

# Celebration of Learning Experiences

June 2 2009



## Lesson Plan Booklet

This event has been made possible through BETAC and the Models Schools Programs of Eastern and Western Suffolk BOCES.

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These special words of thanks go out to all of the  
ESL educators that contributed both time and  
thought into the development of these lessons.

With out your hard work and diligence this event  
would not have been possible!

# Bayport Blue Point

June 2, 2009

Name: Joanne Rosche, ESL Teacher

School: Bayport-Blue Point Schools

Grade: K - 12

ESL Proficiency Level: Beginning, Intermediate and Advanced

Project Title: Cultures Around the World

Description: This extended lesson, through practice with Title III Consortium technology, focuses on ESL students' home countries, rich cultural information and personal interests that students have effectively brought to the ESL classroom.

Objective: Students will show their pride in their native countries and particular aspects of their own culture through visuals, narratives and oral presentations using Title III Consortium technology.

Procedure: High School Students: 1. Warm-up: Read illustrated literature book People by Peter Spier which shows many aspects of various countries' cultures around the world. Discuss students' family background and individual reasons/goals for coming to the USA and Bayport-Blue Point High School. 2. Students write individual blurbs ("About Me") documenting their stories/goals and views on the USA and our schools. 3. Students make flags of their native countries to display in the ESL classroom. 4. Students search the Internet to find photos of their home cities and places of interest in their native countries, then enlarge, entitle and print them in Microsoft Word. 5. Students put markers for their cities around the world onto Google Maps, then import their now laminated photos and flags to their global positions in Google Maps with consortium digital camera. 6. Students type updated personal narratives into a PowerPoint presentation. 7. Students research individual cultural interests regarding their home countries and gather realia to present to the class. 8. Presentations are video taped and incorporated into class Google Map/PowerPoint project. 9. Projects are shared with teachers, friends and administrators as well as parents whenever possible (ex: Open House Night), as students pass around authentic sweets /snacks from their countries. 10. Follow-up: Create an additional section of the PowerPoint projects where

photos of ESL students' art work photos will be displayed and enjoyed (Current HS ESL students are participating in art courses and progressing successfully).

Elementary School Students: Modify lesson at this level by reading quilting stories (ex: The Name Quilt by P. Root, The Keeping Quilt by P. Polacco and The Quilt Story by T. Johnston ), to emphasize and encourage discussion of cultural diversity among the younger ESL students. Elementary students will then create their own quilts of themselves, their native countries and all aspects of their cultures and interests that are important to them. Students make flags and print out maps they've found on the internet of their countries, to color in and add to their quilts. They make self portraits as illustrations to put over the pillow on their quilts. Students write about themselves and their families. Our World , and Country Life, City Life by Scholastic also should be shared with elementary students to familiarize them with various land forms and geography before adding entries about how their native countries are thought of or remembered by them. Other parts of their quilts may cover topics such as their favorite pets, favorite foods and favorite things in the U.S.A. These students can show off their projects through PowerPoint and Google Maps video and photo presentations, an integral part of this living document and showcase.

Materials: Title III Consortium digital snap photo/video camera, consortium laptop computer, consortium SmartBoard and projector, People by Peter Spier and other books cited above, globe, composition and plain white paper, wall paper sample pads, markers, pencils, laminating supplies, student art work, food and other applicable objects of realia contributed by ESL students

Software: Microsoft Word, PowerPoint, Google Maps and other Internet resources for photo research

References: NYS Standards addressed: FSL 1: P.I. 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 15, and for technology: MST 2 (Informa Notes... AST 2.IS1

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# Bridgehampton

June 2, 2009

Name: Carrie McDermott

School: Bridgehampton High School

Grade(s): 9 - 12

ESL Proficiency Level: Beginner, Intermediate, and Advanced

Project Title:

Description: Students in both U.S. History and Global History examine the causes and aspects of World War I and World War II and how these have led to changes in human rights and civil rights in both the United States and abroad. Students will identify and research the atrocities that plague history and how they impact events of this century. Students will then conduct a round table discussion of these events discussing why such actions occur, how the United States may or may not be involved, and how we can help eradicate such actions against innocent people. Students will create a PowerPoint presentation, newsletter, or written report on this information and will present this to their peers. Students will create a three series podcast about their feelings of the topic and how a chain of historical events can impact our lives in the present.

Objective: Students will be able to use their knowledge of both U.S. History and Global History to examine the causes and aspects of World War I and World War II and how these have led to changes in both human rights and civil rights in the United States and abroad. Students will utilize this information to identify and research the atrocities that plague history and how they impact events of this century. Students will construct a PowerPoint Presentation, newsletter, or written report to present this information to their peers. Advanced and Beginner level ESL Students will also analyze and synthesize information through three peer tutoring sessions. Students will then conduct a round table discussion of these events discussing why such actions occur, how the United States may or may not be involved, and how we can help eradicate such actions against innocent people. While conducting the discussion, students will be audio taping their discussion to create a three series podcast of what high school students have to say about how history directly impacts our world today.

## NYS Learning Standard(s) & Performance Indicator(s):

### Procedure:

1. Students review Imperialism and its impact on the world leading up to the causes of World War I.
2. Students identify and discuss the causes of World War I from both the World History and U.S. History point of view.
3. Students discuss the various aspects of World War I.
4. Students research and discuss the Treaty of Versailles.
5. Students research the rise of dictators paying close attention to Stalin, Mussolini, Hitler, and Franco.
6. Students listen to President Franklin D. Roosevelt's "Day in Infamy" speech and discuss the United States involvement in World War II.
7. Students research and explore the causes and aspects of World War II from the perspective of the United States and the World.
8. Students research civil and human rights as a result of these wars.
9. Students research Genocide (both historical aspects and current aspects) in various parts of the world.
10. Advanced ESL students tutor beginner ESL students. Beginner ESL students pose questions about civil and human rights in a global perspective to intermediate ESL students.
11. Students use the above information, prior knowledge, and research to create a PowerPoint presentation, newsletter, or written report.
12. Students present this information to their peers.
13. Students question each other about the United States and the World communities. How they can make changes in society to prevent the atrocities innocent people have endured and continue to endure.
14. Advanced and intermediate students discuss research and feelings about the topic of genocide by answering a series of questions. These questions were recorded and a three series podcast was created documenting their responses.

### Materials:

1. Library resources
2. Computers
3. Internet
4. Websites
5. iPods
6. Smart Board, etc.

### Software:



iPods, Smart Board, VodPod, Itunes, Utube, PopwerPoint, Publisher, Word, etc.

**Internet References:**

- <http://www.historyking.com/World-war/Causes-of-world-war-1/html>
- <http://newsvote.bbc.co.uk>
- <http://www.blackcommentator.com>
- <http://www.msuspokesman.com>
- <http://uwmpost.com>
- [http://www.unitedhumanrights.org/genocide/bosnia\\_genocide](http://www.unitedhumanrights.org/genocide/bosnia_genocide)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.takingitglobal.com](http://www.takingitglobal.com)
- [www.utube.com](http://www.utube.com)
- <http://www.history.com>
- <http://memory.loc.gov>
- <http://www.vlib.us/amdocs/>
- <http://www.historyonthenet.com/WW1/causes.htm>
- <http://www.pbs.org>
- <http://media-convert.com/>
- <http://www.loc.gov>
- [http://www.geocities.com/maryw\\_36/letter2b.jpg](http://www.geocities.com/maryw_36/letter2b.jpg)
- [www.vodpod.com](http://www.vodpod.com)

**References:**

- Briggs, B. and Petersen, C., United States History and Government, Boston, MA, Pearson, 2007.
- Duran, E., Gusman, J., and Shefelbine, J. Access World History. Wilmington, MA, Great Source, 2009.
- Davis, J. and Fernlund, P. Civics: Government and Economics in Action, Upper Saddle River, NJ, Pearson, 2009.
- Ellis, E. and Esler, A., World History: Connections to Today, Ipper Saddle River, Prentice Hall, 1999

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# Center Moriches

June 2, 2009

Name: Nancy Kennedy

School: Center Moriches

Grade: 5<sup>th</sup> grade

ESL Proficiency Level: Advanced

Project Title: Elements of a Novel through The Report Card

Description: Students will listen to and read chapters of the book *The Report Card* by Andrew Clements

Objective: Students will learn new vocabulary and check for comprehension for each chapter. Long-term Objective is that students will learn the important elements of a novel and how to write a book report.

Procedure:

Students will preview vocabulary before reading and do related exercises. Next, students will listen to a recording of the chapter. After, students will check for comprehension by answering questions. After reading each chapter, students must check their Plot Diagram to see if anything important has happened that they can fill in.

Materials: ipods, Book (*The Report Card* by Andrew Clements)

Book Report Template, Plot Diagram

Software: iTunes

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# Cold Spring Harbor

June 2, 2009

**Name:** Christine Copley

**School:** Cold Spring Harbor Jr. / Sr. High School and Lloyd Harbor School

**Grade:** This Lesson was intended for 3<sup>rd</sup> grade, but could be used and adapted for grades 2-12.

**ESL Proficiency Level:** I designed a lesson to accommodate beginner, intermediate, and advanced students.

**Project Title:** The Bronx Zoo and Web 2.0

**Description:** This lesson is a culminating experience based on animals and their habitats. Students will use Web 2.0 tools and technology to report about the animals in the Bronx Zoo.

**Objective:** Students will plan their trip to the Bronx Zoo. They will document what they have learned using iPods and microphones. They will also take pictures using digital cameras.

**Procedure:** Students will create a digital story about the animals that they researched using web 2.0 tools like Scrapblog and Voicethread.

**Materials:** computers, iPods, microphones, cell phones, zoo map, digital cameras.

**Software:** iTunes

**References:** <http://www.bronxzoo.com/>, <http://www.gabcast.com>,  
<http://www.voicethread.com> , <http://www.scrapblog.com> , <http://www.googlemaps.com>

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Name: Joanne Vasilyadis

School: Cold Spring Harbor CSD

Grade(s): 2-4

ESL Proficiency Level: Intermediate - Advanced

Project Title: Visualizing Dinosaurs

Description: Visualize information from a non-fiction text while listening to the narration using an iPod.

Objective: To use listening, writing, and speaking skills in order to process auditory information through visualization, writing, and narration.

NYS ESL Learning Standard(s) & Performance Indicator(s):

Standard 1 (1.2, 1.9)

Standard 2 (2.2, 2.6)

Procedure:

1. Students will listen to Dinosaur Time, by Peggy Parish, and draw the images in their head.
2. Students will share their images and view the illustrations in the book. As they read the story together, they can alter their pictures as needed.
3. Students will create a narration for their images.
4. Each student will record their narration using Free Audio Recorder and upload it onto the class iPod.
5. The students will share their stories and their books using the iPod and speakers.

Materials: Dinosaur Time (Peggy Parish) book and mp3 file, iPod, speakers, publishing paper, crayons, microphone

Software: iTunes, Free Audio Recorder

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# Commack

June 2, 2009

Name: Natalie Blacher

School: Rolling Hills and Wood Park

Grade: K-1

ESL Proficiency Level: Beginner-Advanced

Project Title: The Life Cycle of a Butterfly

Description: Students will be immersed in this unit by viewing a podcast, reading books, creating a display, learning how to do an origami butterfly, creating their own little books, working on a district wide big book for our ESL Family Night, and a power point presentation.

Objective: By the end of this unit, students will be able to

- Describe the life cycle of a butterfly
- Do an extension activity by creating a little book entitled *Where the Butterfly Went*, using maps of their countries, illustrations and writing descriptive stories.
- Create a big book for the ESL Family Night entitled *Where the Butterfly Went Around the World in 80 Days*
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NYS Learning Standard(s) & Performance Indicator(s):

Standard 1: Students will listen, speak, read, and write in English for information and understanding.

Performance Indicators: 1, 2, 3, 6, 7, 9, 10, 11, 12.

Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Performance Indicators: 1, 2, 5, 6, 8.

Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

Performance Indicator: 3

Procedure: Day 1 We will read *The Very Hungry Caterpillar*.

Day 2 We will see a podcast on our ipod of *The Life Cycle of a Butterfly*.

Day 3 We will read *From Egg to Butterfly* by Marlene Leidel

Day 4 Students will show understanding of what they have learned by sequencing pictures and pasting them onto a paper plate.

Day 5 Students will learn how to do an origami butterfly using a TPR story, and will then create their own little books

Day 6 We will take pictures of the students doing the TPR activity to be inserted in our Power Point presentation for the ESL Family Night.

Materials:

- Books
- Ipod
- Camera
- Computer
- Construction paper
- Origami paper
- Paper plates

Software:

- Microsoft Word
- Microsoft Power Point
- Zamzar
- Adobe Photoshop
- Easy-PhotoPrint
- itunes

References:

- [www.powermediaplus.com](http://www.powermediaplus.com)
- [www.shideler.wsb.site.eboard.com](http://www.shideler.wsb.site.eboard.com)

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Name: Mark Canonica

School: Commack Middle School

Grade: 6-8

ESL Proficiency Level: Advanced / Intermediate

Project Title: My Hometown

Description: Cloze Activity using music to help teach the English language

Objective: To have ESL students listen to a song and complete the cloze activity sheet and listen to and then write out the missing lyrics. The students will also be able to retell the story that is depicted in the song. The students will also be able to sing along and then be able to watch the video for the song.

Procedure: The students will be given the lyrics to Bruce Springsteen's song "My Hometown" with several key vocabulary words missing. The song will be played several times so that the students may listen and then write in the missing words. The students will then be able to sing along when we have completed and gone over the missing vocabulary words. Finally, the students will also be able to watch the music video for the song.

Materials: iPod, lyrics to "My Hometown", cloze activity sheet for "My Hometown", CD player, video/ audio adapter cable for iPod, TV.

Software: "My Hometown" by Bruce Springsteen needs to be downloaded onto the iPod and the video needs to be downloaded as well.

References: iTunes, Brucespringsteen.net

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Name: Regina Goldstein

School: Commack Schools

Grade: Grade 5

ESL Proficiency Level: Intermediate and Advanced

Project Title: Research Paper on Deserts

Description: Students will research the topic of Deserts, the animals, plants and people who inhabit them.

Objective: Students will find and use pictures from the Internet as illustrations for their research papers. Students will learn how to use the Internet to download videos from National Geographic onto the I-pod.

Procedure: Students will locate deserts on google maps.

Students will paste on display boards pictures of deserts, plants, and animals.

Students will download National Geographic videos onto the I-pod.

Students will make visits to the library and computer room to write research paper.

Materials: display boards

Computer

I-pod

Construction paper and colored pencils

Scissors

Laminating machine

Software: google maps

For downloading videos

Google images

References: [www.shideler.wsb.site](http://www.shideler.wsb.site)

<http://maps.google.com>

Microsoft word

National Geographic site for video

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# East Moriches

June 2, 2009

Name: [Marisa Aiello](#)

School: [East Moriches](#)

Grade(s): [7-8](#)

ESL Proficiency Level: [ALL](#)

Project Title: [The Road to Revolution](#)

Description: Students will watch videos, on iPods, of 8 factors leading up to the Revolutionary War. Students will view primary resources, read; factual documents as well as simplified definitions for better understanding of the events leading up to America's Independence. Students will use NYS Social Studies Assessments from previous 5th and 8th grade Social Studies exams.

Objective: Students will be exposed to grade level social studies. Students will be able to identify Historical events that lead up to the American Revolution.

Procedure: Using individual iPods, students will watch videos of reenactments showing pre-revolutionary war events. Students may watch the video(s) more than once while taking notes for better understanding. Students will then review each event page by page in this smartboard file and each taking turns using the smartboard. Students will then work together to answer questions. (The questions are from previously released 5th and 8th grade NYS Social Studies Assessments.)

Materials: iPod & Handouts

Software: Smartboard Gallery

References: [www.pbs.org](http://www.pbs.org)  
[www.history.com](http://www.history.com)  
<http://www.nysedregents.org/testing/scostei/socstudies8.html>  
<http://www.nysedregents.org/testing/scostei/socstudies5.htm>

New York State Social Studies Standards

<http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>

## New York State English as a Second Language Standards

<http://www.emsc.nysed.gov/biling/resource/ESL/standards.html>

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775

### Citation (MLA)

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775. United Learning. 2001. Discovery Education. 22 April 2009

<<http://streaming.discoveryeducation.com/>>

### Citation (APA)

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775. United Learning (2001). Retrieved April 22, 2009, from

Discovery Education: <http://streaming.discoveryeducation.com/>

### Citation (Chicago Manual of Style)

United Learning. "The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775."

Discovery Education: <http://streaming.discoveryeducation.com/>

## NYS Learning Standard(s) & Performance Indicator(s):

SS Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas,

eras, themes, developments, and turning points in the history of the United States and New York.

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

**Performance Indicator:** Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

SS Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

ESL STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

**Performance Indicator:** Apply learning strategies to comprehend and make inferences about literature and produce literary responses.

SS Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

**Performance Indicator:** Apply map skills, primary sources and learning strategies to explore a variety of materials.

SS Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Performance Indicator:** Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.

SS Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Performance Indicator:** Use basic reading and listening strategies to make literary text comprehensible and meaningful.

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# East Quogue

June 2, 2009

Name: Carol Talmage

School: East Quogue

Grade: 3 - 5

ESL Proficiency Level: Intermediate/Advanced

Project Title: The Symmetry of Origami

Description: This geometry project is based on *Sadako and the Thousand Cranes* by Eleanor Coerr. It was developed for students as an introduction to geometry.

Objective: Students will be able to identify geometric shapes and terms.

NYS Learning Standard(s) & Performance Indicator(s):

Geometry Grade 3

G1 Define and use correct terminology when referring to shapes.

G3 Identify and construct lines of symmetry.

Geometry Grade 4

G6 Draw and identify intersecting lines, perpendicular, and parallel lines.

Geometry Grade 5

G11 Identify and draw lines of symmetry of basic geometric shapes.

Procedure:

Students will read individual chapters of *Sadako and the Thousand Cranes* by Eleanor Coerr.

Students may listen to iPod recording of individual chapters and follow script on SmartBoard.

Teacher will check comprehension with discussion questions.

Teacher will introduce geometric definitions with the use of the SMARTBoard and websites.

Students will view video of making a paper crane (origami).

Students will complete The Paper Crane Workbook.

Students will create a paper crane.

Materials: *Sadako and the Thousand Cranes* by Eleanor Coerr  
SMART Board  
Laptop  
iPod

Software: SMART Notebook software  
Microsoft Word

References: Video was located on Youtube (No creator was sited)  
<http://www.youtube.com/watch?v=qpwnHpXUuow>

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# Eastport South Manor

June 2, 2009

Name: Mihaela Kuhnle

School: Eastport South Manor High School

Grade: 9-11

ESL Proficiency Level: Advanced

Project Title: Multicultural Podcasts

**Description:** This project was designed with the idea of utilizing podcasts and the podcasting process as a learning tool. This was an exploration of new territory for all involved, but very gratifying nonetheless. The project stretched over a six week period, and engaged the students in a way that brought their everyday fascination with the digital technology into the classroom. Together we learned about the educational value of podcasting by reading articles and listening to various types of podcasts. We talked about how iPods are currently being used in many universities, and we brainstormed how we can utilize the iPods more in the ESL classroom. We also learned how to create a podcast step by step, how to cut and mix sound, how to use Movie Maker to add images and create a video podcast, how to convert files so we can upload them into iTunes. All in all it has been a tremendously enriching experience for the students as well as for the teacher. If I were to do this again, I would certainly change a few things. For one thing, we spent a great amount of time writing the scripts of the podcasts. There was no time limit on it, so students spent different amounts of time writing, stretching the overall time frame more than what I had expected. Secondly, a good podcast should not stretch over ten minutes, in order to be most effective. Some of my students had much to share, so it became difficult to put together the many sound files into one single project. Another problem that we faced was the fact that our school does not have Mac computers, which are better equipped for sound mixing and video making. Finding the right converters after the project was completed was very time consuming. This however, did not take away from the very satisfying feeling of accomplishment we all felt at the end of the project.

**Objective: Students will be able to**

1. Define podcasts and podcasting in their own words
2. Discuss the educational value of podcasts
3. Describe the process of creating a podcast
4. Read, gather, view, organize, interpret and analyze information related to the cultural aspect of their choice (Standard 1 Performance indicator 2)
5. Develop research, organizational, and time management skills
6. Use the Writing Process to create a well-constructed text (Standard 1, Performance indicators 11, 12)
7. Research pertinent facts using the internet and other media
8. Gain an understanding and appreciation of other cultures (Standard 5, Performance Indicator 3)
9. Communicate and interpret information from a personal point of view (Standard 2, Performance indicator 3)
10. Use different types of digital technology to present information

Procedure: Week 1 - We read articles, brainstormed, and discussed the educational value of podcasts, as well as the steps involved in creating a podcast. Activities involved reading comprehension tasks and short written answers.

Week 2 - students chose the theme for their podcast and researched information on the internet. They created copy/paste word documents

Week 3 - Students sifted through the multitude of data and began writing their scripts using information from the word document they created

Week 4 - Students completed their scripts, peer edited, and typed scripts into Power Point.

Week 5 - Students recorded the audio files using iPod voiced recorders.

Week 6 - Students created audio project and added images in Movie Maker.

**Materials:** iPods, computers, voice recorders, examples of podcasts and video podcasts from the internet, reading comprehension handouts, project guidelines handout.

**Software:** Audacity, Garage Band, Movie Maker, Power Point

**References:**

<http://audacity.sourceforge.net/>

<http://learninginhand.com/podcasting/index.html>

<http://www.eslpod.com/>

<http://www.podcastalley.com/>

<http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>

<http://www.poducate.me.com/guide/>

<http://learninginhand.com/podcasting/index.html>

<http://userwww.sfsu.edu/~nshelley/student.html>

Bankhofer, Alicia. "Understanding the Podcasting Revolution."

<http://www.ilounge.com/index.php/articles/comments/understanding-the-podcasting-revolution/>. 17 Feb. 2005. 10 Feb. 2009

Stansbury, Meris. "IPods Help ESL Students Achieve Success." 17 Feb. 2005 14 Feb. 2009

<<http://teachhttp://www.ilounge.com/index.php/articles/comments/understanding-the-podcasting-revolution/>>.

Castillo, Jose. "How to Build a Video Podcast in 3 steps." [streamingmedia.com](http://www.streamingmedia.com). 16 May 2006. 16 Feb. 2009 <<http://www.streamingmedia.com/article.asp?id=9314>>.

Curto, Jeff. "Globalizing Education One Podcast at a Time." [The Journal](http://www.thejournal.com). 5 Oct. 2006.

Smartclassroom. 4 Feb. 2009

<<http://www.thejournal.com/the/newsletters/smartclassroom/archives/?aid=19369>>

## Notes

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Name: **Jen Murray**

School: **ESM/South Street & Dayton Avenue**

Grade: **K, 1, 2, 5, 6**

ESL Proficiency Level: **Mixed**

Project Title: **A Journey of Poetry and Art**

Description: **Students will explore poetry and art from many cultures and craft their own poems and artwork!**

Objective: **Students will gain an appreciation for various styles of poetry and artwork from their own cultures as well as other world cultures.**

Procedure: **We will begin by studying poetry from various cultures. We will compare different styles of poetry, such as haiku and limericks. Students will view artwork that is representative of many cultures and countries. Students will write at least one poem in each of the styles we study. Each student will also compose one piece of poetry and an art piece to correspond with the culture or country.**

Materials: **Poetry and artwork from books and Internet websites, notebooks for writing and reflection, materials for art projects**

Software: **Smartboard, Word, Powerpoint, Clicker, Inspiration**

References:

**Professional Books:**

Betsy Franco (Scholastic) The Great Big Book of Thematic Poetry

Christy Hale (Scholastic) Collaborative Art & Writing Projects for Young Learners

**Literature:**

Alarcón, Francisco X. / Paula Barragán (illus.) Poems to Dream Together/ Poemas Para Soñar Juntos

Bagert, Brod / Sachiko Yoshikawa (illus.) Shout! Little Poems that Roar

Chaikin, Miriam / Hiroe Nakata (illus.) Don't Step on the Sky: A Handful of Haiku

Hughes, Langston The Sweet and Sour Animal Book

Paschen, Ellie (et al) Poetry Speaks to Children (book and CD)

Rochelle, Belinda Words with Wings: A Treasury of African-American Poetry and Art

Wilson, Edwin Graves / Jerome Lagarrigue Poetry for Young People: Maya Angelou

## Notes

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# Greenport

June 2 2009

Name: Christine Aviles-Nott

Grades: K-1

ESL Proficiency Level: Beginner

**Project Title:** *Learning Colors with Photo Story 3 for Windows*

**Description:** A mini-movie, for daily use, to teach kindergarten to first graders their colors in English.

**Objectives:**

Listening Comprehension:

The students will match spoken words, sentences, and/or descriptions to pictures.

Oral Communication:

The students will describe, express, identify the basic colors.

Pronunciation:

The students will use correct pronunciation, stress, and sentence intonation.

The students will practice pronunciation through rhymes, games, songs, and other media.

**NYS Learning Standard(s) & Performance Indicator(s):**

**Standard 1:** Students will listen, speak, read, and write in English for information and understanding.

**Performance Indicator 2.** View, listen to, read, gather, organize, and discuss information from various sources. Such sources include story and picture books, audio, and media presentations, and oral interviews. (L, S, R, W)

**Performance Indicator 12.** Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W)

**Materials:**

Photo Story 3 for Windows

Pictures for each of the colors (via the internet or from some other form of media)

SmartBoard

**Procedure:**

1. Follow directions to make a video story project using the Photo Story 3 template.
2. Choose pictures from the internet or from other sources that describe each of the colors you would like the students to identify and download them to Photo Story.
3. Play the video story daily, on the SmartBoard, at the beginning of class, when you review the letters, numbers, shapes, calendar, etc.
4. The students should repeat or say the names of each of the colors with the narrator.
5. After several weeks of using the Colors Photo Story, you can evaluate your students' knowledge of the colors by using cards of each of the pictures and asking them to identify or describe each of the color pictures.
6. As an end of the year project, you can edit the video story and use your students' voices instead of your own to describe each of the color pictures in Photo Story.

**Software:**

Photo Story 3 for Windows  
SmartBoard

**References:**

Google Images      [www.google.com](http://www.google.com)

English as a Second Language Early Childhood Grades Pre-K - 1  
Learning Standards and Performance Indicators  
[www.emsc.nysed.gov/biling/resource/ESL/02Early.pdf](http://www.emsc.nysed.gov/biling/resource/ESL/02Early.pdf)

Walker, Michael. Addison-Wesley ESL Book A Teacher's Edition, Addison-Wesley Publishing Company, 1989.

**Notes**

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Name: Elzbieta Kulon

School: Greenport Public Schools

Grade(s): 9-12 Spanish speaking students

ESL Proficiency Level: Advanced

Project Title: iPods Make Learning English Fun

Description: On the last day before Memorial Day long weekend the class will Listen to Wish List by Pearl Jam downloaded on iPods. After the first listening session, they will share what they heard and understood. To make them more successful in getting more from this listening comprehension practice, they will listen to the song again, but this time they will use a lyrics sheet with blanks instead of key phrases. The student who will get the most of them filled, will get bonus points . After sharing their fill-ins, they will be asked to take turns at reading a verse after verse, when other students will come up with their interpretation of this phrase. They may disagree and have a discussion. For homework they will add one more stanza to the song using " I wish I were ...". They should come up with interesting ideas and use a Spanish-English dictionary if needed.

Objective: Students will strengthen their understanding of earlier Taught structures of "wish " followed by a past verb and referring to unreal wish. They will strengthen their listening skills, and discover another a possibility of using iPods not only for listening to their music, but for having fun while learning English faster.

NYS Learning Standard(s) & Performance Indicator(s):

ELA 1. Students will read, write, listen, and speak for information and understanding.

ELA 3. Students will read. Write, listen and speak for literary expression

ELA 3. Students will read, write, listen, and speak for critical analysis and evaluation.

ELA 4. Students will read, write, listen, and speak for social interaction.

Procedure: listening, reading, speaking, writing from dictation, discussion,  
Creative use of studied structures and new vocabulary.

Materials: worksheets, pencils, bilingual dictionaries

Software: Ipods with I Wish by Pearl Jam downloaded from iTunes

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# Harbor Fields

June 2 2009

Name: Anna Chan-Luczak

School: Oldfield Middle School, Harborfields Central School District

Grade: 6-8

ESL Proficiency Level: Beginner to Advanced

Project Title: "Pablo Neruda's Odes: A Study of Figurative Language in Poetry"

Description: This lesson focuses on the use of figurative language in poetry, such as metaphors, similes and hyperboles, using Pablo Neruda's odes.

Objective: Students will read and analyze Pablo Neruda's odes for examples of metaphors, similes and hyperboles. They will define and provide examples for the various types of figurative language. They will write their own odes using figurative language. They will videotape themselves reading their odes and saving them onto iPods to share with other students. They will create mini-movies about their odes using Movie Maker.

Procedure:

- 1) Introduce Pablo Neruda using PowerPoint presentation. Elicit background knowledge about Neruda and what they know about odes/poetry.
- 2) Go over slides on figurative language: metaphor, similes, hyperboles, personification, imagery.
- 3) Pair students up in teams. Hand out chart paper to each team, and have them come up with at least three examples of metaphors, similes and hyperboles. Have students present their charts to the class.
- 4) Define what an ode is. Introduce "An Ode to My Socks." Have one student read it in English, and another student read it in Spanish. This is a good way to include beginner-level native Spanish speakers to participate in class.
- 5) After reading the ode, analyze the poem together as a class using the following chart:

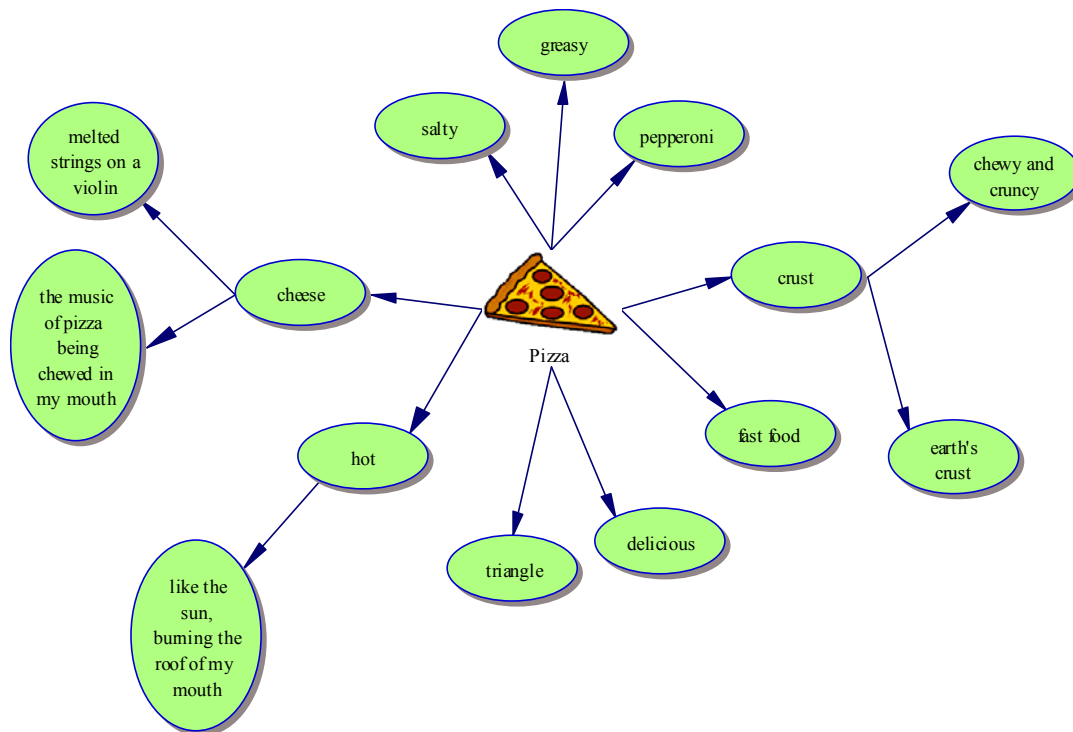
Object	Compared to...	What it means	Type of Language
socks	Rabbits	Socks are as soft as rabbit's fur	simile

6) Divide the class into teams again. Hand each team a different poem to read and analyze ("Ode to Salt," "Ode to Apple," "Ode to the Watermelon"). For example:

Object	Compared to...	What it means	Type of Language
watermelon	Green whale of summer	Watermelon has green color, it's the biggest fruit, eaten in the summer	metaphor

7) After all the poems have been analyzed by the teams, each team shares their charts with the rest of the class. Students have to comment on each others' analyses.

8) Using Inspiration, create an idea web around the word "pizza." The computer image should be displayed on a SmartBoard for all to see. Tell students that we will be writing an ode to pizza and to come up with as many descriptive words about pizza as possible. As the students come up with the descriptions, type the words in using the Rapid Fire function. The words will automatically come up as a web around "pizza." For example:





- 9) Print the web after it has been completed. Students are then to use the web as a basis for writing an ode to pizza.
- 10) After this guided practice, students are then to choose three subjects (a person, an object, an idea) and write an ode for each. They are to first create an idea web using Inspiration, and then write their odes based on the webs.
- 11) After their odes are completed, students videotaped themselves reading their odes. They then uploaded the files onto iPods. Students shared the oral presentation of the odes using the iPods with students from other periods. They then had to fill out an evaluation form for the odes.
- 12) As a bonus, some students created a visual representation of their odes using Movie Maker. They narrated their odes, and collected images from the Internet that represented the symbolism in their odes.

Materials: Pablo Neruda's Odes in both English and Spanish ("Ode to My Socks," "Ode to Salt," "Ode to Apple," "Ode to the Watermelon"), chart paper, PowerPoint presentation on figurative language

Software: PowerPoint, Inspiration, MovieMaker

Hardware: SmartBoard, video camera, iPods

References:

Elemental Odes by Pablo Neruda

iPods in Education Brochure published by Apple

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# Kings Park

June 2 2009

ame: Rosa Ciccarelli

School: Fort Salonga Elementary School

Grade: K-3

ESL Proficiency Level: B/I/A

Project Title: Let's Listen!

Description: In this project, students use and build upon their background knowledge about many topics. Via various multi-step listening activities, students improve their listening, reading and writing skills as they prepare for state assessments such as the ELA, Math and NYSESLAT.

Objective: Students will be able to complete several types of written and reading activities based on listening passages/texts.

## NYS Learning Standard(s) & Performance Indicator(s):

- ✓ ELA Standard 1: Students will read, write, listen, and speak for information and understanding.
  - Acquire information from nonfiction text
  - Follow a two step direction
  - Draw on prior experience to understand new data, facts, and ideas
  - Determine a sequence of steps given
  - Identify main ideas and supporting details
  - Identify a conclusion that summarizes the main idea, with assistance
  - Interpret information by drawing upon prior knowledge and experience
- ✓ ELA Standard 2: Students will read, write, listen, and speak for literary response and expression.
  - Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud
  - Listen to literary texts and performances to respond to vivid language (e.g., rhymes)

- Listen to literary texts and performances to distinguish between a story and a poem, with assistance
- Draw or write to respond to text
- ✓ ELA Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
  - Form an opinion or evaluate information on the basis of information in the world
  - Identify ideas and experiences from texts and performances
- ✓ ELA Standard 4: Students will read, write, listen, and speak for social interaction.
  - Listen for the tone of voice and content that signal friendly communication
- ✓ Math Standards/Performance Indicators:
  - use and understand verbal ordinal terms, first to tenth
  - develop an understanding of fractions as part of a whole unit and as parts of a collection
  - use visual models, and illustrations to name and represent unit fractions as part of a whole or a set of objects
  - understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction
  - recognize fractional numbers as equal parts of a whole
  - explore equivalent fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ )
- ✓ Science Standards/Performance Indicators:
  - understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment
  - describe some behaviors of common living specimens

### Activities & Procedures:

1. *Autumn Poem*: Poem cloze where students fill in the missing words, then also review the genre type, literary elements and practice ELA strategies/skills via the multiple choice questions. A short writing activity allows the students to express their own opinion as per the "evaluation" level of Bloom's Taxonomy. An additional fall poem as well as photos are included that can be developed into a similar lesson or support the current one.
2. *Christopher Columbus*: Depending on the age/level, students listen to a short rhyming poem about Columbus. There is a simple cloze that can easily be adapted to become more challenging. Students can also follow the same steps in the ELA listening directions: listen the first time, take notes the second time, take more notes the third time (LEP accommodation). Finally, they can use their own notes to answer the short response questions. Creating a labeled poster of Columbus' voyage is easy with the provided labels... some are complete words, some labels are missing consonants, vowels, hidden sight words, etc.

3. *The Bat*: Students follow the same steps in the ELA listening directions: listen the first time, take notes the second time, then take more notes the third time (LEP accommodation). Finally they use their notes and what they heard in order to answer multiple choice and short response questions based on the same format and skills used on the ELA.
4. *Halloween Party*: Poem cloze where students then go on to follow directions at the bottom of the poem. This helps them become more familiar with the elements of the genre (i.e.: line, stanza, etc.) as well as rhyming review. A short extension writing activity activates their mind and lets them express their own opinion as per the "evaluation" level of Bloom's Taxonomy.
5. *The Pilgrims*: A cloze activity where students fill in the missing information. Students can easily self-correct or peer edit together on the Smart Board. The same complete passage is used as a reading/writing activity that includes multiple choice and a short response question modeled after the language and skills used in the Grade 3 NYS ELA Assessment.
6. *Numbers*: Students listen to ordinal numbers and write what they hear. Depending on the student's level, they may try to spell the entire word correctly or fill-in the missing sounds. Challenges are also included to promote higher level thinking and word study review.
7. *Fractions*: Students listen to twelve different short word problems and/or prompts. They follow the directions they hear in order to create the properly shaded fractions based on many skills necessary for success on the Grade 3 NYS Math Assessment. One can easily open this Adobe worksheet on Smart Board to model, review, practice, correct, etc.
8. *Birthday Party*: Students listen to a friendly dialogue then answer multiple choice and short response questions about what they heard. Students are encouraged to follow the same steps in the ELA listening directions: listen the first time, take notes the second time, take more notes the third time (LEP accommodation).

### Resources:

- Internet:
  - [www.nysed.gov](http://www.nysed.gov) (NYSESLAT rubrics, ELA examples, Math, ...)
  - [www.zamzar.com](http://www.zamzar.com) (free conversion of sound files for iTunes use)

- [http://www.math-drills.com/fractions/fraction\\_circles.pdf](http://www.math-drills.com/fractions/fraction_circles.pdf) (free blank Black Line fraction worksheet)
- <http://www.esl-lab.com/birthday/birthdayrd1.htm> (Randall's ESL Café listening files & activities; see#8 Birthday Party)
- <http://krummefamily.org/guides/bloom.html> (Bloom's Taxonomy)
- Software:
  - Microsoft Word
  - Windows Movie Maker
  - Windows Media Player
  - iTunes
  - Adobe Acrobat
- Other materials:
  - IPOD and accessories
  - printed activity sheets
  - pencils
  - crayons/ colored pencils
  - highlighters
  - glue
  - large picture or construction paper
  - recording devices (microphones)
  - Smart Board
  - laptop/computer
  - scissors

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# Mattituck/Cutchogue

June 2 2009

**Name:** Marie Ardolino

**School:** Cutchogue East Elementary School

**Grade(s):** 1 - 3 grades

**ESL Proficiency Level:** High beginner - Intermediate.

**Project Title:** The Amazing Life Cycle of Sea Turtles

**Description:** Students will learn about the habitat, nesting, diet, and survival of sea turtles.

**Objective:** To learn about the cycle of life of sea turtles by listening reading, writing and speaking about them.

**NYS Learning Standard(s) & Performance Indicator(s):**

## **Standard I**

### **Performance Indicators:**

1. Listening in order to:

Identify essential details in non-fiction text. Determine the sequence of steps given

2. Speaking in order to:

Express an opinion, ask questions. Present a short oral report using a at least one source of information.

3. Read in order to:

Relate data and facts from informational texts.

4. Write in order to:

Take notes to record data, facts, and ideas.

### **Procedure:**

1. Have students listen to video of turtles nesting which explains their nesting habits and dangers.

2. Using video I-pod, record discussion with students about their understanding of the videos watched. Ask, " what did you see happening in the video."

3. Discuss key vocabulary and play a matching game using the Smartboard. Students can then use Kidspiration to make a sequence story about turtles using the vocabulary words.
4. Read books *The Life Cycle of a Sea Turtle* and *All Aboard Science Reader Turtles*. Ask questions regarding the turtle's diet, habitat, nesting and life span.
5. Read *The Durable Desert Tortoise*, then discuss how turtles and tortoises are the same and different. Make a Venn diagram using the Smartboard to compare and contrast.
6. Lastly, have students draw a picture of a sea turtle and have them write 4 -5 sentences about these amazing creatures of the sea. These oral reports will be videoed and shown to the parents at the end of the year.

**Materials:** Scanner, laptop, video ipod, Smartboard, projector and video camera.

**Software:** Kidspiration, Smart Notebook Software, iTunes, Discovery Learning and Google videos.

**References:**

1. *All Aboard Science Reader - Turtles* By: Jodi Huelin
2. *The Life Cycle of a Sea Turtle* By: Bobbie Kalman
3. *The Durable Desert Tortoise* By: Colleen Stanley Bare
4. *Turtles* By: Merebeth Switzer

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# Miller Place

June 2, 2009

Name: Bonnie Connelly

School: Miller Place School District

Grade: K - 2

ESL Proficiency Level: All

Project Title: Extending Picture Books through Jazz Chants

Description: Use I Pods to listen to stories and the chants related to each story

Objective: Develop listening and speaking skills

Procedure: Read a picture book to the group. Discuss the story. Teach the jazz chant. Practice the chant.

Use the I Pods at a listening center so the students can listen to the story read by the teacher and speak along with the chants.

Materials: Picture book, jazz chant, handouts for students when applicable, I Pods.

Software: I Tunes

References: Books I used: The Big Trip, Bear Wants More, Where is Green Sheep.

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# Montauk

June 2, 2009

Name: Patricia Byrne  
Addi Proctor

School: Montauk School

Grade: Grade 5

ESL Proficiency Level: Low Intermediate

Project Title: Comparing Montauk, New York with La Carpio, Costa Rica

Description: This lesson will be used to teach the students how to construct the comparative and superlative forms of adjective while contrasting their own lives and daily environment with those of impoverished students of approximately the same age who live in a barrio of economic refugees in San Jose, Costa Rica. The students will use photographs taken by a Montauk School teacher on a community service project and compare those to equivalent ones taken in Montauk.

Objective: Students will be able to use the comparative and superlative forms of the adjective to discuss and contrast their lives with students in another culture.

NYS Learning Standard 1: Students will read, write, listen , and speak for information and understanding.

Performance Indicators:

- Compare and contrast information on one topic from multiple sources
- Recognize how new information is related to prior knowledge or experience

NYS Learning Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation

Performance Indicators:

- Analyze the impact of an event or issue from personal and peer group perspectives
- Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance

Procedure:

1. Students will view Notebook file entitled "Comparing Montauk, New York with La Carpio, Costa Rica"
2. Students will write on the whiteboard, completing the given fill-in-the-blank sentences, graphic organizers and written responses to written questions using the comparative form.

Materials: SMARTboard, computer for flashdrive

Software: SMARTboard software to run the file

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# Port Jefferson

June 2, 2009

Name: Regina Paquette

School: Port Jefferson

Grade(s): K

ESL Proficiency Level: Beginner to Intermediate

Project Title: Food Pyramid

Description: Students will be introduced to food vocabulary.

Objective: Students will explore the concept of food and the food pyramid. Students will learn and use food vocabulary in various activities.

NYS Learning Standard(s) & Performance Indicator(s):

ELA Standard 1 - Students will read, write, listen, and speak for information and understanding.

Performance Indicators

- Interpret information represented in simple charts
- Copy letters and words from books, magazines, signs, charts, and own dictation
- Use graphics such as posters to communicate information from personal experiences
- Draw pictures to record facts from a lesson, with assistance
- Identify words and sentences on a chart, with assistance
- Retell more than one piece of information in sequence
- Ask questions to clarify directions and /or classroom routines
- Respond orally to simple questions and /or directions
- Share information, using appropriate visual aids, such as puppets, toys, and pictures, to illustrate a word or concept, with assistance

ELA Standard 4 - Students will read, write, listen, and speak for social interaction.

Performance Indicators

- Share reading experience to establish, maintain, and enhance personal relationships

- Share writings and drawings with peers or adults.
- Listen for the tone of voice and content that signal friendly communication

Procedure:

- Introduce the concept of food by reading the book Good Enough to Eat by Lizzy Rockwell.
- View Vegetables on Raz-Kids Interactive books.
- Point out and discuss pictures of food on various posters.
- Students develop a list of food and food groups with pictures.
- Using Smartboard, children identify and categorize foods by moving individual pictures of foods into appropriate food category.
- Using Smartboard, play food bingo.
- Using Smartboard, fill in the missing letters in fruit and vegetable words.
- Using writing prompt on Smartboard, students write a food story about their favorite food with pencil and paper.

Materials:

- Fruit, vegetable and food pyramid posters
- Book entitled Good Enough to Eat by Lizzy Rockwell
- Vegetables on Raz-Kids Interactive site
- Food Bingo game

Software:

- Smartboard notebook

References:

[www.mypyramid.gov](http://www.mypyramid.gov)

[www.raz-kids.com](http://www.raz-kids.com)

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# Sayville

June 2, 2009

Name: Maria Ranzino, ESL Teacher

School: Sayville High School

Grade(s): 9-10

ESL Proficiency Level: Advanced

Project Title: Steps to Employment

Description: Students are taught the process of finding employment. Through guidance and research they will be able implement the proper tools needed for their future job search.

Objective: Using the ESL standards of reading, writing, listening and speaking the students will be able to improve/increase their knowledge of Job Hunting.

NYS Learning Standard(s) & Performance Indicator(s):

Standard 1 & Performance Indicators:1.1/1.3/1.5/1.11/1.12/1.15

Standard 2 & Performance Indicator: 2.2

Standard 3 & Performance Indicator: 3.7

Standard 4 & Performance Indicators:4.1/4.6/4.9/4.11

Procedure: 1. Students are introduced to vocabulary/abbreviations found on job applications. 2. An application from Waldbaums is distributed and the steps for filling out the form is executed . 3. Discussed is what information the ads should include when one looks for work. The class was to note if all ads included: age, experience needed, hours desired, and wages. 4. The students look through Newsday ads and discovered that various employers did not include the above information (#3). 5. Each student creates his/her own want ad. After trial runs, classmates interview one another to see who is qualified for the position. 7. Students are also taught how to write resumes, and cover letters.

Materials: Newspaper, Library Resources, Websites, Video Camera and iPod.

Software: iPods, iTunes, Microsoft Word, and Power Point

References: [www.a4esl.org/q/h/employ/persqual.htm](http://www.a4esl.org/q/h/employ/persqual.htm)

[www.a4esl.org](http://www.a4esl.org)

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# Shoreham Wading River

June 2, 2009

Name: Tricia McCabe

School: Shoreham Wading River High School, Middle School and Wading River Elementary

Grade(s): 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>

ESL Proficiency Level: Intermediate and Advanced

Project Title: Shedding Light on Long Island Lighthouses

Description: Students read a piece of literature then investigate their chosen lighthouse of Long Island. They write an essay about it and then put it into 3-4 Power Point slides. The slides are then inserted into the final presentation.

Objective: The students will explore the geography of Long Island and the historical significance of its lighthouses.

NYS Learning Standard(s) & Performance Indicator(s):

Standard 1: Students will listen, speak, read, and write in English for information and understanding

Performance indicators: #2, 3, 4 and 9.

Standard 2: Students will listen, speak, read and write in English for literary response, enjoyment and expression.

Performance indicators: #1, 2, 4 and 7.

Standard 4: Students will listen, speak, read and write in English for critical analysis and evaluation.

Performance indicators: #1, 4, and 6.

Procedure: The Elementary students read, *The Boxcar Kids*, *The Lighthouse Mystery* then write an essay about the story. The Middle School students read Karen Hesse's *Dear America, A Light in the Storm* and write an essay about one of the characters.

Utilizing the first 16 slides, the students:

- identify 3 things about each lighthouse

- answer the questions on
- fill out the KWL

Following the links the students investigate their lighthouses and using the guidelines write about it.

The students use the information to make 3-4 slides using Power Point.

Materials: SmartBoard, camera, computer, Books (listed)

Books:

Abagails Drum; Minahan, John

America's Lighthouses; Murray, John A.

A Light in the Storm; Hesse, Karen

The Boxcar Kids, The Lighthouse Mystery; Chandler, Gertrude

Beacons of Light; Gibbons, Gail

Keep the Light Burning Abbie; Roop, Peter and Connie

Lighthouse, A Story of Remembrance; Munsch, Robert

The Little Red Lighthouse and the Great Grey Bridge; Swift, Hildegard H

Software: SmartBoard Notebook, Picassa Photo Shop and Power Point.

References:

Internet sites:

1. Interactive map of Long Island

[Http://www.scroope.net/lighthouses/longisland.htm](http://www.scroope.net/lighthouses/longisland.htm)

2. Long Island Lighthouses

<http://www.longislandlighthouses.com>

3. Sea the Lights

<http://www.seathelights.com/index.htm>

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# Southold

June 2, 2009

Name: John Myers

School: Southold Jr. Sr. High School

Grade(s): 9-12

ESL Proficiency Level: Intermediate / Advanced

Project Title: ESL Blues

Description: This activity represents a portion of a larger unit on the roots of rhythm and blues music. The unit was developed to incorporate several aspects of core curricula, such as writing, reading, and US history, to be used in conjunction with the technology available to us, namely iPods and computers.

Objective: For this activity, students will write a blues song and 'perform' (orally speak the words) it over a musical track.

NYS Learning Standard(s) & Performance Indicator(s):

ELA Standard 1 - Information and understanding

2- Expression

3- Evaluation

4 - Social Interaction

- Determine the meaning of unfamiliar words by using classroom and other resources
- Recognize the organizational format, such as hierarchical, chronological, and cause/effect
- Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection and demonstrate physical poise
- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Use tone and language appropriate to the audience and purpose
- Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting,

revising, proofreading, and editing)

-Use an organizational format that provides direction, coherence, and/or unity

-Use computer technology to create, manipulate, and edit text

Background:

The unit on blues music is the second in a series of mini-units on the roots of Rhythm and Blues music. The unit opened with a discussion of the genre itself, with an emphasis on the instrumentation prevalence (acapella and piano on earlier recordings, guitar on more recent versions) and the mood typical of the songs.

A slide presentation was given on the Billie Holiday song, "Strange Fruit", along with follow-up activities. This tune was used to represent the older versions of blues music.

For the newer, more guitar-oriented blues sound, students were shown a clip from the movie, "Adventures in Babysitting", in which the main characters unwittingly find themselves on stage at a blues club and are compelled to improvise a blues song.

Procedure:

- Watch movie clip (see above)
- Together with class, students transcribe the spoken words into written form.
- Students take turns speaking the written song.
- An assignment is given by the teacher:
  - o "Write a song based on the typical blues song you heard in the movie "Adventures in Babysitting". The song must have two verses and a chorus. Here are some suggestions:
    - High School Blues
    - ESL Blues
    - Immigrant Blues

Begin the tune with...."My name is...", and follow the format of "Babysitting Blues"

- Once students have written, edited, and rewritten their song, each takes a turn performing it for the class
- Using a downloaded instrumental version of "Bad to the Bone", by George Thorogood and the Destroyers (With a similar riff/melody to the song in the movie), students record their songs over the musical track.

- Recorded tracks are placed on both CD's and IPods, where students add their lyrics to the iTunes program on the pc's.

Materials:

- computer with Internet access, as well as word processing software
- iPods
- paper
- MAC computer with "Garage Band" software installed

Software:

- "Garage Band"
- Microsoft Word
- iTunes

## Notes

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# Three Village

June 2, 2009

Name: Gail Dawkins

School: Minnesauke Elementary School

Grade(s): 3<sup>rd</sup> and 4<sup>th</sup>

ESL Proficiency Level: Intermediate and Advanced

Project Title: Hibernation

## Description:

Winter is approaching and everyone must be prepared for the cold weather. We know how our families get ready for winter, but what about animals? How can animals survive a long winter? As we know, one way is hibernation.

The students will work together to create and present a multi-media project in order to educate and inform ESL students in the primary grades about hibernation. They will complete a research project about a hibernating animal, design a Power Point presentation about a hibernating animal, and even add audio and video clips to the presentation.

## Objectives:

- Students will identify animals that hibernate in order to explore the characteristics of these animals, their habitats, their diets and how they prepare for winter using appropriate content area vocabulary.
- Students will acquire the background knowledge and vocabulary needed to understand the texts we will read and the internet sites we will visit about hibernation.
- Students will collaborate to create and present a multi-media project in order to educate and inform ESL students in the primary grades about hibernation. The students will complete a research project about a hibernating animal, design a Power Point presentation about their animal, and add audio and video clips to their presentations.

NYS Learning Standard(s) & Performance Indicator(s):

**Standard 1:** Students will listen, speak, read, and write in English for information and understanding.

Students learning English as a second language will use English to acquire, interpret, apply and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of proficiency to collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts.

**Performance indicators:**

1: Identify and use basic reading strategies to make text comprehensible and meaningful.

2: Read, gather, listen to, view, organize, discuss and interpret information related to academic content areas from various sources.

5: Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning.

7: Present information clearly in a variety of oral and written forms for different audiences and purposes related to academic content areas.

12: Convey information and ideas through spoken and written language using conventions and features of American English.

13: Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information.

16: Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.

Procedures:

### **Getting Started**

- Our first order of business in the High-Tech Hibernation Hideaway is learning more about hibernation.
- You will need a clipboard and the [Hibernation Worksheet](#).
- Click on the websites below. Record information on your worksheet.

<http://library.thinkquest.org/TQ0312800/hibernate.htm>

<http://www.zoomschool.com/coloring/Hibernate.shtml>

<http://www.bbc.co.uk/nature/animals/mammals/explore/hibernation.shtml>

Now watch the [Hibernation Video](#)

- When you have finished, we will meet and discuss what we have learned.
- We will make a list of important facts and a list of hibernating animals.
- You will also decide which animal you will research.
- You will all work together to create a What is Hibernation? poster for the classroom.
- You will work together to create the Animals that Hibernate poster for the classroom.

### Research Project

- Now we can begin our own research projects.
- Print out a copy of the [Hibernating Animal Research Report](#).
- To research, you can use books in the Hibernation Library basket, find information on internet sites, and watch videos.
- Remember to use your own words when writing your report. **You should not copy.**
- Remember I am here to assist you. Please ask for help if you need it. I will help you find appropriate sites and read challenging texts with you.
- When you're finished you will meet with me to make sure you are ready to begin your presentation. (Complete [Checklist](#))

### Creating a Power Point

- Now you are ready to create a Power Point Presentation about your hibernating animal.
- You will use all of the research you collected to make your Power Point. Look at the [Power Point Checklist](#) to make sure you are following directions.
- You will add audio clips to your presentation. It is very important that you [prepare for this part of the presentation](#). You can also insert a video clip in your project.

### Teaching Your Classmates and Other Students

- Everyone will present a hibernation project to the other students.
- You are the expert and you are responsible for teaching your classmates and other ESL students.
- I expect you to listen attentively and respectfully to the animal experts. Everyone will be responsible for learning about the other animals.

You have worked together to create a high-tech project to share with ESL students today and in the future. So, let's see what we've learned from our classmates. You will each get a copy of the Cool Facts about Hibernating Animals Chart. You can use our Project or speak to an expert to complete the chart.

Now that we know about hibernation and some animals that hibernate, let's think about and discuss the following questions!

- What would happen if animals stopped hibernating?
- Scientists say the earth is becoming warmer. How will this effect hibernation? Why do you think so?
- Do animals hibernate in your country? Why or why not?
- Hibernation is an adaptation; do we know any other ways animals adapt to their environments? Give some examples.

Materials: Computers or Laptops, Books about hibernation on a variety of levels, i-pods, smartboard, microphones

Software: Powerpoint

References: (examples)

**591.54 BANCROFT**

**Animals in winter** *Revised ed.*

Bancroft, Henrietta

**591.54 BUSCH**

**The seven sleepers : the story of hibernation**

Busch, Phyllis S.

**599.74 ENGLAR**

**Why do bears sleep all winter? : a book about hibernation**

Englar, Mary

**591.56 HICKMAN**

**Animals hibernating : how animals survive extreme conditions**

Hickman, Pamela

**591.56 GANERI**

**Hibernation**

Ganeri, Anita

**591.54 BRIMNER**

**Animals that hibernate**

Brimner, Larry Dane

Hibernating Animal Printouts at Enchanted Learning

<http://members.enchantedlearning.com/coloring/Hibernate.shtml>

Think Quest Hibernation

<http://library.thinkquest.org/TQ0312800/hibernate.htm>

Brainpop Hibernation Video

<http://www.brainpop.com/science/ecologyandbehavior/hibernation/>

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# Tuckahoe

June 2, 2009

Name: Justine Charos, Maureen Rabbitt and Aisa McGann

School: Tuckahoe Common School District

Grade(s): 2<sup>nd</sup> and 3<sup>rd</sup> grades

ESL Proficiency Level: Intermediate and Advanced

Project Title: Butterfly Life Cycle

Description: This is a unit of study implemented across grade levels where students become familiar with life cycles and enrich content knowledge and vocabulary while utilizing technology.

Objective: Students will be able to:

- Identify, recall and apply the stages of a butterfly life cycle
- Identify and apply key content vocabulary
- Compare and contrast the life cycles of various insects

NYS Learning Standard(s) & Performance Indicator(s):

ESL STANDARDS:

Standard One: Students will listen, speak, read, and write in English for information and understanding (*performance indicators: 1,2,3,4,5,6,7,9,12,13,15,16*)

Standard Two: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression (*performance indicators: 1,2,3,4,5,6,7,10,11,12*)

Standard Three: Students will listen, speak, read, and write in English for critical analysis and evaluation (*performance indicators: 1,3,5,6,7,8,9*)

Standard Four: Students will listen, speak, read, and write in English for classroom and social interaction (*performance indicators: 3,4,5,6,7,8,9,10,11,12*)

NYS SCIENCE STANDARDS:

Standard Four: Students will understand and apply scientific concepts, principals, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science (*performance indicator: describe the life processes common to all living*)

*things. 1.2A living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.)*

Procedure:

Listening: Through instructional read-alouds, students were able to become familiar with life cycles. Vocabulary instruction with important terms (ex. life cycle, metamorphosis, molt, habitat) was implemented prior to read-alouds to pre-teach those terms to know. During Guided Reading students practiced their listening skills by respectfully listening to other readers.

Speaking: Students were asked to choose an insect (butterfly) and complete research on the particular butterfly and present to the class. During guided reading students read-aloud and practiced their speaking skills by sharing connections to text. During smart-board activity students used verbal skills to help one another put stages in the appropriate positions.

Reading: Guided Reading using The Insect Life Cycle by Chuck Garofano, Life Cycle of a Butterfly and Journey North Power Point Slides and various texts for independent reading.

Writing: Students used a note-taking page to organize their research prior to using MSWord to complete their research project. They defined key terms highlighted in guided reading texts. Students drew and labeled stages of Butterfly Life Cycle in journals.

Materials: Texts- Enchanted Learning Life Cycle of a Butterfly (guided reading), Journey North Power Point slides (Guided Reading), Waiting for Wings by Lois Ehlert, Watch Me Grow Butterfly by Lisa Magloff, The Caterpillar a poem by Christina Rossetti, Butterfly Life Cycle poster, Vocabulary Cards, Journey North web site video clips, Smartboard Interactive Butterfly Life Cycle Graphic Organizer, SafariMontage (various educational videos showcasing life cycles), Life Cycle of an Insect, by Chuck Garofano, manipulatives.

Software: Smartboard, [www.learner.org/jnorth/](http://www.learner.org/jnorth/), MSWord, Google Images, SafariMontage

References: [www.enchantedlearning.com](http://www.enchantedlearning.com), [www.learner.org/jnorth/](http://www.learner.org/jnorth/), Watch Me Grow Butterfly by Lisa Magloff, [www.readinga-z.com](http://www.readinga-z.com).

# Westhampton Beach

June 2, 2009

Name: Monica DeBrita

School: Westhampton Beach High School

Grade(s): 9-12

ESL Proficiency Level: Beginner/Intermediate

Project Title: "Home Is..."

Description: Students watched and responded to a vodcast on home. Students responded to the vodcast by creating "home is" poems and publishing them through the use of multimedia resources.

Objectives: Students will be able to

- 1) Define the word home
- 2) Associate new vocabulary words with the word home
- 3) Listen to and watch a vodcast for comprehension
- 4) Use English to participate in a discussion on what home is and what home means to them
- 5) Create a graphic organizer representing how their senses are activated when they think of home
- 6) Use English to write a "home is" poem
- 7) Use English to share and react to each other's poems

NYS Learning Standard(s) & Performance Indicator(s):

Standard 1: Students will read, write, listen and speak in English for information and understanding.

Performance indicators: 1, 5, 7, 12, 15, 16.

Standard 2: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance indicators: 1, 3, 4, 8, 9, 10, 12.

Procedure: Students brainstormed to create a web diagram surrounding the word home. Following this discussion the students viewed a vodcast on home.

While viewing the vodcast they completed a dictation activity on the internet. After viewing the vodcast and completing a dictation activity the students added to their web diagram. Students discussed the different meanings of house and home. Students then completed a senses chart on their own home. Finally, students composed a "home is" poem using the "am poem" format to share their feelings on the place they call home. Choosing from a variety of multi-media resources, students published and shared their "home is" poems.

Materials:

1. Internet access
2. Multiple computers or I-pods
3. Web Diagrams
4. Dictionaries
5. Senses organizer
6. "Am" poem sample
7. Rubric

Software: Microsoft PowerPoint, PhotoStory, Movie Maker

References:

1. Podcast Interactive English <http://www.kibishipaul.com/>  
Writing an "Am Poem" <http://www.readwritethink.org/>

## Notes

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# West Islip

June 2, 2009

Name: Vanessa Cabrera

School: District Wide - (Oquenock Elementary School main building)

Grade: K-5 / 9-12

ESL Proficiency Level: Beginner - Proficient

Project Title: Flags Around The World

Description: This school year, students in grades K-5 and 9-12 participated in a native country flag project. In the primary grades, students created their native country flags and completed a corresponding descriptive writing piece. Intermediate and secondary students completed a research project and a poster about their flags. During this project, students were able to share information about native country flags and their cultures. In addition, elementary students learned about similarities and differences among cultures. Students also learned about the meaning of unity. Their culminating project was the creation of a unity flag, which reflected ideas of respect, happiness, love, and diversity. For the final piece of this project, students in grades K-5 and 9-12 were videotaped as they presented their projects.

Objective:

- (K-5) Students will be able to write a descriptive essay, create a flag, and present projects about their native country flags.
- (K-5) Students will be able to learn about similarities and differences regarding countries around the world and create a culminating unity flag and corresponding writing piece.
- (9-12) Students will be able to research and write an essay, create a cultural flag poster, and present their native country flag projects.

NYS Learning Standard(s) & Performance Indicator(s):

Standard 1: Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate

to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Performance Indicators: 3, 7, 10, 11, 12, 13, and 14

Standard 4: Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Performance Indicators: 4 and 10

Standard 5: Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Performance Indicators: 3 and 5

Procedure:

- The following procedure was adapted in 3 different manners to accommodate students in grades K-5 and 9-12 as well as to accommodate varying ESL proficiency levels
  - Students learned about each other's native country flags through literature and cultural activities
  - Students created their native country flags (color and cut)
  - Utilizing a guiding question sheet, the teacher modeled how to fill in the graphic organizer followed by students filling out their own graphic organizers
  - Utilizing the completed graphic organizer as well as the guiding question sheet, the teacher modeled the writing process followed by students writing their individual essays
  - Students edited, proofread, and revised their essays followed by teacher assistance
  - Using the computer, students typed their completed essays on Microsoft Word and added appropriate clipart pertaining to each of their cultures
  - Students pasted their projects onto construction paper
  - Through literature, discussion, and activities, students learned about similarities and differences among cultures

- Students completed a worksheet regarding the similarities and differences that all children share from different countries
- Through demonstration visuals, and discussion, tudents learned about the term *unity*
- The teacher introduced unity symbols (heart, world, holding hands, rainbow, flags, etc.) and modeled how to complete the unity flag
- Students each completed their own unity flags by tracing their hands, drawing unity symbols, coloring their unity flags, cutting it out, and pasting it onto construction paper
- Utilizing a guiding unity flag worksheet, the teacher modeled how to complete the writing process followed by students completing their individual unity essays
- Students edited, proofread, and revised their essays followed by teacher assistance
- Students wrote their final copies, cut it out, and pasted it onto construction paper
- Presentation tips were discussed and reviewed with students
- Students presented both their Flags Around The World projects as well as their Unity Flag projects

#### Materials:

- computer (research)
- individual flags from various countries
- posters
- paper
- pencils
- construction paper
- crayons
- scissors

#### Software:

- Video camera

#### References:

- [Enchantedlearning.com](http://Enchantedlearning.com)
- [Wikipedia.com](http://Wikipedia.com)
- Books
  - All Kinds of Children by Norma Simon
  - Children Around The World By Montanari, Donata.

- Wake Up, World! : A Day in the Life of Children Around the World by Beatrice Hollyer
- Additional books pertaining to each students' native country

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Name: Deborah Farnworth

School: Udall Road Middle School

Grade: 8

ESL Proficiency Level: Intermediate and Advanced

Project Title: Podcast Interview

Description: In recognition of National World Language Week, a special guest was invited to share his family's story of emmigration to the United States from Russia.

Objective: - Students were able to develop questions pertaining to his family's experience as immigrants in comparison to their own.  
-Students were able to write a guided letter of thanks and appreciation to the guest speaker.

Procedure: 1) Introduction of the concept of an interview  
2) Develop pertinent questions for the interview  
3) Discuss social etiquette for the interview procedure  
4) Conduct the interview  
5) Follow up with written letter of appreciation and thanks

Materials: Ipod, Laptop, microphone, index cards

Software: Audacity

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