

Apps for ELLs

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1. **Mission Statement:** As an educator, our main goal is to help our students learn. Teaching in the 21st century has given us the opportunity to use technology to assist us in this endeavor. This exposure is especially important to the lives of my English Language Learners, as many do not have an opportunity to work with technology (such as iPads/apps) at home. My students are in need of extra support with English skills, classroom curriculum, common core and state testing preparation. Creating/using apps appropriately in school helps improve the education and lives of my students.
 2. **Learning Context:** In the midst of a Common Core debate: Adopt or Adapt, the role of the ELL educator can often be confusing. How much of our precious mandated minutes should be used for Common Core domains, classroom programs (Fundations, Fountas & Pinnell Balanced Literacy, etc.) or preparation for local/state exams including the NYSESLAT? Finding ways to infuse them all is challenging, but rewarding! Using iPad apps with ELLs (and all students for that matter) is one method for helping us to incorporate the skills (listening, reading, speaking and writing), standards and support that they need to succeed in class, on state assessments and life!
 3. **Materials/Technology:** iPad with downloaded apps (see below), SMART Board, connection wires, speakers/headsets, Microsoft Word
- 4. Procedures:**
- a. **TIME:** Each APP below ranges in time implementation from 5 minutes to 30 minutes to create and/or implement in class. Timing of course depends on how it is being utilized (introduction, review, center, closure, etc.) and by whom (individual student/partners/small group/ whole class).
 - b. **CC STANDARDS** (use free app ☺): *Some standards addressed in this project are:*
 - RI K.4: Ask and answer questions about unknown words in a text
 - RF K.2: Understanding of spoken words, syllables and sounds (phonemes)
 - SL.K.6: Add visuals to descriptions to provide additional details
 - RI 1.1 & 1.3: Ask/answer questions about text and describe connections
 - RI 1.10: Read informational texts appropriate complex for grade level
 - RF 1.3&1.4: Know/apply phonics, analysis & read w/fluency to support comp.
 - SL 1.1-6: Collaborative conversations, w/details, full sentences and Q/A
 - Math Gr.4.Operations/Algebraic Thinking: understand four operations
 - Writing CC Standard 6: Explore/use variety of digital tools to publish writing
 - All CC Standards for Language: Grades K, 1 & 4 (conventions, vocabulary acquisition & use, etc...)
 - **Literacy in SS & Sci:** Early American Civ, plants, animals, magnetism, diversity..



c. **ISTE STANDARDS:**

1. Creativity and innovation: *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues

2. Communication and collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency: *Students apply digital tools to gather, evaluate, and use information.*

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4. Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using digital tools and resources.*

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

5. Digital citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts: *Students demonstrate a sound understanding of technology concepts, systems, and operations.*

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- d. Transfer current knowledge to learning of new technologies

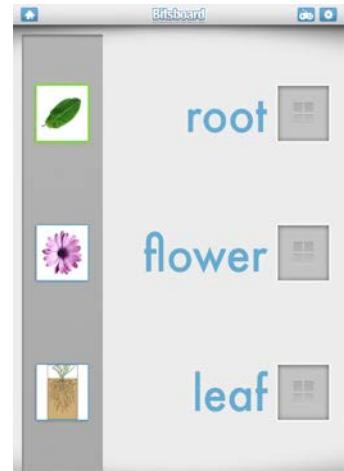
d. **TECHNOLOGY:** Each app below brings the beauty of the iPad and interactive apps to the fingertips of each student. By simply attaching the iPad to the SMART Board, the activity has now become accessible to the whole class. Besides the obvious, student “interest” in anything that resembles a “game”, the exposure to technology, iPad usage, typing and following directions (oral/written) are just a few advantages of including iPad apps in a lesson. Students’ learning is exponentially enhanced and iPad apps can support a wide variety of skill development, Common Core learning strands and ultimately lead to educational success for ELLs (and all students).

e. **iPAD APPS:**



i. **Bitsboard:** This iPad app is very simple to use. The teacher can easily and quickly create activities that allow students to review and practice using words, pictures, sentences and more, which strongly supports the skills necessary for success on the local STAR assessment. It is also easy to have the students help create their own ‘bitsboard’ and even use their own voices. Here are some specific examples of what we have created and use:

1. **Common Core Kindergarten Domains Plants & Farms:** Students practice vocabulary words taken directly from the Domain Assessments. They can listen and repeat, match or even complete a type of multiple choice by listening to the words and looking at the pictures. For Plants they practice: soil, root, stem, leaf, flower, water and sun. For Farms they learn words like: tools, hatch, shepherd, grain, pests, crops, herd and litter.



2. **Common Core Grade 1 Domain Astronomy:** Students can choose a variety of activities based on vocabulary words taken directly from the Domain Assessment, such as launch, orbit, planets, telescope and constellations.
3. **Grade 4 NYS Math State Prep:** Students show understanding of some important math terms that are seen regularly on the state assessments such as: equation, perimeter, area, number sentence, sum, quotient, product, and difference.



iii. Smart Notebook

1. Common Core Grade 1 Domain Early American Civilization:

Gr. 1 Common Core
Early American Civilization
Vocabulary Review



Complete the sentences by dragging the correct word onto the lines.

1. _____ is another word for corn.  pyramids

2. Long ago people worked hard to build large _____.
 empire
enormous

3. A _____ is a story that may or may not be true. It is told from generation to generation.  ancient

4. A large city with an emperor is called an _____.  legend

5. A synonym for huge or gigantic is _____.  Maize

6. The opposite of very new is _____.

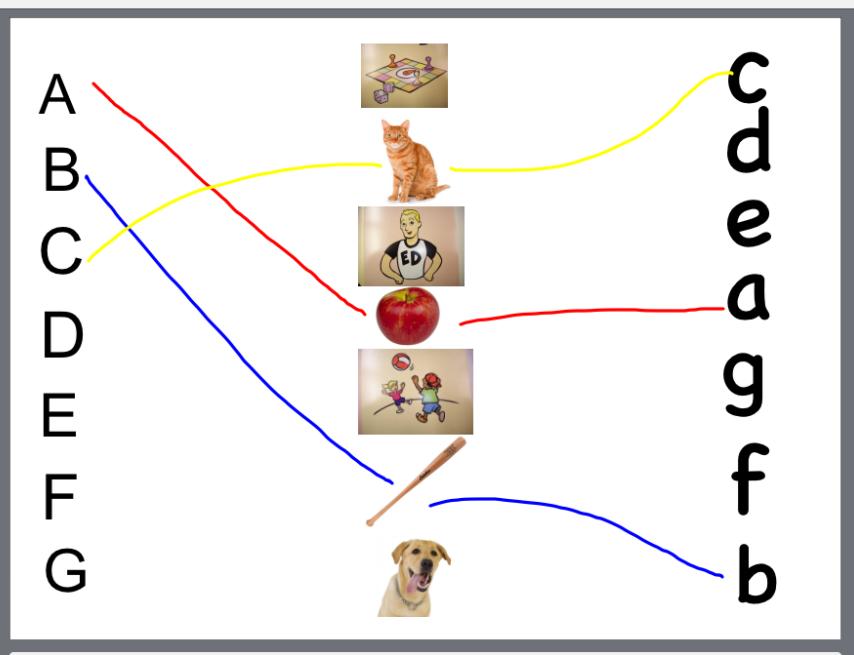
In an effort to help support the Common Core domains and what the students are working on in the classroom, I created a simple cloze activity using vocabulary words directly from the Domain Assessment. In addition to being able to complete this directly on the iPad, the students also completed this as a whole class closure activity on the SMART Board. There is also plenty to discuss, from historical content, to sentence structure to even more new words like *synonym* and *generation*.

2. **Fundations Support:** In an effort to continue to support the Fundations program used in our schools, I created this SMART Board activity for my ELL students. They practice connecting the uppercase, lowercase and picture clue (identical to those used in their classroom) for each letter. It can easily be completed alone, in small groups or on the SMART Board for the whole class.

iPad  5:33 PM 44% 

SMART Notebook Content Undo Redo  Aa-Gg Fundations Match

Group 1 Nov 25-7:41 PM



Higher Level

Discussion Questions

1--Do you know anyone named after plant/animal? Do you think it is a good idea to name your kids after plants/animals? Why/Why not?

2--What is meant by the word 'crop'?

3--What is a synonym for a serpent? Do you believe the Aztec legend? Why/why not?

4--Are you familiar with any other legends? How is it similar/different?

5--What is a synonym
for 'huge'?
enormous...



3. NYSESLAT prep---word docs via SMART Board and/or app:

Transforming word documents into Smart Notebook or using the **CamScanner** app to scan paper documents to the iPad is an easy way to allow students more opportunities to use the iPad, but not having to alter your original integrated activity too much. Here's an example where the students have to listen and write complete sentences. They also must decide on the correct punctuation.

TEACHER SCRIPT DICTATION CLOZE Sentences (*NYS ESLAT prep.*)

Common Core Gr. 1 Domain 5: Early American Civilization & *Level 1 Foundations Units 4-6 (+review 1-3)*

1. The Maya name their kids for things they know such as plants or animals.
 2. Maize, or corn, was the main crop for the Mayan people.
 3. Who were the people that saw an eagle and a serpent? The Aztecs
 4. What does the word legend mean? a story that is told from generation to generation that may/may not be true
 5. The Inca Empire was huge and it created almost twenty thousand miles of roads.

Vocabulary word from common core domain assessment

Student Cloze Example for #1.

Maya their now



I like to show the students the actual rubrics and discuss what is expected of them on the NYSESLAT. I can easily do this by having them saved on the shelf of the **iBooks app**.

WRITING	Sentence Writing (K-2)
Score Point 2	<p>Shows grade-appropriate control of written English conventions</p> <ul style="list-style-type: none"> • Capitalizes first word in sentence • Includes all words in the correct order • Maintains appropriate word spacing • Uses grade-appropriate spelling (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1-2) • May contain a few letter reversals • Uses appropriate end punctuation (expected for grades 1-2 only)
Score Point 1	<p>Shows some control of written English conventions</p> <ul style="list-style-type: none"> • May not have capitalized first word in sentence • Includes most of the words in the correct order • Word spacing may be erratic • Spelling may not be grade appropriate (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1-2) • May contain several letter reversals • May have missing or inappropriate end punctuation (expected for grades 1-2 only)
Score Point 0	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> • Incomprehensible • Illegible • Irrelevant • Solely in a language other than English • Minimal or no response



iv. Sentence Builder: This iPad app allows the teacher and/or student to create sentences, add voice, add photos/pictures and then put the sentences in order. I use this app with many topics but here is an example of how I use it to support the students in preparing for the the NYS Grade 4 Science Assessment.

The screenshot shows the Sentence Builder app interface. On the left, there are words and magnet diagrams for 'Attraction' and 'Repulsion'. On the right, there are punctuation and word cards. A central text area contains a sentence about magnets.

Attraction:

- magnets
- known
- North
- South
- are
- each
- .
- to
- Opposite
- other

REPULSION:

- of
- ,
- as
- and
- ,
- attracted

Attraction:

N S ⇨ N S

Repulsion:

N S ⇨ S N

OR

S N ⇨ N S

Opposite ends of magnets , known as North and South , are attracted to each other .

v. Sock Puppets: This iPad app allows teachers and/or students to create

Sock Puppet Script:

What is Bullying?

I: Do you know what bullying is?

W: No, I don't.

I: Bullying is something like pushing or stealing from another person.

W: Is making threats bullying?

I: Yes, making threats is bullying. So are making put downs, hitting, pinching and leaving others out.

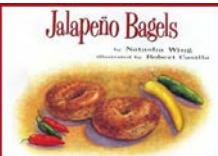
W & I: Bullying is disgraceful!



short skits using puppets. I used it for Character Education but it can be used for a variety of topics/lessons. Here is an example of two fourth grade ELL students who had completed a lot of work including reading, discussions, and poster creations about being "Bully Free." Then, with teacher support, they wrote, edited and recorded a sock puppet skit-complete with their own choice in scenery, props and characters (puppets).



- vi. **Videolicious:** This fun iPad app allows the teacher and/or students to create a “Book Trailer”-similar to what a movie trailer would look like. After researching common books read as a class in Grade 4 at my school, I asked the ELLs to choose their favorite, and this was it! After the students viewed and discussed a book trailer created by me as a model, the students made their own. With my support, they used their knowledge of the book and made this storyboard below. After practicing their “lines” the students made an awesome book trailer that included photos directly from the book and the background music of their choice.

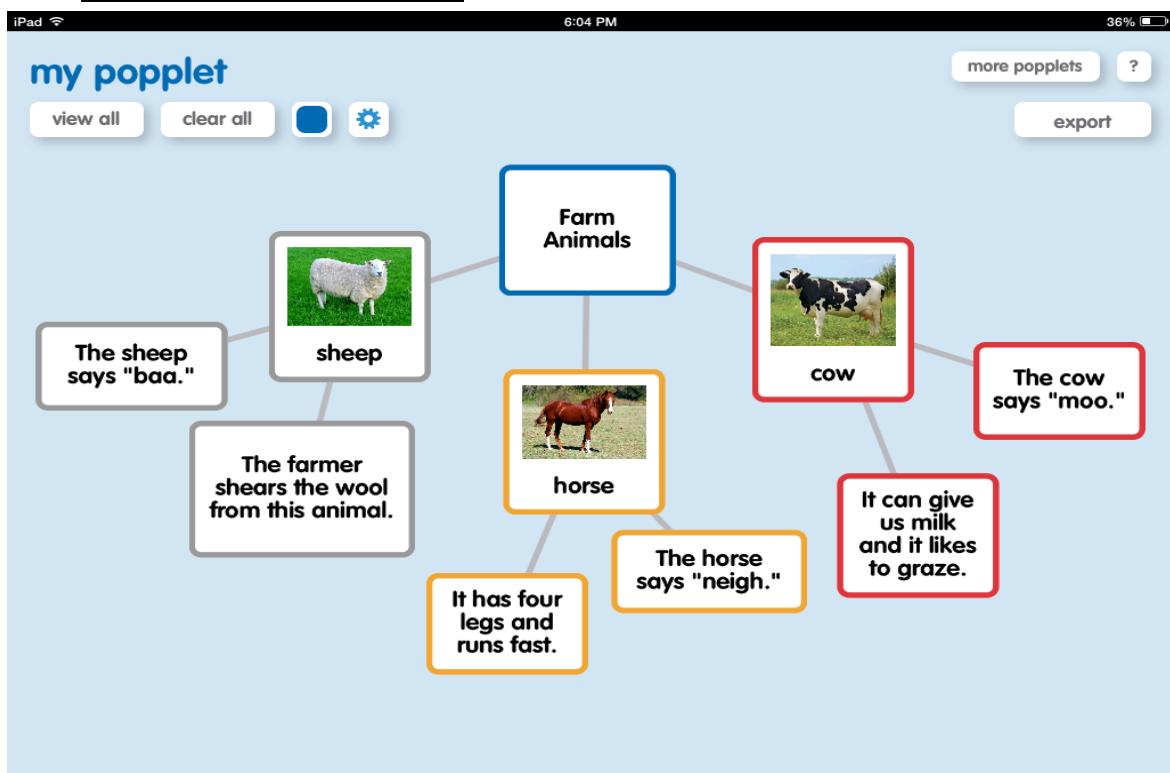
	<p>The name of this story is <u>Jalapeño Bagels</u>. The author of this story is Natasha Wing. Also the main character is Pablo.</p>
	<p>Pablo has International Day coming up in school. He doesn't know what to bring, so he asked his mom and dad what to bring from the bakery.</p>
	<p>Then Pablo's mom suggests that he brings Chango, a Mexican dessert that they made together. At the time, he thought that was a good idea.</p>
	<p>Pablo and his dad make the bagels for the bakery. Mom goes to the back and chops the jalapeños. Pablo decides to combine the jalapeños with the bagels.</p>
	<p>Pablo brings the jalapeño bagels to school because he said “the bagels were a mix of both cultures just like me.”</p>
	<p>Did the people at school like the bagels? Was International Day a success or not?</p>



vii. **Pic Collage:** This quick and easy iPad app allows me to create fast collages. I can easily include photos I have taken or am about to take. In addition, one can add text and stickers too. It is easy to use with students and helps them understand the importance of captions too! When I am done, I can easily upload it to our website, save it, email it, or share it with others. Here are a few examples: K & 4: Be Bully Free (left) and Kindergarten Common Core Domains: Stories, Five Senses and Plants (right).



viii. **Popplet:** This iPad app allows me to quickly make graphic organizers, like this web. Similar to Kidspiration/Inspiration, I am able to add “popplets” to the web and type in information and/or add photos. It is user-friendly and here is an example of a popplet to support the Common Core Kindergarten Domain: Farms.



5. **Teacher Reflection:** The goal of this project was to help teachers support the learning and growth of their ELLs. By using and adapting iPad apps, my students are learning content, improving their speaking, listening, reading and writing skills and developing their technology skills which many of them are lacking. In addition, I get to learn a lot more about my individual students as well. For example, one of my fourth grade students is extremely shy. He is very opposed to creating any videos or audios of himself. However, when he discovered that the Sock Puppets app disguises your voice and you get to pick a puppet instead of your own image, he was sold! I have never seen him so excited to be involved in a skit before and he read with such voice and enthusiasm. It was super! Similarly, the flexibility of the iPad apps is so helpful in meeting the various needs and levels of my ELLs. Often my groups include many different levels. With an app like Bitsboard, all the kindergarten ELL students were learning the same vocabulary words. Some of the advanced students worked with them by choosing the correct word under the picture, while my self-contained students reviewed the same words using the photo-touch choice in Bitsboard. Many apps, when adapted/used efficiently, can be very helpful in differentiating for students' levels and learning styles.

While there are many successes while using the iPad apps, there is always room for improvement. It is important to note the specific NYSESLAT prep support that I create easily with Microsoft Word and use on the SMART Board doesn't transfer as easily as I would like it to onto the Smart Notebook app on the iPad. I would like to incorporate these types of activities more on the iPad via apps I currently have and/or acquire in the future. I know I need to investigate this further. Another item to keep in mind is "free". While most of the apps we use are free, you have to keep in mind the (sometimes) limited capabilities of the 'free versions'. For example, while working with my students we discovered together that Sock puppets and Videolicious are limited in the time limit of the entire project, because it is the free version. Still, these apps (even in their 'lite' state) are effective and my students and I loved creating projects with them. I have also discovered that as wonderful as technology is, you are bound to have "technical difficulties". Therefore, it is always good to have a back-up plan to the lesson when/if you can't connect to Wi-Fi or an app just doesn't run correctly. In addition, you need to plan carefully when there is only one iPad to go around. I have to think about when each student will get their turn, when/how to create good partnerships/cooperative groups and when to connect the iPad to the SMART Board so the whole class can work on an activity together.

With all that being said, I am so grateful to have the opportunity to bring the iPad and apps in to the lives and educations of my students. Having the opportunity to purchase more iPads/apps would be a tremendous help. The excitement of my ELLs and the smiles on their faces just knowing that they get to use the iPad is so rewarding and they don't even realize that they're learning at the same time as me!