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The NYC RBE-RN @ Fordham University Professional Newsletter – Fall'16 Issue

The primary objective of the NYC Regional Bilingual Education Resource Network (RBE-RN) at Fordham University Graduate School of Education and the Center for Educational Partnerships is to assist schools across all five boroughs in creating professional learning communities centered on the education of English Language Learners (ELLs).

The NYC RBE-RN team acknowledges the importance of getting to know the students when they enter their classrooms in September. The team also recognizes that September and October are very hectic times in the school. In response, we have worked hard and created engaging lessons and thoughtful tasks that help build self-esteem, friendships and classroom community with a keen eye to the particular needs of those students who are new to the English language.

The conceptual storyline connecting all the lessons and activities in this issue is the Common Core Learning Standard number 9. The CCLS9 focuses on the integration of knowledge and ideas, and engages students in reading literature and reading for information to develop critical comparing and contrasting skills. And, as students move up the grades these skills evolve into the analysis of themes, characters, events and perspectives. The visual representation created by Alejandro Caycedo will enable you to appreciate how this anchor standard and corresponding grade level standards develop in complexity and depth from the early grades through high school.

Also, when planning for this year, the NYC RBE-RN team has carefully assessed the needs of teachers and school administrators, and designed a regional professional development calendar that addresses the challenges posed by the amended CR Part 154, such as co-teaching, as well as new and exciting initiatives including the program for SIFE students and the NYS Seal of Biliteracy. Our goal is to continue supporting school leaders, teachers and parents to enable all English Language Learners to achieve academically and become successful students.

Please visit our website for more information on our Regional Professional Development sessions and for training and classroom resources:
www.fordham.edu.nyc-rbe-rn-newyork

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Greetings to a New School Year

Dear Colleagues:

Dr. Anita Vazquez-Batisti

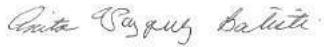
On behalf of Fordham University's Graduate School of Education and the Center for Educational Partnerships, I extend my warm greetings to all teachers, school leaders, students and parents/caregivers as we begin the school year together.

The success of our children rests on the knowledge, expertise, commitment and dedication of all educators, including those who work directly with the children to ensure that the needs of the whole child are met, and those, like us, who contribute to this task by supporting the continuous growth of teachers, administrators, coaches, support staff and parents/caregivers.

In this welcoming issue, the NYC RBE-RN team is offering you a series of engaging and rigorous lessons developed around the theme of "Getting to Know Your Students." These ready-to-be-implemented tasks are aligned with the BCCI and the NYS CCLS (Reading for Literature [RL.9] and Reading for Information [RI.9]) and are tailored to ELL students' varied language proficiency levels and needs. We encourage you and your staff to use these models in your classrooms, and as a framework for future planning within grade level teams.

As always, the NYC Regional Bilingual Education Resource Network (RBE-RN) and the Center for Educational Partnerships at the Fordham Graduate School of Education are ready and committed to assisting the educational community in schools across the five boroughs in supporting professional learning communities centered on the education of English Language Learners (ELLs).

Kind regards,



Dr. Anita Vazquez-Batisti
Associate Dean
Fordham University
Graduate School of Education

The Center for Educational Partnerships at Fordham University

We are, first and foremost, a group of scholars and practitioners who are committed to applying cutting-edge research. We are dedicated to applying that research in the service of K-12 students, teachers, administrators, and parents, as well as to education and government agencies to enable all children to achieve and succeed academically.

Under the direction of Anita Vazquez-Batisti, PhD, Associate Dean for Partnerships, we have grown rapidly, forging partnerships with the New York City Department of Education and the New York State Education Department. The center has a myriad of grant projects that serve of all New York city and the greater metropolitan area.

Making Plans for Relevant and Timely Regional Professional Development

By Eva Garcia, Director NYC RBE-RN



New York City is comprised of over 1,700 schools with more than 1,000,000 students of which there are approximately 159,000 English language Learners spread across the five boroughs. There are ELL students in every district and every school. There are approximately 443 established bilingual or dual language programs. ENL teachers serve in most, if not all, schools. The goal of the NYC RBE-RN for this year is to continue to support *all* teachers of ELLs, ENL and content teachers.



CSA Summer Institute – Planning Literacy Programs for ELLs — Eva Garcia & Aileen Colón

all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.

◊ Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development.

This year, the NYC RBE-RN will continue engaging school leaders and teachers in conversations and discussions about the seven principles of the NYSED/OBE Blueprint for ELL Success and CR part 154 during professional development events. However, there will be an emphasis on understanding how the co-teaching model can be implemented successfully. To that purpose, these sessions will provide learning experiences for co-teaching in the mainstream classroom teachers, for both newly assigned and as well as experienced ESOL teachers .



Teaching for Biliteracy in Dual Language and Transitional Bilingual Education Programs—Cheryl Urow

The amended CR Part 154 regulations, states that ENL teachers are now required to co-teach English language arts and content subjects with a content area teacher, unless they are dually certified. This integrated ENL model is described in the new CR Part 154 regulations with details illustrated on the Units of Study charts. The amended Part 154 is informed by the New York State Blueprint for English Language Learners Success.

The Blueprint for ELL Success, Principle # 6, states that *District and school communities (must) leverage the expertise of Bilingual, ESOL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by:*

◊ Creating intentional learning opportunities for



Collaboration and Co-Teaching for ELLs:
A Leaders Guide — Dr. Andrea Honingsfeld

The role of school administrators is critical to the understanding and implementation of these new changes. Administrative support will affect programming, the delivery of instruction of both ENL and content teachers, the professional growth of teachers, and the overall quality of services rendered to a school's ELL population. Our goal is to offer teachers and administrators the tools necessary for the development of true collaborative partnerships.

The calendar of professional opportunities include sessions on all current NYSED/OBE initiatives, including sessions on the design and management of lessons in two languages, and the criteria and process of obtaining the Seal of Biliteracy. We serve the educational needs of English Language Learners/Multilingual Learners (ELLs/MLLs) and their subgroups (Long Term ELLs, SIFE, Newcomers, Former ELLs, Developing ELLs, ELLs with Special Education Needs).

Teachers, administrators and support staff are invited to attend our activities. For more information on Regional Professional Development by NYC RBERN at Fordham University and resources, please check our website at nycrbern@fordham.edu, or contact us at 718-817-0606.



The Integration of Knowledge and Ideas or CCLS 9, I s the right springboard to get to know your students

by Alejandro Caycedo

Grade 1

Compare and contrast **characters in stories**.
Make cultural connections.

Identify similarities and differences between two same-topic texts.

Grade 3

Compare and contrast themes, **settings and plots of same-author stories** about similar characters.

Compare and contrast **most important points** between two same-topic texts.

Grade 5

Compare and contrast **same-genre stories** on their approaches to similar themes and topics.

Integrate information from several same-topic texts; **write or speak about the subject**.

Grade 7

Compare and contrast fictional portrayal of a **time, place or character**, and historical account of the same period.

Analyze how **two+ authors on same topic emphasize different evidence and interpretations**. Use experience, language, logic and culture to think analytically, address problems creatively and advocate persuasively.

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Grades 9-10

Analyze how author **draws on source material and transforms it**.

Analyze U.S. historical documents; how they address related themes and concepts. **Read, annotate and analyze** diverse and non-traditional topics and **viewpoints**.

Grade 2

Compare and contrast **two+ versions of same story**. Make cultural connections.

Compare and contrast **most important points** between two same-topic texts.

Grade 4

Compare and contrast treatment of themes and topics and **patterns of events in stories, myths and literature from different cultures**.

Integrate information from two same-topic texts; **write or speak about the subject**.

Grade 6

Compare and contrast **texts in different forms or genres** on their approaches to similar themes and topics.

Compare and contrast **same events from two authors**. Think analytically, address problems creatively, and advocate persuasively.

Grade 8

Analyze **modern fiction** themes, events or characters from myths, stories or religious works, including how material is rendered new.

Analyze **two texts** providing conflicting information on same topic; identify differences in text and in interpretation. Use experience, language, logic and culture to think analytically, address problems creatively and advocate persuasively.

Grades 11-12

Demonstrate knowledge of 18th, 19th and 20th century American literature, including how different texts from same period treat similar themes and topics.

Analyze U.S. historical documents for themes, **purposes** and rhetorical features. Read, annotate and analyze diverse and **non-traditional topics and viewpoints**.



All About Me and Getting to Know You: Classroom Activities for The Early Years

By Sara Martinez and Deirdre Danaher

Children walk into your classroom on the first day of school, brimming with excitement, eager to meet you, see their classroom, see where they will sit, where they will put their book-bag, and feel what their home away from home will be like for the next ten months. *How do you put out the welcome mat? What activities could help students get to know you and one another? How do you get to know your students quickly so that you can begin to plan your lessons being cognizant of their experiential levels, their home language, and their emerging English levels?* In this article, we offer those activities that are staples of early childhood classrooms during the first days of school. We hope that this article sparks some ideas on how to establish a nurturing classroom during the first days of the school year .

CONTENT OBJECTIVE (CCLS: RL:1.9): Students **compare** and **contrast** the adventures and **experiences** of characters in stories, and take these comparisons to make cultural **connections to text and themselves**.

CONTENT OBJECTIVE (CCLS: RL:1.9): Students use **words** and **phrases** to **identify** characters and experiences in stories. They also use the **compare and contrast sentence structure**.

PERFORMANCE TASKS: Students participate in a Tasting Party and a Swap Day thus applying and extending their new learnings and language.

OPENING ACTIVITIES

It is important to begin with activities that make young children feel at ease in their new environment and give them a sense of trust, so that they can take risks to explore, communicate their ideas and feelings and begin to forge new friendships. While engaging in these activities, you, as the practitioner are observing, making mental notes, listening to each student's language and melding them into one new classroom where they will thrive, and their emerging English language will have many opportunities to blossom.

'Stringing conversations together' This is an easy opening activity that involves language and non-standard mathematical concepts. Cut yarn into pairs of different lengths. Mix up the yarn and ask each student to choose one piece. Then, ask them to find another student who has the same yarn length. Once they are all in pairs, ask them to introduce themselves. You might extend the activity by having each student introduce his or her yarn partner to the class.

Read-Alouds Reading aloud is a strong literacy practice. Choose books that speak about the first days of school, and as you read, point out what the book has in common with the students, their feelings, and their experiences.

Another well-researched strategy is the "Picture Word Inductive Model" (PWIM). Enlarge a picture to poster size, and prompt students to generate words that they may already know from looking that picture. Write these vocabulary words around the picture with lines drawn to the items. You will refer back to that anchor thematic picture many times during re-reads of that book as you help students to begin to develop their language and new vocabulary words.

The Bilingual Common Core Initiative (BCCI)

How do you take these introductory activities, different language backgrounds and levels and weave them into effective lesson plans? The answer can be found in the New Language Arts Progressions. The New and Home Language Arts Progressions are part of the Bilingual Common Core Initiative (BCCI) developed by NY State, and they are an invaluable framework to guide your instructional practice.

The Language Arts progressions are designed to help all teachers plan instruction and develop appropriate expectations for students at different levels of language and literacy levels. At each grade level, the progressions are laid out the same way: 1)Reading for Literature or Reading for Information, 2)The Anchor Standard and Grade Standard, 3)The Main Academic Demand within each level of language development and 4)The Linguistic Demands which identify words, phrases and forms of language that students will need to meet the CCLS. (For details, go to: <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>).

For this article, we are going to focus on the similarities and differences between two texts on the same topic (RL.1.9, above). The Main Academic and Grade Level Demands ask students to take those comparisons and make cultural connections to text and themselves.

And, what better way to make text to self connections than to look at what you eat for lunch? A perfect example is illustrated in the following book, "The Sandwich Swap".

READ ALOUD: THE SANDWICH SWAP

This heartwarming story, written in 2012 by Her Majesty Queen Rania AlAbdullah of Jordan, focuses on two young girls who share everything in their friendship except their lunches! One girl eats a peanut butter and jelly sandwich, the other girl eats a sandwich with hummus. In the end, their power of friendship is far more powerful than a difference.

Developing Language Thru Connections

The Sandwich Shop is a book that leads to engaging learning strategies, including:

- Saying words out loud, such as – *Eww! Yucky!*
- Demonstrating words and phrases, such as *pesky thoughts, Salma frowned, blurred out, two neat halves, two perfect triangles.*
- Using sentence structures to make connections to text and self: “*I eat I like, I like to eat..... for lunch.*”
- Differentiating activities to address linguistic demands based on the students’ English language proficiency (see chart).

Entering: Students go fishing for the vocabulary words with picture support and move them into a compare/contrast graphic organizer such as a Venn diagram.

Emerging: Match the oral reading of the story to pictures of the two girls. Pre-identify words they already know.

Transitioning: Sequence pictures of the story – first, next last. Organize phrases or sentences on a partially completed graphic organizer.

Expanding: Organize sentences on a diagram to compare and contrast the experiences of the characters in the story.

Commanding: Students are now independently building the graphic organizer by themselves.

- Using the Picture Word Inductive Model (PWIM) to illustrate some of the objects in the book such as *bread, jelly, hummus, peanut butter, swing, and table*
- Matching oral reading of the story to the beautiful illustrations. Copy pictures from the story and ask students to sequence them (e.g., beginning, middle and end).
- Matching the two characters with their lunches based on the oral descriptions. The book describes the hummus sandwich as two neat halves whereas the peanut butter sandwich is two perfect triangles.

This is a story that should be read aloud many times and each time, the students will engage with it more and more.

PERFORMANCE TASKS:

Making Text to Self Connections Build a classroom sandwich with each child contributing one food item – draw it out and label

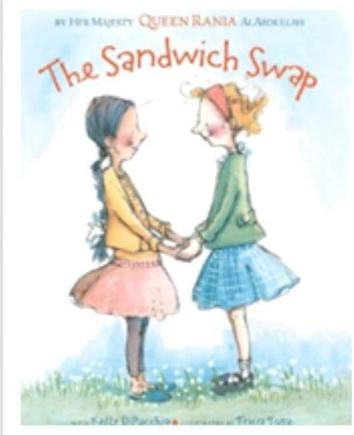
each of their names, or use art materials to represent the foods.

Once students are familiar with the different foods and their names, tell them it is time for a tasting party.

A Tasting Party

Provide a variety of things to taste that you think might be something new for the students.

Number each edible item and have them try a little of each item. Then circle whether they liked or did not like each item after they tasted it. Students say,
♦ “I liked/did not like this because _____.”
♦ I was absolutely, positively sure that I would not like ___, but then I tried it ... and it was _____! (CYRM Resource Guide 2012-2013)



A Swap Day

Students have learned how the two characters exchange their sandwiches, the value of learning from each other. They are now ready for a Swap Day. Demonstrate and discuss the word “swap”.

Then, have everyone bring something to school that they are willing to swap. Examples could include swapping a pencil, a bracelet, a book or a picture that each student has drawn. On the day of the Swap, pair the students up and have them swap the items they brought. Have everyone show and celebrate what they received in the swap. (CYRM Resource Guide 2012-2013).

ACADEMIC EXTENSIONS

Mathematics – Graphing a) Using the lists created earlier, make a class graph of favorite things to do with friend; b) Make a graph to show which sandwich the class prefers. Then, make a graph of everyone’s favorite sandwiches. (CYRM Resource Guide 2012-2013)

Writing – Use the writing frames used in the lesson to motivate students to tell about something they were sure they wouldn’t like, but changed their mind once they tried it. Then, students can illustrate their sentence and share the page with the class. Later, put everyone’s pages together to make a book and put it in the classroom library.

Cooking – Hummus and Peanut Butter* Use your favorite recipe to make hummus and Peanut Butter, and serve the hummus with wedges of pita bread. www.eatbetteramerica.com

*Check for peanut allergies before using this lesson.

Music– Sing “Peanut Butter and Jelly.” Available on “Greg and Steve in Concert for Children” DVD and “Fun & Games” CD by Greg & Steve. (CYRM Resource Guide 2012-2013)

Resources:

1. PWIM Article <http://www.ascd.org/publications/books/199025/chapters/Describing-the-Picture-Word-Inductive-Model.aspx>

2. CYRM Resource Guide 2012-13 <http://www.californiayoungreadermedal.org/ResourceGuide2012-2013/2Primary.pdf>

3. The Sandwich Swap by Her Majesty Queen Rania AlAbdullah of Jordan and DiPucchio, Kelly Published by Disney. Hyperion 2010

Welcome to the NYC RBE-RN Team: Deidre Danaher joined the NYC RBE-RN in August. With 38 years of experience in NYC schools, she brings a broad range of school and district level experience to her current position as a Resource Specialist. She directed special education staff development for District 6 in upper Manhattan and was also an Assistant Principal and Principal in the district. Additionally, she served as the Administrator for Special Education for a CFN network. In her new position on the Fordham NYC RBE-RN team, she supports NYC schools with bilingual and ESL instructional practices.

A Tooth - Fairy Multicultural Lesson (grades 3 –5)

By Abby Baruch and Diane Howitt

New York City's diverse classrooms are filled with children from all over the world, representing a myriad of languages, family structures, cultures and traditions. It stands to reason that the work we, as educators, do in the classrooms must be reflective of, and responsive to, this overwhelming profusion of cultures in our classrooms. This is known as culturally responsive teaching as illustrated in the lesson below. The theme of the lesson focuses on tooth loss traditions around the world, and uses the Bilingual Common Core Initiative (BCCI) and the NYSED Language as a focal point for planning. We have strived to prepare an interesting and rigorous lesson that immerse your students in the study of traditions, while strengthening the concepts of comparing and contrast and continue developing and expanding their English language.

CONTENT OBJECTIVES (CCLS RI 9-3):

Students will:

- ◆ Learn about traditions around the world when a child loses a tooth
- ◆ Develop a cultural awareness about global rituals through story
- ◆ Demonstrate how the tooth-loss ritual is the same or different in assorted countries around the world
- ◆ Support a perspective concerning universality and embrace diversity on the global stage

LANGUAGE OBJECTIVES

Students will:

- ◆ Compare practices in different countries
- ◆ Make connections orally, pictorially and in writing
- ◆ Describe orally and/or in writing their own experiences when they lost a tooth
- ◆ Compare key details from each text describing different traditions of the tooth fairy
- ◆ Provide a reason why there are differences in traditions

CULMINATING PERFORMANCE TASK: Students will complete a compare/contrast matrix by classifying the attributes in each column. Then they will create a collaborative poster depicting tooth traditions around the world that incorporates key vocabulary.

RATIONALE

When preparing lessons and thematic units of study, teachers must consider this linguistic and cultural diversity. We must make meaningful connections with all of our students, accessing prior experiences and knowledge, while maintaining high standards and expectations.

The theme of the lesson is traditions around the world, in this case, tooth loss, and addresses the reading standard for informational text in grade 3: compare and contrast. In this lesson students will be engaged in the reading of two informational texts

describing why people began celebrating a child's tooth loss and how different cultures go about doing it.

During the course of the lesson, students share their own experiences and learn about traditions from around the world, thus making connections and learning about life's shared experiences among different peoples. They will be asked to compare and contrast important points and details presented in the two texts. Using meaningful and engaging materials that provide students with ample vocabulary for use in accountable talk, and a strong foundation for developing ideas both orally and in writing.



Our lesson uses the BCCI and the language progressions (refer to the NYSED *EngageNY*) as a focal point for planning. All lessons should include activities that would enable students at any level of language proficiency (entering, emerging, transitioning, expanding and commanding) to productively engage in the work at hand using language in all four modalities (LSRW).

BUILDING BACKGROUND - LINKS TO EXPERIENCE

Students will be asked to describe their experiences losing a tooth orally or in writing using the Picture Word Inductive Model to activate prior knowledge and generate vocabulary. During this process, we are linking concepts to students' experience, linking past learnings to new learnings and developing key vocabulary essential to the lesson.

To begin conversations about the topic, the teacher can ask the students to engage in a think-pair-share in which they talk about what happened the first time they lost a tooth. Each student in the dyad will report out their partner's experience. Students in the class will be collectively engaged in generating a bubble map describing their experiences.

READING THE TEXT, PROMOTING ORACY AND WRITING SKILLS

Create sentence frames and/or sentence starters to help facilitate students' responses. Post these in your room so that students can access them easily and use them in their answers. Knowledge of students' proficiency levels helps the teacher craft sentence starters and sentence frames that enable students to actively participate in the literacy activities. The use of sentence starters and sentence frames helps students who find it difficult to express an idea or begin a thought either orally or in writing. Notice how sentence frames and sentence starters correspond to levels of language proficiency. Similar to sentence frames, sentence starters provide a partial frame for students to begin their sentence or idea. Sentence starters can provide a variety of academic language and terms .

SENTENCE FRAMES	SENTENCE STARTERS
<ul style="list-style-type: none">_____ and _____ are alike because they both _____._____ and _____ different because _____.Some _____, but others _____.While some _____, others _____. (e.g. While some people put their teeth under a pillow, others bury them in the ground)We know this because on page ___ it says ___ and on page ___ it says _____. There are several major differences between _____ and _____. The most notable is _____.One reason that people do things differently is _____.	<ul style="list-style-type: none">One similarity/difference between [subject 1] and [subject 2] is ...[Subject 1] and [subject 2] are similar because they both...[Subject 1] and [subject 2] are rather different because while...[Subject 1] has _____, [subject 2] has _____,....Whereas [subject 1] is, [subject 2] is ...[Subject 1] isSimilarly /In contrast, [subject 2] is....

DEVELOP KEY VOCABULARY

The lesson will develop student skills in comparing and contrasting while engaging in activities that support a unit that is devoted to world traditions. Attention to targeted vocabulary will, therefore, include language used for comparing/contrasting, as well as vocabulary associated with the content of the story itself. Teachers must preview selections for study with a careful eye as to which vocabulary words to focus on in each lesson.

INTERACTIVE READ ALOUD

After engaging in the turn and talk or think-pair-share activity begin a read-aloud of the text, e.g. *Throw Your Tooth on the Roof*. Begin by with a picture walk and direct students to make predictions about the content of the book and make links with prior discussions.

Following making predictions, read the story aloud, engaging students in the process. That is, make the "the story" resonate with the students and look for "aha" moments. As you read, also demonstrate how you search for meaning and share your strategies aloud. For example, you may want to demonstrate the 5 Ws, as you look for information in order to compare and contrast. You may also want to connect with the text and compare text to self, text to text and text to world as mindful readers. This modelling presents the notion of reading to learn rather than learning to read in the intermediate classroom. That is, by showing students how to negotiate language and meaning, we introduce strategies of understanding that are reinforced for students in shared, guided, and independent reading.

CULMINATING ACTIVITY AND ASSESSMENT

The culminating activity will consist of the completion of a “Mind Mirror” mural in small heterogeneous groups, followed by a gallery walk with oral reflections.

This activity will enable each child in the class at each level of English proficiency to participate and contribute to the task by lowering affective filters and providing all students with a platform to express themselves about the topic.

Mind mirror activities enable teachers to integrate target language objectives with the development of critical thinking skills and critical reading skills. The cognitive skills of interpretation, inference, and self-regulation are developed the most. Mind mirror helps students to draw generalizations from text detail and to synthesize their understandings in a visual form with close reference to the text.

Students work in groups to create a poster, based on a text they are reading, that illustrates the key elements on an outline of the character’s head. Groups then present their posters to the class. Students depict how this character was feeling and thinking at a specific time and what questions the character was considering. To illustrate all these ideas students use (two) relevant quotes from the text and create (two) symbols and (two) drawings that are important in explaining the character’s perspective. This activity provides a good opportunity to clarify the difference between a drawing and a symbol.

Variation: Collaborative Poster: Each student in the group may use a different colored marker to illustrate their items and to sign their names on the poster. In addition to enabling the teacher to view each student’s work, this color-coded method promotes equal participation and accountability among all group members.

ACADEMIC EXTENSIONS

Language Arts:

- ◆ Write a letter to the tooth fairy or the tooth mouse to explain what would happen to the tooth.
- ◆ Write a letter to a child in another country, explaining your tooth tradition and asking what they do in their home country.
- ◆ Conduct a survey and ask both adults and children what they did with their baby teeth when they fell out. Students interview a family member to share tooth traditions in their home country

Social Studies:

- ◆ Students can develop map skills by identifying countries on a globe.
- ◆ Identify origins of country’s rituals
- ◆ Make a compare/contrast chart of countries and traditions.

Math, Science and Health:

- ◆ Chart sizes of teeth/ages of students/ etc. on line or bar graph.
- ◆ Compare and contrast the sizes of the teeth to demonstrate use of superlatives: big, bigger, biggest, small, smaller, smallest, etc.
- ◆ Identify names of teeth, parts of teeth, and explain the different kinds of teeth and their purpose in one’s mouth.
- ◆ Tooth Hygiene; nutritional habits that promote oral hygiene

SUGGESTED STRATEGIES

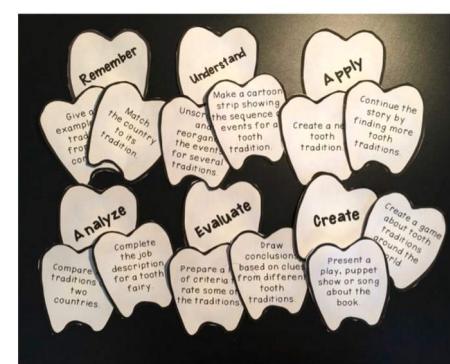
Entering: read-aloud; pictures, labels, simplified text with graphics, Venn diagram, role-play, sequencing .

Emerging: read aloud, Venn diagram, sentence starters, sentence frames, T-chart, group activity: sentence-“chunking”

Transitioning: sentence starters, sentence frames

Expanding: independent reading for understanding; summary of information-essay, report work/research.

Commanding: Independent reading; research report



6 Critical Thinking Levels
4 activity choices for each level

SUGGESTED TITLES

Arthur's Tooth, by Marc Brown

How Many Teeth? By Paul Showers

I Lost my Tooth in Africa by Penda Diakité & Coretta Scott King

Nice Try, Tooth Fairy, by Mary Olsen

Open Wide: Tooth School Inside, by Laurie Keller

Throw Your Tooth on the Roof by Selby Beeler

Tooth Fairy by Audrey Wood

Toothiana by William Joyce

What do Fairies do with All Those Teeth? By Michael Luppens

What Does the Tooth Fairy Do With My Tooth? By Denise Barr



Connecting Students Experiences through the study of Immigration

By Elsie Berardinelli and Aileen Colón



The primary objective of all teachers, at the start of the school year should be to get to know their students. Teachers will often turn to cumulative record cards and the mounds of testing data provided to begin to know their students' educational history. However, this preliminary data does not truly provide you with sufficient information about who your students are, or their learning style, or their interests and strengths. *How can you launch the school year and access this information via the planning of your first curriculum unit?* This article presents a proposed 6th grade social studies unit that enables you to get to know your students by engaging them in a thematic study of immigration. In this unit, students have the opportunity to identify the push and pull factors in contemporary migration and compare these factors to the historical movement of people into America. (Adapting to change).

CONTENT OBJECTIVE GRADE 6 (RI. 6.9) (RL: 6.9) Students **identify** push and pull factors in contemporary migration and **compare** these factors to historical movement of people into America.

RATIONALE: Multi-text instruction requires different response by the readers, quite often this includes their own writing or oral presentation of ideas.

<http://www.shanahanonliteracy.com/2010/08/teaching-reading-with-multiple-texts.html>

CULMINATING PERFORMANCE TASK: Students will create a visual representation by completing a compare and contrast matrix that demonstrates their understanding of how both authors approached the same theme.

LAUNCHING THE UNIT

Launching a unit requires that you set the stage for learning before having ELLs interact with text. Designing activities that engage students in relevant speaking and listening tasks that purposefully develop language will assist students in connecting their prior knowledge, or in building background knowledge. These activities should serve to fuel their curiosity about what they will be learning. Brainstorming ideas, determining their own learning goals, interviewing a family member and field trips to gather information about the unit of study are examples of opening activities that stimulate thought and inquiry.

TEACHER PREPARATION

Select two texts, different genres same theme that relate to moving from one place to another and the feelings of loss as well as the anticipation felt due to change. Keep in mind the English language and literacy levels in your class.

Preview each text to decide the following:

- ◆ the text you will read first
- ◆ the academic language that will be introduced
- ◆ the parts of the text that will be emphasized
- ◆ the types of questions you will design to guide students to those parts you want them to focus on

INTERACTING with the FIRST TEXT

1. Preparing the Learner:

Objective: Students will be able to connect theme to their own experiences through participation in a think-pair-share activity

Think-Pair-Share: Ask students to take two minutes to jot down a few notes in response to the following two questions and then share their own answers with a partner.

- ◆ Have you ever had to leave behind something or someone that you loved? What happened?
- ◆ How did that experience make you feel?

2. Interacting with the text:

◆ Teacher Note: Sample text chosen: "The Circuit" by F. Jimenez, 1997 is a narrative. Please note this article is also available in Spanish, entitled "Cajas de Carton" which can be used with Spanish speaking newcomers).

Begins by stating the task: students will be listening to the reading to answer questions. Students will share their own answers with a partner. Then provide the following prompts:

- ◆ "What do I think the author is trying to say?",
- ◆ "Do I know something about this topic?"

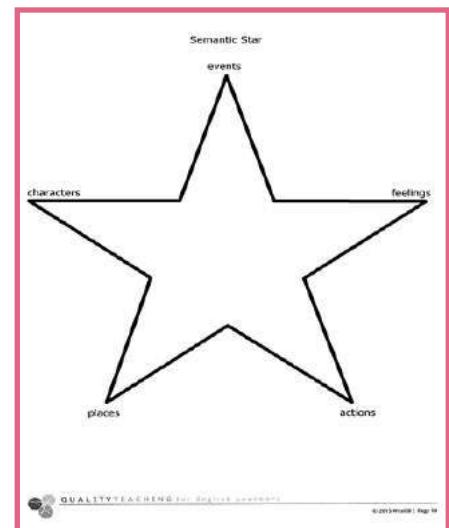
Then read aloud the first page and model thinking aloud:

"I think the author is saying.... , or b) This part is tricky, but I think it means..., or c) After re-reading this part, I think it may mean..."

Then invite students to practice the think-aloud strategy by re-reading the same page, using the sentence stems provided above. (Guided practice).

Teacher will introduce and model the use of the "Semantic Star". (See illustration to the right.) Then, direct students to read the next chunk and complete the semantic map graphic organizer with their partner. Afterwards, reconvene the class and direct students to use the language that they generated in completing the graphic organizer to respond orally to the following questions:

- ◆ "Now what do you think this story was about?"
- ◆ What is the narrator experiencing and what are his feelings"? Quote evidence from the text.
- ◆ How would you compare your experience to that of the author?



INTERACTING with the SECOND TEXT

Teacher Note: Sample text chosen for comparison is a 6th grade informational text from Read Works: "Early People in the Central American Land Bridge"

I. Preparing the Learner:

Objective: Students will be able to compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Teacher provides students with a K-W-L chart and map with the following questions:

- ◆ What do you know about why people traveled long ago between North and South America?
- ◆ What would you like to know about why they moved from one land mass to another?

K-W-L		
What do you know?	What do you want to know?	What have you learned?

Students are directed to independently complete the chart, and then share their notes with their partner. (The "L" part of the chart can be completed after students have read the article.)

2. Interacting with the text:

Before reading the text aloud, introduce academic vocabulary words in context that are essential to supporting students' comprehension of the topic.

First, introduce the map found in the article to introduce vocabulary words related to directionality by way of the Picture Word Inductive Model: PWIM. Invite students to look at the map. Ask: "What do you see?" "What can I say?"

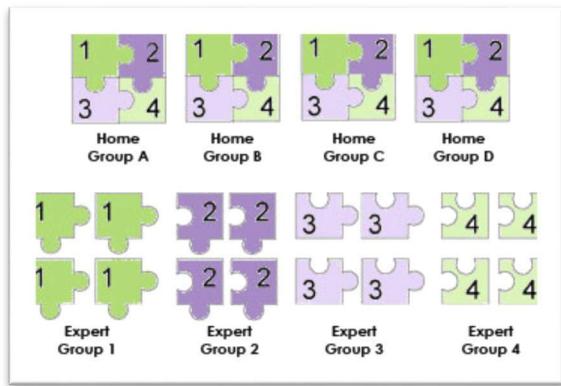
Next, introduce the academic vocabulary through a shared reading of a brief summary of the article:

Archaeologists have learned about how early people traveled back and forth across the Central American Land bridge. They have studied tools found in this area to determine how people moved and **settled** in this area. The archaeologists also found **clues** to tell when people began living there. People that lived in the wet areas moved often, hunting and **gathering** for food. While people who lived in dry areas built **permanent** homes and began farming there.



3. Collaborative Groups:

Following the introduction of vocabulary words, heterogeneously form (4) expert groups. Use your knowledge of individual students, their reading skills, and interests to create expert groups by assigning each member of the base group a number from 1-4.



Each member of the group will be assigned one of the following questions listed below.

1. *What is the Central American land bridge?*
2. *What clues did archeologists find in Tronadora Vieja?*
3. *Explain why people might be more likely to farm in a place that has LESS water. Support your answer with evidence from the article.*
4. *How did archaeologists learn about how ancient people live in the Central American Land Bridge thousands of years ago? Support your answer with evidence from the article*

Teacher Note: Questions have been designed to address the needs of students at different language proficiency levels.

Distribute a copy of the text and conduct a read aloud of the article. Direct students to listen and annotate the text for their assigned question as you read aloud. After the reading, students move to meet with their numbered expert group to reach a consensus on an answer. Once they have done so, they each must write the answer to be able to share it with the base group.

Then, they return to their base group and each member shares out their answers.

COMPARING AND CONTRASTING NARRATIVE AND INFORMATIONAL TEXT

Teacher will design a “Compare and Contrast Matrix” with there (3) columns. The first column contains the text based question with the two articles you are comparing side by side in the next two columns (see example)

	TEXT #1	TEXT #2
What details does the author provide to build background knowledge in each of these articles?		
How do the text features differ in each of these articles?		
What specific language does the author use to convey the theme of moving/change?		

1. Preparing the Learner:

Distribute the “Compare and Contrast Matrix” and the two articles. Direct students to work with their shoulder partner to complete the matrix.

2. Interacting with the text:

Reconvene the class and direct one dyad to share with another dyad. Distribute chart paper and direct students to illustrate the theme, as well as, use the questions to provide written comparisons of the different forms of texts in terms of their approach to similar themes. Make

certain to provide students with sentence stems. Below are samples from the New Language Progressions:

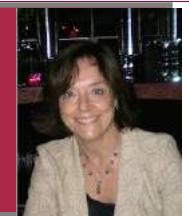
- ◆ Use words and phrases (nouns and associated pronouns) to identify the subject (e.g. people, they).
- ◆ Identify words and phrases (verbs, adverbs) to show how the two texts approach the same topic. (e.g. As we drove away..., traveled down and across ...)
- ◆ Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g. moving, change, survival). Then, students share out.
- ◆ Use sentence structures to compare and contrast fictional and nonfictional texts (The informational text shows ____ but the fiction text adds ____; both texts demonstrate that ____).

Conclude the lesson by having each group share out.

In closing, we recommend that you listen in and record the experiences your students share during interactions, as well as the connections they make. These interactions will generate valuable data about your students, their learning style, interests, challenges and strengths that you can subsequently use as entry points to plan engaging units of study throughout the year.

Building Class Community and Setting High Expectations

By Roser Salavert, Ed.D.



The purpose of this lesson is to support teachers in building Class Community at the beginning of the school year and encourage students to set high expectations for themselves, with an eye toward college and careers. To that purpose, your students will view and analyze the commencement speech video delivered by Steve Jobs at Stanford University in 2005 in which he drew lessons from important events in his life. Focusing on 'Connecting the Dots', the first of three stories, students will think and tell of events that have shaped their own lives. Then, they will read the transcript to deepen their understanding of Jobs' story and reflect on how past experiences and trust in one's own abilities are critical to achieve our dreams.

CONTENT OBJECTIVE (CCLS: RI 9.10; RL:9.10) "I can analyze the remarks of the Steve Jobs Commencement speech to understand the importance of life experiences and trust."

LANGUAGE OBJECTIVE "I can explain the words that the Steve Jobs uses to tell his own story and use them when I tell my own story."

PERFORMANCE TASK: Students will use their notes from viewing a video and reading the speech transcript to tell their own stories, and reflect upon the importance of past experiences and trust in one's abilities can the trajectory of one's life.

CO - PLANNING by ELA and ENL TEACHERS

Working collaboratively, become familiar with both the video and the transcript (see links in lesson) of Steve Jobs' 2005 Stanford University commencement speech. Then,

- ◆ Review proposed Content and Language Objectives, and the Performance Task. Also review the chart with Differentiated strategies, and make any necessary adjustments based on the academic and language needs of your students.
- ◆ Read the proposed lesson, discuss its sequence and the roles suggested for each teacher, adjusting where appropriate. Review the Cornell note-taking template, and the questions you will be presenting to students.
- ◆ Prepare the slides that you will sharing on the whiteboard, ensure the video link is working, duplicate the note-taking template and the speech transcript.

ACCESS PRIOR KNOWLEDGE

Do Now – Make Connections Display a picture of a computer,

a cell phone and tablet, and the following questions "These are tools that you use almost everyday. What do you know about them? What is the technology that makes them work? How important is their design? If you were an inventor, how would you change them? Why?"

As students walk into the classroom, they get a copy of the Cornell note-taking template*



and use it for their quick write. Then, students choose a partner and share their responses to the above questions. Teachers move about the classroom listening and prompting students to talk to each other.

After 3 to 5 minutes regroup for whole class discussion. Encourage some volunteers to share the conversations they had with their partners. The ENL teacher supports ELL students through prompts and questions that facilitate their communication in the English language.

Then the ELA teacher, poses the question, Who was Steve Jobs? What do you know about him? Offer a brief introduction about Steve Jobs as technology expert, entrepreneur, inventor and founder of Apple. Then explain to the students that in this lesson they will analyze the speech of Steve Jobs at Stanford University where he draws lessons from important events in his life, and how these events helped him in shaping his career. (see Wikipedia for more information).

* **About Cornell note-taking** The template has three sections: a right column where students write notes, a left column where they write personal cues and questions, and a summary box. Encourage ELL students to take notes in English even if they write incomplete sentences, and their words are not spelled correctly. At the same time, encourage them to use the Cue column to write *clues* in the home language and/or use drawings and scribbles to remember the notes on the right column, and the conversation with their class partner.

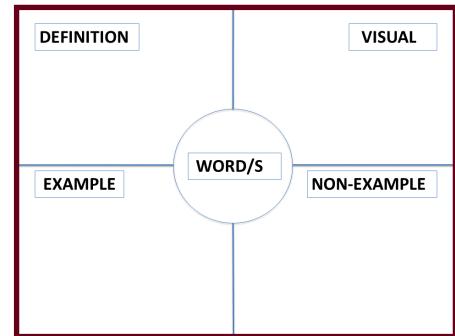
Cornell –style note-taking template	
CUES	NOTES
Summary	

LESSON OBJECTIVES & VOCABULARY

The ELA and ENL/ESL teachers introduce the Content and Language objectives, respectively. The ENL teacher works with the ELL students to make sure that they can paraphrase or express these objectives in their own words (including in their home language).

Build Student Vocabulary with the Frayer Model The story includes key content specific words (Tier 3), such as: *Commencement speech, college graduate, college tuition, calligraphy, typography and typefaces*. There are also key academic words (Tier 2), including *connecting the dots, drop in/out, relented, look forward/backward*.

The Frayer graphic organizer helps students understand key words and concepts while valuing their own voices. A key concept in Jobs' story is 'connecting the dots', so you may want to write it in the circle. Then prompt students to give examples that illustrate the meaning of 'connecting the dots'. If the examples reflect an understanding of the words, write them in the 'Examples' box. If they do not, write them in the 'Non-Examples' box, thus acknowledging *all* responses, regardless of their accuracy. Once the bottom sections are complete, share some visual examples. Finally, using the examples, non-examples and a dictionary, write a formal explanation or formal definition for 'connecting the dots'. Proceed with other key words, and then introduce the video.



VIEWING THE VIDEO (<https://www.youtube.com/watch?v=DIR-jKKp3NA>)

Viewing of Steve Jobs 2005 Stanford Commencement speech. Students view the 5 minute video of the first story silently; they are encouraged to take notes. (Optional: Students view the entire 15 minute speech, so that they have a broader context for their stories. You are advised to use the other stories in later lessons).

As students watch the video, remind them to write their personal cues and questions in the left column of the template. After viewing the video, ask students to circulate around the room and share their first impressions about the video with different classmates, either in English or in their home language. (Note: ELA and ENL teachers move about to prompt, encourage and/or extend the chat among students. Use the suggestions in the chart "Differentiating Your Instruction and Measuring Student Progress" on the next page for specific scaffolds).



PERFORMANCE TASK

On the whiteboard, display the following performance task and read it aloud: "You turn on the TV just at the moment when Steve Jobs is about to deliver his Commencement Speech at Stanford University. In his remarks, he draws important lessons from pivotal events in his life, and explains how they shaped his life trajectory and career. Next, ask, **What is your story?** Using your notes you will tell your classmates the story of an event or experience that has shaped your life."

Viewing with a Purpose Tell students that to inspire and help them think about their own story, they will view the first five minutes of the video again. In addition, teachers will give students a copy of the transcript so that they can follow along as Steve Jobs speaks.



Depending on the academic and language needs of the students in your class, begin with a read aloud of the story 'Connecting the dots' and review the vocabulary to ensure that students will be fully engaged during the second viewing. Give students a few minutes to read the story individually highlighting, underlining and making notations if necessary. Replay the video from the beginning to the minute 5:16, pausing at natural points to ensure students have a chance to reflect and take notes.

Modeling Storytelling Following the second viewing, the ELA teacher displays a copy of her notes on the whiteboard, and models how to use them to tell the story of an event or experience that has shaped her life. She writes a brief outline in the Summary box of the Cornell template for all students to see. Then re-tells her story. Next, the ENL teacher also tell his story while modeling the language and provide examples of language that ELL students may need to tell their own stories. Then, students write their summaries and share their stories with their elbow partner.

WRAP UP and PREPARATION FOR DAY 2

Collect the completed note-taking templates (with notes and story summaries), and share aloud some highlights of their stories.

Thank everyone for their ideas and participation and tell them that next time they will continue analyzing the speech to get to the key idea of how life events and trust can shape our lives and our future.

DAY 2 - IN-DEPTH ANALYSIS

Overarching Questions: 1) How does Steve Jobs “connect the dots” in his story? 2) What did you learn from it? How does it apply to your own story? What are your college and career aspirations?

Jigsaw Cooperative Learning Groups Building on the collective knowledge created through the viewing of the video and students own stories, they will reflect on the speech at a deeper level through close reading and discussions in Jigsaw Cooperative Groups.

Using the Jigsaw Cooperative Learning strategy students work collaboratively in heterogeneous/home groups and homogeneous/expert groups, which offers ELL (all) students multiple opportunities to listen to each other, engage in group discussions and build a solid understanding of the main ideas. In the home group, each member reads an assigned segment of the text. Then, students meet with the classmates who read the same text, i.e. expert groups, where they share what they read and clarify each other’s questions including vocabulary. Experts move back to their home group where they are asked to prepare a response to the overarching questions.

Guided by the suggestions in the chart below, the ENL teacher observes and supports Entering, Emerging and Transitioning expert groups. The ELA teacher observes and supports the other students.

Whole Class Discussion A spokesperson from each home group shares with the class their response to the overarching questions. He/ She also reports on their consensus building process. Co-Teachers take turns asking clarifying questions and summarizing student answers on the white board. Ensure that you write the name of each group at the end of their summary statements.

EXIT SLIP & REFLECTION (Formative Assessment)

Distribute large post-its or equivalent and ask students to use them to write their answer to the question: *What are your college and career aspirations? How do you plan to achieve them? Please explain.*

As students exit the classroom, have them place their post-it on a large chart paper, or leave their exit slip in a designated spot by the door. Then and as co-teachers, you will review students’ reflections to gauge their understanding, overall progress, and determine next steps.

DIFFERENTIATING YOUR INSTRUCTION AND MEASURING STUDENTS' PROGRESS

Use these guidelines to develop student-centered rubrics and/or questions during small and large group discussions

CONTENT OBJECTIVE

“I can analyze the remarks of the Steve Jobs Commencement speech to understand the importance of life experiences and trust.”

LANGUAGE OBJECTIVE

“I can explain the words that the Steve Jobs uses to tell his own story and use them when I tell my own story.”

Entering students can identify and locate key words, and draw information about the main idea.

Entering students can restate key words and information using content-specific words. They can also provide examples based on the viewing of the video, reading of transcript segments and small group discussion.

Emerging students can identify and locate the main idea and some details of the video and the transcript. They can use their notes in the home language to support their understanding.

Emerging students can restate key ideas, pose and respond to direct questions in small group discussions using content-specific words. They can provide unadorned examples.

Transitioning students can understand the key ideas of the video and transcript, and reflect on the topic. They may take notes in the home language and use them to connect main points, events and key ideas.

Transitioning students can paraphrase and summarize the ideas discussed in the small group and present their own ideas and examples in clear even if simple terms.

Expanding students can understand the video and transcript, and use their notes to organize information and details.

Expanding students can engage in extended discussion through the use of facts and words from the transcript and the viewing of the video.

Commanding students can analyze the video and reading effectively and use their notes to prepare evidence-based responses to the guided and overarching questions.

Commanding students can share and present the content and own ideas using key words from the lesson adjusting the presentation of their stories to convey a clear and personal message.

Home Groups – Reading Assignments Steve Jobs Speech at Stanford

ALL STUDENTS and ENTERING STUDENTS : From beginning until why did I drop out?, and the last paragraph “Again...life.”

In addition, students will read:

EMERGING: Paragraph 2

TRANSITIONING: Paragraph 3

EXPANDING: Paragraphs 4 & 5

COMMANDING: Paragraph 6

Transcript: <http://tralvex.com/download/forum/>

Cache_Text%20of%20Steve%20Jobs%20Commencement%
20address%20(2005).pdf

2016-2017 Calendar Regional Professional Development

These professional development sessions are approved toward fulfilling CTLE requirements.

SESSION	DATE – TIME – AUDIENCE – LOCATION
<i>The NY State Seal of Biliteracy: Motivating Students to Move Ahead with College & Careers</i> Ricardo Constantino, NYSED Roser Salavert, Ed.D., NYC RBE-RN @Fordham	October 13 2016, AM and PM Sessions Session 1 (8:30–11:30), Fordham University–Rose Hill Campus Session 2 (12 Noon– 3:00). Fordham Un. –Lincoln Ctr. Campus
<i>How the BCCI Support Language & Literacy Instruction for ELLs Association of Assistant Principals Conference</i> Eva Garcia and Aileen Colón, NYC RBE-RN @ Fordham	October 15, 2016 School Administrators and Coaches LaGuardia Marriott
<i>Dissemination of Information, Parents Bill of Rights & Resources Manhattan Parent Conference</i> Diane Howitt, NYC RBE-RN @ Fordham	October 15, 2016 http://www.uft.org/events/manhattan-parent-conference Parents, Grandparents and Educators UFT Headquarters at 52 Broadway
<i>Parent Academy</i> Presentations by NYC RBE-RN @ Fordham In collaboration with NYU Language RBE-RN	October 21, 2016 (8:30 –2:00 pm) Parents of ELL students grades pre-K to 12 New York University Kimmel Center
<i>Melding the BCCI with Read- Alouds in K-2 UFT Bilingual Conference</i> Sara Martinez & Deidre Danaher, NYC RBE-RN @ Fordham	October 29, 2016 ENL, Content Area Teachers, Bilingual Teachers UFT Headquarters at 52 Broadway
<i>Collaborative Co-Teaching: Meeting the Needs of ELL Students UFT Bilingual Conference</i> Diane Howitt & Abby Baruch, NYC RBE-RN @ Fordham	October 29, 2016 ENL, Content Area Teachers, Bilingual Teachers UFT Headquarters at 52 Broadway
<i>Root Causes of Academic Challenges of ELLs with Special Needs Bilingual Special Education Series</i> Deidre Danaher, NYC RBE-RN @Fordham Alison Provencher, RCE—TASC	Session 1, November 3, 2016 (9:00 – 3:00 pm) (Sessions 2 and 3 are scheduled for December; call for details) Bilingual Special Education Teachers Fordham University –Lincoln Ctr. Campus
<i>Pairing Fiction & Non-Fiction Texts to Promote Language & Learning Science to ELLs (Gr. 1-8)</i> Presenter: Nancy Cloud, Ed. D., Consultant	December 15, 2016 (9:00 – 3:00 pm) ENL/ESL Teachers and Science Teachers Fordham University –Lincoln Ctr. Campus
<i>Dissemination of Information, Parents Bill of Rights & Resources UFT Parent Conference</i> Sara Martinez, NYC RBE-RN @ Fordham	November 19, 2016 Parents of English Language Learners LaGuardia Sheraton, Queens, New York
<i>Unleashing the Potential of Young Learners: Using Science to Promote Both Language & Academic Achievement</i> Presenter: Linda Espinosa, Ed.D., Consultant	December 19, 2016 (9:00 – 3:00 pm) Early Childhood, Bilingual and ENL/ESL Teachers Fordham University –Lincoln Ctr. Campus
<i>Revisiting Co-Teaching: Integrating Core Content and Language Development for ELLs NYS/NYC Teacher Institute</i> In collaboration with NYS OBEWL and NYU Language RBE-RN Presenter: Andrea Honigsfeld, Ed.D., Consultant	January 30, 2017 (9:00 – 3:00 pm) Administrators, teachers and coaches Fordham University –Lincoln Ctr. Campus 12th floor Lounge

NYC RBE-RN @ Fordham University

For additional information & registration, please contact Sarai Salazar
at 718-817-0606. or email: nycrbern@fordham.edu