Oral Practice: Maximize Live Instruction Time with Sentence Frames

Webinar Tips

Close all programs & browsers to maximize bandwidth

Use the Chat to say "hello" and share ideas with other participants

Use the Questions feature for technical assistance (and to ask the presenter a question)

The **recording, slides, and resources,** will be sent by email

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Introduction

- B.A. in Chinese, M.A. in English (TESOL)
- 15 years in Secondary EL multi-level classrooms
- EL Curriculum and Assessment Development
- Began Using a Blended Learning Approach in 2009

Brenda Rosas
Educational Consultant

Ballard & Tighe

Agenda

Use images for vocabulary

Use images as a springboard for language

Sentence frames: fluency and confidence

I do it, we do it, you do it

Speaking and listening with multi-level classes

Virtual/ In Person

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Philosophy

- Structured systematic language development
  - Explicit vocabulary
  - Explicit grammar forms and function
  - Social and academic Language
- Balanced Approach
  - Reading, writing, listening, and speaking
- Sentence frames can be used for all of this
  - Virtual and in person

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Images with Vocabulary

- For the lower levels: start with images

Images with Vocabulary

- Secondary: Make Connections

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Images with Vocabulary

- L1/ L2/ L3

veterinarian

Images with Vocabulary

- Games
  - L1: Matching
  - L2: Race for Sentences
  - L3: Pick a Card

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Race for Sentences

1. Group students in pairs and give each pair a piece of paper (same level).
2. Using the target word list and picture as a springboard, pairs work together to write one sentence at a time about the picture.
3. They then go to the teacher to have their sentence reviewed and scored. Points are awarded for each correctly used vocabulary word.
4. Following that, they "race" back to their seats to write another sentence.
5. Set a timer to see which pair scores the most points in the given amount of time.

Suggestions:
1. Teachers can quickly give grammar feedback when reading each sentence.
2. Teachers can give feedback to the class on frequent vocabulary and grammar errors.

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1. Create stacks of cards with different proficiency levels or levels of difficulty. On each card, write one target word.
2. Place each stack by level in front of students and in round 1, have students pick one card and make a sentence.
3. Then in round 2, have students pick two cards and make a sentence. Points awarded per target word.

Suggestions for differentiation:
1. Include nouns, verbs, adjectives, adverbs and so forth in each stack of cards. (use the image)
2. More proficient students can pick more than 2 cards.
3. Multi-level students in the same groups, scoring points for their teams.

Images with Vocabulary

- Vocabulary in a new context

Images with Vocabulary

- Vocabulary in a new context

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Sentence Frames: Fluency and Confidence

Function
Expressing likes and dislikes

Form
Modals, conjunctions, complex sentences

Target Frames
When I grow up, I want to be a/an _____ because _____. U8F1
I _____ want to be a/an _____ because _____. U8F2

Examples
Show students TP #30 and #31 and ask students what they would like to be when they grow up and why.
When I grow up, I want to be a pharmacist because I like science.

Then ask students to name an occupation they wouldn't want to be and why.
I wouldn't want to be a veterinarian because seeing the sick animals would make me sad.

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Sentence Frames: Fluency and Confidence

I do it, we do it, you do it

Multi-level responses

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Modals, conjunctions, complex sentences

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Sentence Frames: Fluency and Confidence

Function
Describing people

Form
Relative pronouns

Target Frames
A _____ is a person who _____.   U8F3
A _____ is a person to whom _____.   U8F4
A _____ is a person whose job is _____.   U8F5
_____ is a job that requires _____.   U8F6

Examples
Show students TP #30 and #31 and discuss with them what each occupation does. Then give each student a picture card and have them make sentences about the occupation using *who, whom, whose,* and *that.*
A butcher is a person who cuts meat at the grocery store.
A veterinarian is a person to whom we go for animal care.
A judge is a person whose job is to make decisions in court.
Hairdressing is a job that requires scissors and a mirror.

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Sentence Frames: Fluency and Confidence

I do it, we do it, you do it

Multi-level responses

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Images as a Springboard for Language

- Theme Picture: Advanced

What is the mechanic doing?

Where do you think the engineer is going?

Which occupation do you think is the most difficult?

The most fun? Why?

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Multilevel: Listening, Speaking, Writing

- Beginning

Is this the electrician?

Is this the bus driver or the librarian?

Point to the judge.

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Multilevel: Listening, Speaking, Writing

- Early Intermediate

What is happening in this picture?

What is the mechanic doing?

Where is the electrician?

What is she doing?

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Multilevel: Listening, Speaking, Writing

- Intermediate

Why do you think the electrician is in the cafe?

Are the pharmacist and pilot friends?

How do you know?

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Multilevel: Listening, Speaking, Writing

- Early Advanced

Where do you think the engineer is going?

Tell me about his day.

Why do you think the judge is pictured in the newspaper?

Would you want to be a waiter? Why or why not?

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Listening, Speaking, Reading, and Writing with Sentence Frames

- Grammar in context with target vocabulary
- Intervention for a specific grammar form/function
- Listening and speaking
- Speak to write
- Reading
  - Literature frames
- Maximize virtual time

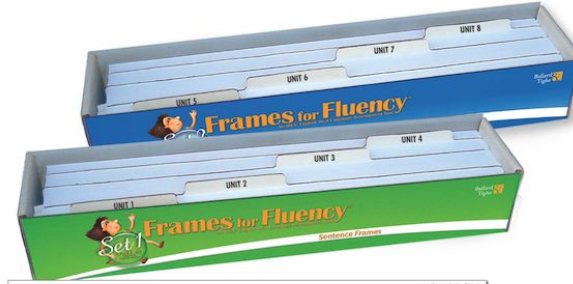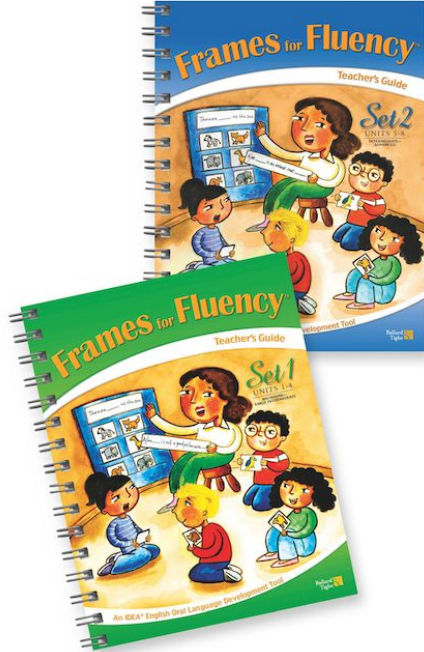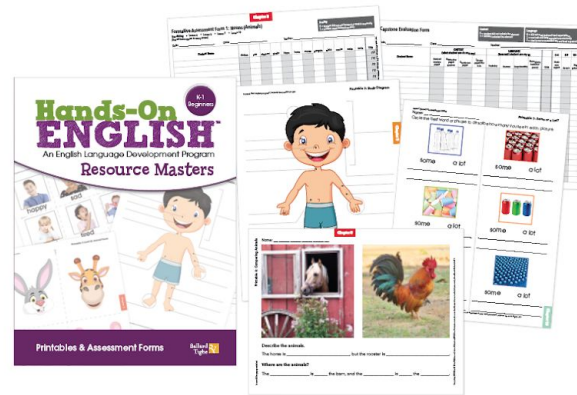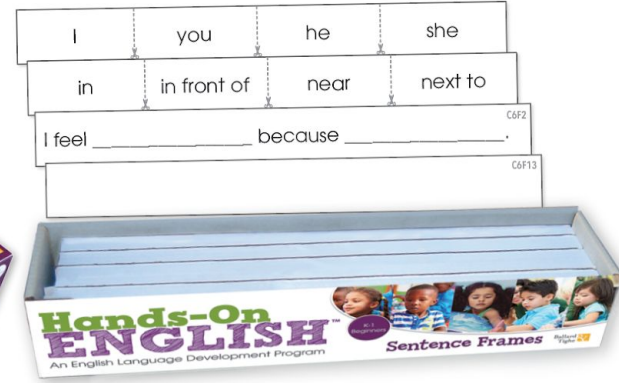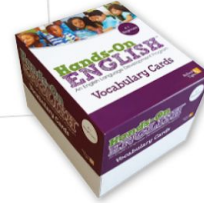|	
I think this book will be about _____.	Set 2/LC19
I predicted _____. My prediction was/was not correct because _____.	Set 2/LC20
Who _____?	Set 2/LC21
First, _____.	Set 2/LC22
Next, _____.	Set 2/LC23
One detail about the character is _____.	Set 2/LC24
The main idea of the story is _____.	Set 2/LC25

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Frames for Fluency (K-12)

I feel _____ because _____.

What is the _____ doing?

(pocket chart & stand not included) 24

Hands-On English (K-1)

Carousel of IDEAS (K-5)

Champion of IDEAS (6-12)

New Digital Student Edition

Students

monitor learning. practice online. interact with content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

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English & Spanish Language Proficiency Tests

Pre-K to 12 English and Spanish Proficiency Tests

Ideal for:
- Pre-K & Headstart programs
- Dual language programs
- Identification, placement & program decisions
- Annual & progress monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

Diagnostic Dimension*	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

IPT Oral English Diagnostic Report:
- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

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Consultation

October: Lunch and Learn

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Q&A