Where Can a Journey Take You?
by Patricia Christian, Yanick Frederic, and Sheila Haglund

Introduction
We three teachers from the Central Islip School District collaborated on a Common Core Lesson continuum, spanning across grade and language levels. The district uses the common language in the eight Thinking Maps patterns, and provides district-wise professional development on how to integrate them into the learning process at each grade level and how to differentiate the assessment for the beginner to advanced level student providing equitable assessment. The presentations incorporated various research-based resources such as graphic organizers, visuals, and cooperative learning strategies were incorporated. Detailed lesson plan frameworks are displayed, along with a bibliography of the resources used at each level. Click the following link to view a PowerPoint set with the embedded lesson frameworks in Google Docs at:
https://docs.google.com/presentation/d/1wcJyCDBd07GrI3HKi5jcypzXPnRVENrBLzThaynCd8/edit?usp=sharing

In the classroom, Thinking Maps are displayed as a point of reference and for students to use to brainstorm ideas, as exit tickets after a lesson on what they learned in class, and for note taking and vocabulary building. English language learners with different levels of ability are able to use these maps to brainstorm and plan while using higher order thinking skills in the process. Teachers may also differentiate assessment by using these maps or other graphic organizers to monitor students’ thought processes through the use of these maps.

At the beginner level, the English language learner population in this district ranges from 26 beginners on the elementary level to 34 in the Ralph G. Reed Middle School and 136 in the high school. On the intermediate level, there are 180 ELL students in the elementary grades, 16 at the middle school, and 66 at the high school. At the advanced level, there are 249 students in grades 1–6, 81 at the middle school, and 61 at the high-school level. Two other groups represented are 71 OLEP students and 35 SIFE students. The OLEP students have been in the ELL program for 5–7 years and the SIFE students are those with interrupted formal education.

As we sat down to collaborate on a unit of study, our first question was, “What thematic unit would we be able to collaborate upon that could show a continuum across grade levels? Second, because we wanted our lessons to inspire and engage our students, our essential question became “Where Can a Journey Take You?” This unit served as a springboard into current issues on immigration and civil rights.

Students in Ms. Frederic’s class learned how to use a Circle Map (defining and describing), the Flow and Double Bubble Maps (sequencing and compare/contrast), and a Multi-Flow Map (cause and effect). Mrs. Haglund used the Flow and Circle Maps (sequencing and assessing prior knowledge). Ms. Christian’s class used the Bubble and Tree Maps (describing and classifying) (Hyerle & Yeager, 2007). The charts below show how we implemented the maps for each group.
### Yanick Frederic

**Theme/Unit:** Where can a journey take you?

**Essential Question:** What are the universal themes of refugee/migrant experiences across various times and cultures as they flee and find a home?

**Goal:** SWBAT identify the elements of how the story unfolds.

<table>
<thead>
<tr>
<th>Formative and Summative Assessment</th>
<th>Speaking &amp; Listening</th>
<th>Core Tests, Elements of Reading, &amp; Other Resources</th>
<th>Vocabulary</th>
<th>Differentiated Higher-Order Thinking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions: Vocabulary (use and fluency) - Collabo</td>
<td>- Share personal experiences in class discussion - Read aloud books</td>
<td>- Thinking Maps - Map, Factory, Checkpoint, Flag, Map, Word Map</td>
<td>- Yoko’s Visit</td>
<td>- Questions will vary from text to text as well as language level</td>
</tr>
<tr>
<td>Core Learning Standards: 1.1, 1.2, 1.3</td>
<td>- Reading: Writing</td>
<td>- Visual Interrogations</td>
<td>- Goodbye, Mr. Tom</td>
<td>- Who is the main character?</td>
</tr>
<tr>
<td>Hiring</td>
<td>- Writing: Narrative And response to text</td>
<td>- Odd Man Out</td>
<td>- How is the main character different from other children?</td>
<td></td>
</tr>
<tr>
<td>- How My Family</td>
<td>- Yoko’s Visit</td>
<td>- Vocabulary Specific &amp; Partaking to each text</td>
<td>- What are the similarities and differences with you and the main character?</td>
<td></td>
</tr>
<tr>
<td>Mr. Tom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sheila Haglund

**Theme/Unit:** What can a journey take you?

**Essential Question:** What are the universal themes of refugee/migrant experiences across various times and cultures as they flee and find a home?

**Goal:** SWBAT identify the elements of how the story unfolds.

<table>
<thead>
<tr>
<th>Formative and Summative Assessment</th>
<th>Speaking &amp; Listening</th>
<th>Core Tests, Elements of Reading, &amp; Other Resources</th>
<th>Vocabulary</th>
<th>Differentiated Higher-Order Thinking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (use and fluency) -</td>
<td>- Reading: Analyzing &amp; Evaluating</td>
<td>- &quot;If I Had Only Tried!&quot;</td>
<td>- Mentor Test: Seventh Grade Gary Soto</td>
<td>- What perspective is the story told from?</td>
</tr>
<tr>
<td>Core Learning Standards: 1.2, 1.3, 1.4, 1.5</td>
<td>- Writing: Organizing events in sequence</td>
<td>- Sensory Chart</td>
<td>- &quot;Inside Out &amp; Back Again&quot;</td>
<td>- How does the role of the setting impact the story?</td>
</tr>
<tr>
<td>- Odd Man Out</td>
<td>- Question Starters</td>
<td>- Question Stems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Vocabulary:**

- Tenement
- Community
- Cultural
- Immigrants
- Symbolize
- Tolerance
In conclusion, we found the value of collaborating across grade levels on a common thematic unit. We were able to discuss and share how to build depth in background knowledge by using a common language such as Thinking Maps in conjunction with literature.

References—Elementary Level
Levine, E. (1993). If your name was changed at Ellis Island. New York: Scholastic.

References—Middle School Level
References—High-School Level

Patricia L. Christian has an M.A. in TESOL from Long Island University and an SDL/SBL from St. John’s University. She is an ESL teacher in the Central Islip Senior High School with 27 years of experience across Grades K–12, adult education, and university TESOL program classes. Currently, she is teaching in the Central Islip Senior High School. <pchristian@cischools.org>

Yanick C. Frederic has an M.S. in TESOL from Hofstra University. She has been an ESL teacher for 14 years at Cordello Elementary School in Central Islip, N.Y., as well as an adjunct professor in ESL at Suffolk County College. <yfrederic@cischools.org>

Sheila Haglund has an undergraduate degree in linguistics with TESOL certification and a master’s degree in education from SUNY at Stony Brook. She has been teaching English as a second language for over 14 years at Ralph G. Reed Middle School in Central Islip, N.Y. <shaglund@cischools.org>