN THE VEX IQ ROBOTICS RAPID RELAY COMPETITION THIS SPRING. VEX IQ

Robotics is an educational competition for elementary and middle school students designed to teach STEM (Science, Technology, Engineering, and Mathematics) skills through hands-on, student-based learning. VEX Robotic competitions are held all over the world. This is the third year the Middle School Tech Club will be participating.

The challenge this year is to design robots to pick up six-inch balls and shoot them into goals on a wall. To prepare, the club is not only building robots, but is also creating the obstacle course that the members are using for training. There are two parts to the challenge: one focusing on skills, and the other focusing on teamwork. For the skills challenge, the team tries to score the most points by utilizing their programming and robot-driving skills. In the teamwork challenge, two robots (and their respective teams) work together in an alliance to score points through strategy and collaboration.

"Students have to figure out how to program the robot to pick the ball up using different mechanisms," explains Tech Club Advisor Mark Soboloski. "They have to get the robots to put the balls into the goals. Teams will score different points for doing different tasks, as well as earning points for how they design and build the robots." Teams use a VEX Robotics kit with plastic parts that snap together to build the robots and graphing software to program them. Students are working with instruction manuals that were provided with the kits. In addition, the club has borrowed parts from the Technology to Go program offered through Ulster BOCES Instructional Services Model Schools.

Tech Club meets one day a week after school and is open to students in Grades 7 and 8. Several of the club members joined for the first time this year and are really excited about building robots and competing. Explaining the club's appeal, Grade 7 student Jackson Heady says, "You get to use parts like these, you get to do it with friends, and you get to go to competitions."

During a typical day at Tech Club, students break up into small groups to work on the robots and build the obstacle course. "Even though we have to follow instructions, we get to use our imagination building these robots," explains Mason Scott, who is in Grade 7. "We also get to use different forms of mechanisms to perform the tasks."

Students building the obstacle course log onto their Chromebooks to get directions and the list of what parts they'll need. "Building this is kind of like LEGOS but more advanced, because we are doing it for a competition," says Isaac Kallberg, Grade 8.

Mr. Soboloski notes, "We do our best and each time the students learn so much from the building process and the competition itself, which is invaluable."

Wallkill Senior High School Adds New Courses

WALLKILL SENIOR HIGH SCHOOL (WSHS) HAS ADDED THREE NEW COURSES THIS YEAR: FINANCIAL LITERACY, SPANISH 6, AND AMERICAN SIGN LANGUAGE (ASL) 3.

"We are extremely excited about the new elective courses that we have added to our program of studies," said Principal Brian Masopust.

"The financial literacy curriculum prepares students to be fiscally knowledgeable and responsible both now and in their post-secondary endeavors," explained Mr. Masopust. "The knowledge they will acquire through real-world simulations and project-based lessons is invaluable as they enter adulthood."

Geared towards the financial challenges of the 21st century, the Financial Literacy course, which is taught by Russ Alger, enables students to analyze their financial decisions, evaluate costs and benefits, and know their rights and responsibilities as consumers. While WSHS has offered a personal finance class for many years, the curriculum has been revamped with new resources and technology, including a SMART Board and computer programs. "We cover personal decision-making, taxes, managing finances and budgeting, banking, and using credit," explained Mr. Alger.

Learning about credit, debit, and calculating personal net worth is also part of the course. "I've learned a lot about saving with debit and credit, when to use which one and at what time," said Grade 11 student Harold Bruggemann.

Learning about taxation made a big impression on several students. "I definitely learned more about the tax system and how everything works," said Michael Streczyk, who is in Grade 11. "I feel like we weren't really taught that before. This class covers the simple stuff that I feel like everyone should know."



Students in Wallkill Senior High School's new American Sign Language 3 class practice asking questions and replying entirely in sign language during 90-second conversations.

Spanish 6, a college-level course offered through SUNY Ulster and taught by Marisol Williams and Ashley Sanchez, is another new course. "The Spanish 6 elective provides students with an immersive experience where they can truly hone their speaking, listening, and reading skills as they engage with literature, media, and music all in Spanish," explained Mr. Masopust. "In addition to adding other literacy and conversational skills in Spanish, students who select the dual enrollment option through our partnership with SUNY Ulster can earn four collegiate credits for the course."

This course focuses on conversational Spanish while exploring the cultural diversity of native Spanish speakers. "Students coming into this class have a good source of vocabulary but may be unsure about putting it together," said Mrs. Williams. "This class is a place where they can make mistakes and listen to other people. We aren't focused on right or wrong, it is more about trying to sustain a conversation." Some students in the class are heritage speakers, who speak Spanish at home with their family, while for others this is a second language.

"In class we pose topics for the students to discuss in Spanish," explained Mrs. Sanchez. "While working on their assignments, students are conversing in Spanish, learning the vocabulary and grammar they need on the spot."

The students enjoy the flexibility of the conversational aspect of the class. "I like the freedom we get to just speak naturally and not conform by having to write it down on paper. In class we get to speak to each other and form conversations, do projects, and play fun games," said Juan Ortega, who is in Grade 12.

"Spanish 6 is great! It has given me a head start for college," said Grade 12 student George Avila. "This class



Teacher Russ Alger explains to students how to read and understand a credit card statement as part of the new Financial Literacy course at Wallkill Senior High School.

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Wallkill Senior High School Adds New Courses

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gives me an opportunity to be myself and speak with confidence. Especially since this class is more conversation oriented."

Another language course offered for the first time this year is American Sign Language (ASL) 3. Students in the ASL 3 class started as freshmen during the first year American Sign Language was offered at WSHS, in the 2022-2023 school year. The program has grown since then, with close to 100 students enrolled in the three levels offered.

"Mrs. Mourges has been integral in growing our American Sign Language program," said Mr. Masopust. "In adding ASL 3 to our course offerings, students can now complete a sequence in American Sign Language that could assist them in pursuing an advanced Regents diploma upon graduation."

"We have a wide range of students in the ASL classes," said Mrs. Mourges. "There is a lot of memorization, but most students do really well with ASL, especially if they are visual learners or if they like moving their body." The students also learn about Deaf culture as part of the course and recently went on a field trip to the American School for the Deaf in Connecticut.

Students have a variety of reasons for taking ASL, but they all feel very connected to their classmates through being part of this course. "I took ASL because it benefits me so I can communicate with my grandpa and my friend Chloe since they are both deaf," said Grade 11 student Emilie Boyd. "I enjoy signing with friends in class because it's different from talking, and it's just really fun in general. I plan to use what I've learned in ASL to help teach my family so we can all communicate with my grandpa."

High School Awarded NASA "Moon Tree"

The grounds of Wallkill Senior High School (WSHS) will soon have a new addition, a tree that has traveled to space and back. The WSHS Science Club applied for this honor in October of 2023 and received word that they had been selected from thousands of entries as a steward site in May 2024. The planting of the tree will be scheduled sometime in 2025.

The Artemis Moon Tree program was inspired by the tree seeds that accompanied the Apollo 14 mission in January 1971. After returning to Earth, those seeds were germinated and once they had grown into seedlings, they

were distributed across the country for planting. Some of these special trees are still standing today. This new generation of Moon Trees is a nod to the Apollo 14 legacy. These trees are grown from seeds that have spent over four weeks aboard the Orion spacecraft and traveled thousands of miles beyond the moon.

Schools, universities, libraries, community organizations, and museums across the country were invited to apply to receive a seedling. Applications were evaluated on their suitability to care for the various tree species and their ability to maximize educational opportunities around the life and growth of the tree in their communities.

"The Science Club worked hard to complete the application," said WSHS senior Adrienne Silvestris. Part of the process included testing the pH of soil at various locations on the school grounds, presenting to school administrators about why this would be beneficial to the community, and advocating for the final site locations. The students came up with a plan to protect the seedling from deer and destructive elements, provide adequate water and nutrients, and carry out procedures for maintaining the tree as it grows.

In addition, the application called for examples of how the community would benefit from having the Moon Tree at the High School. "We want to make the community aware of how precious this opportunity is," said Science Club Advisor Samrat Pathania.

Once the Moon Tree is planted, it will be part of various STEM (Science, Technology, Engineering, and Mathematics) projects and included in the curriculum of Earth Science, Physics, and Conservation classes at the High School. The plan to care for the tree includes working with post-secondary education institutions such as SUNY New Paltz, and there will be opportunities for the local community to engage with the tree as well.

"Only a few organizations received a Moon Tree in New York State, and we were one of them!" said Adrienne. "We are ecstatic to receive such a prestigious item from a great organization like NASA."



Members of the Wallkill Senior High School Science Club who worked on the application to receive the NASA Moon Tree include: (back row, left to right) Matthias VonBaeyer, Thomas Bruce, Jonathan Roosa, Trevor Strano, and Science Club Advisor Samrat Pathania as well as (front row, left to right) Luke Fragetta, Anya Dunkley, Xin Ngo, Katrina Brand, and Adrienne Silvestris.

Spanish 6 Students Teach Plattekill Elementary Students Spanish

As part of a class project, students in Ashley Sanchez's Spanish 6 class prepared lesson plans geared towards teaching Spanish vocabulary to elementary school students. The lessons were so well thought out that arrangements were made for the High School students to spend time presenting their lesson to Grade 3 students at Plattekill Elementary School (PES).



Wallkill Senior High School Spanish 6 student Adrienne Silvestris, Grade 12, reviews a worksheet with Jaidean McLean, Grade 3, as part of a Spanish lesson students from the WSHS Spanish 6 class put together for the third grade at Plattekill Elementary School.



Lucas Adach, a Grade 12 Spanish 6 student, plays a Spanish word game with Plattekill Elementary School third graders.

The presentations fit into the Grade 3 Social Studies learning unit on Mexico. "There was some freedom of choice picking a topic and what activities they wanted to do for the lesson, but they had to have an interactive piece and an evaluation piece," explained Mrs. Sanchez. The PES students were excited to participate in the fun activities with the older students. Games, songs, worksheets, and even Bee-Bots were incorporated into the lesson plans.

"I honestly like this class a lot," said Grade 12 student Edward Vargas. "I am Hispanic, but I'm not fluent, and this allows me to better my Spanish by speaking every day. I plan on using what I learn in this Spanish class because I dream of being a teacher, and a bilingual teacher has better opportunities for jobs."

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Plattekill Elementary School.....845-895-7250
John G. Borden Middle School845-895-7175
Wallkill Senior High School.....845-895-7150

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A copy may also be requested by contacting Brian Devincenzi, Assistant Superintendent for Support Services, by phoning 845-895-7102, emailing bdevincenzi@wallkillcsd.k12.ny.us, or writing to 1500 Route 208, PO Box 310, Wallkill, NY 12589.