Webinar Tips

Close all programs & browsers to maximize bandwidth

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

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

Ballard Tighe &

Pamela Abbey
Educational Consultant

- B. A. in Middle School (4-9), English Language Arts & Math
- M. Ed. in Literacy & Second Language Studies
- 11 years in EL multi-level classrooms
- Ohio EL Cadre for OEA and Advocacy for TESOLs & Students

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

Brenda Adeva
Educational Consultant

Ballard & Tighe

Agenda

- Philosophy

- Targeted Instruction: Functions of Language

  - Strategies and Examples

    - Younger Newcomers: Pamela

    - Older Newcomers: Brenda

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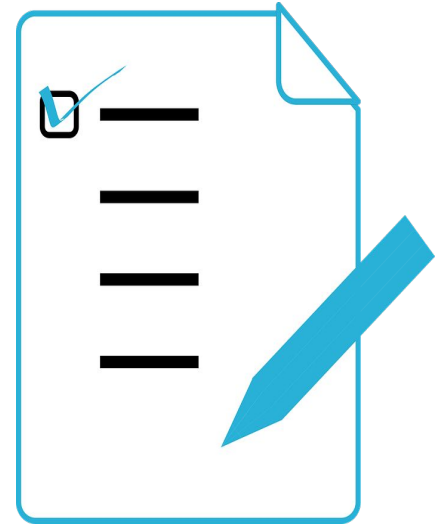
Philosophy

- Structured systematic language development
  - Explicit vocabulary
  - Explicit grammar forms and functions
  - Social and academic language
- Balanced Approach
  - Reading, writing, listening, and speaking
- Targeted Instruction: Functions of Language
  - Naming people, things, places, and actions
  - Responding to & Issuing Commands
  - Using Social Language
  - Asking and Answering Questions

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Naming People, Things, Places, & Actions

- Pointing

- Yes/No, Either/Or ?s

- Thematic vocabulary in context

- Picture and word cards

- Sentence frames

- Theme pictures

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K-5 Students or Young Learners

- Pointing
  - Introduce Target Vocabulary
  - Demonstrate the Task
  - Display/Restate Target Frame
    - Point to the _____.
    - Sub in picture card to find in room.
  - Repeat

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K-5 Students or Young Learners

Function #1

Use physical objects or picture cards.

- Ask "Is this a _____"

- Teach Target Response

  - Yes or No

- Add difficulty, teach response.

  - Yes, this is a _____.

  - No, this is not a _____.

Is this a pencil?

Yes or No

Is this a crayon?

Yes, this is a crayon.

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K-5 Students or Young Learners

Function #1

Thematic Vocabulary in Context and/or Theme Pictures

- Teach Target Vocabulary.
    - Mom, dad, sister, brother, girl, boy
- Teach Target Output & Commands
    - Point to the _____ .
    - Circle the _____.
    - This is a _____ .
    - Yes/No response.

K-5 Students or Young Learners

Picture and word cards

- Activate Prior Knowledge using pictures.

- Show words and ask students to match

- Use pocket chart to show words and pictures

    - Introduce the picture and word

    - Ask students to play i-spy w/ the picture card to match.

    - Hide objects around the room, ask students to find _____.

- Play matching games with the cards. (get creative)

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K-5 Students or Young Learners

- Sentence frames
  - Visual aide for student output
  - Practice matching words with sounds.
  - Give visual of conversation turns
  - Teach word/letter sounds to sound out words

Do you have _____? C1F5

Yes, I do. C1F6

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For Older Newcomers:

Naming People, Things, Places, & Actions

- <u>Theme pictures</u>
  - Pointing, Yes/No, Either/Or ?s
  - People, things, places, actions (Beg./ Early Int.)

- Thematic vocabulary in context
  - Word lists:
    - Parts of speech
    - Noticing and revisiting
    - Disappearing Vocabulary
    - Use Images
      - Slides: Picture This
    - In context
      - Images and words

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Theme Picture #1: A Family Picnic

Target Vocabulary: baby, boy, brother, children, family, father, girl, man, mother, sister, woman

TEACHING TIP

Focus on students' ability to listen and respond non-verbally or with a one-word response. Have students point, nod, draw, act out, or answer in single-word responses. Ask yes/no questions and repeat your commands as often as necessary for students to understand.

BEGINNING LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a family at a park. They are having a picnic. They are eating food and talking to each other.**

Listening and Speaking
- **Point to the mother. Point to the father. Where is the boy? Where is the sister? Is there a baby? Point to the baby. Where is the man? Where is the woman? Point to the family.** Help students as needed.
- Point to the baby and say: **Is this the father? Is this the mother? Is this the baby?** That's right! **This is the baby.** Point to the father and say: **Is this the woman? Is it the father?** That's right! **This is the father.** Continue pointing to the pictures and asking students yes/no questions.
- Point to the mother and say: **This is the _____. Yes, this is the mother (or woman).** Point to the brother and say: **This is the _____. Yes, this is the brother (or boy).** Continue with other target vocabulary.
- Hold up the theme picture and say: **This is a boy. What is the first sound in the word** *boy*? [/b/] **This is a father. What is the first sound in the word** *father*? [/f/] **This is a brother. What is the first sound in the word** *brother*? [/b/] Continue with other beginning sounds students have learned.

Reading and Writing
- Write the target vocabulary words on the board. Point to the word *children* and ask: **What word is this?** That's right, it's *children.* Hold up the theme picture. **Point to the children in this picture.** Continue with the other target vocabulary.
- Hold up each target vocabulary word card and read it aloud. Have a student volunteer take the card, read it aloud, and point to the corresponding person in the theme picture.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Early Intermediate: Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: **What is happening in this picture? What are the children doing? What is the father doing? What is the mother doing?** Have students write a sentence explaining what is happening in this picture and then read it to a partner.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Is the family having fun? Why do you think the father is smiling? Do you think this family is happy?** Have students write a paragraph explaining whether they think the family is happy and why. Have students read their paragraphs to a partner.

Early Advanced: Students are speaking in complex and compound sentences and should be able to debate a position and analyze text. Ask questions: **What do you think would happen if it started to rain during this family's picnic? What do you think each person would do if it started raining? What would you do if you were having a picnic and it started raining?** Have students write a short story using this prompt: *The family thought it would be a great day for a picnic, but you'll never guess what happened!* Have students read their stories to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Ask students: **Is your family similar to the family in the picture? How are they alike? How are they different? If you were going to plan the perfect picnic for your family, what would you plan? What food would you bring? What activities would you have? Would your family members enjoy it? Why or why not?** Have students write a short essay on "the perfect picnic" and then read it to a partner.

For Older Newcomers:

Naming People, Things, Places, & Actions

- Theme pictures
  - Pointing, Yes/No, Either/Or ?s
  - People, things, places, actions (Beg./ Early Int.)

- Thematic vocabulary in context
  - Word lists:
    - **<u>Parts of speech</u>**
    - **<u>Noticing and revisiting</u>**
    - Disappearing Vocabulary
    - Use Images
      - Slides: Picture This
    - In context
      - Images and words

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Nouns 1

board	flag	room
book	keyboard	school
chair	monitor	student
clock	mouse	table
computer	paper	teacher
desk	pen	window
door	principal	

Verbs 1

to close	to open	to take
to feel	to point	to tell
to go	to raise	to wait
to help	to say	to walk
to listen	to see	to write
to look	to show	
to match	to sit	

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Disappearing Vocabulary

For Older Newcomers:

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      - Slides: Picture This
    - In context
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My First Day of School

For Older Newcomers:

Naming People, Things, Places, & Actions

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      - Slides: **Picture This**
    - In context
      - Images and words

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board (white board) - "Picture This"

board (white board)

board (white board) - "Picture This" combined

For Older Newcomers:

Naming People, Things, Places, & Actions

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    - **In context**
      - Images and words

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My First Day of School

By Mariko Yamaguchi

It is a warm September morning. I walk through the big **door** at the front of my new **school**. I do not see even one **student** that I know. I feel nervous. I see the **principal**. He looks at me and says, "Good morning." I feel more nervous.

◀ This is my new school.

Words in Context

- Pointing
  - yes/no
  - Either/or
  - yes/no
  - Circle, underline, highlight
  - name
- Worksheets
- Sentence frames
- Categorizing
- Matching
- Drag and drop slides - T chart
  - Images
  - words

1. This is a

4. Is this a keyboard?

◯ yes ◯ no

T·CHART

Word Bank	board	computer	keyboard	pen	student
	book	desk	monitor	principal	table
	chair	door	mouse	room	✓teacher
	clock	flag	paper	school	window

1.
2.
3.
4.
5.
6.

Responding to & Issuing Commands

- Classroom, survival, testing, and social language

  - Picture and word cards

  - Sentence frames

  - Theme pictures

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K-5 Students or Young Learners
Responding to & Issuing Commands

Classroom Language

- Raise Your Hand
- Sit Down
- Line Up
- Walk Quietly
- Put the _____ in the _____.
- What is the homework?
- Can I have a pencil/paper/ marker ?

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For Older Newcomers:

Responding to & Issuing Commands

- Classroom, survival, testing, and social language

  - Sentence frames

  - Verbs/ Commands: Act Out

  - Practice/ Assess

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Verbs/ Commands

- Verbs: action words
  - Open
  - Point to
  - Pick up
  - Show me
  - Open to
  - Raise your hand
- Assess one on one

Using Social Language for All Ages

- Greet people/ introductions

- Communicating basic needs

- Asking for help/ permission

- Sentence frames

- Theme pictures

- Add to dialogue

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Using Social Language

Survival Language

- Hello!
- My name is _____ .
- My teacher is _____.
- I need help!
- Do you speak _____ ?
- I am hungry

CLASSROOM 204

HELLO my name is

What is your name?
_____

My name is _____.

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Using Social Language with Peers

Social Language

- Hey!
- Whats up?
- Can you say that slower?
- I am _____ years old.
- I like to _____.
- Do you want to be my friend?
- Do you want to play?
- Where is the lunch room?

Do you like to play _____? C2F11

_____ like to play _____. C2F12

_____ don't like to play _____. C2F13

We Can Improve the Way We Talk

Asking for Help or Permission

- I don't understand.
  - I don't speak English.
  - I do not know how to do that.
  - Please help me.
- Can you help me?
- Bathroom
  - Where is the bathroom?
  - Can I use the bathroom?
- Building Walk activity

Using Dialogue to Teach Social Language

- Dialogue
  - Start basic conversation using Sentence Frames
  - Begin a conversation in a visual, have students add their own flow
  - Pair conversations
- Make a comic strip with dialogue
  - Give images
  - Allow students to write

Function #4

Asking and Answering Questions for All Ages

- Start with **Yes/No, either/or, one word responses**
  - Adjectives: yes/no, either/or
  - Answer in complete sentences
- Who/ What is, What do you see, Where, When, Why?
  - Sentence frames
  - Images
  - Charts
  - Add to dialogue
  - Native language use

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Yes/No, Either/Or, One Word Responses

- Adjectives
  - Big versus little
  - Colors
- Warm Up
  - Do you go to school?
  - What school do you go to?
- Answer in complete sentences
- Assess one on one

Function #4

Asking and Answering Questions

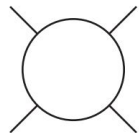- Start with Yes/No, either/or, one word responses
  - Adjectives: yes/no, either/or
  - Answer in complete sentences
- Who/ What is, **What do you see**, Where, When, Why?
  - Sentence frames
  - Images
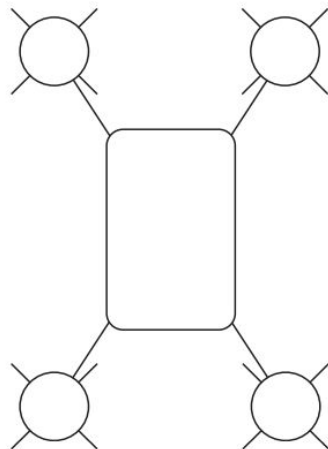 - Charts
  - Add to dialogue
  - Native language use

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What do you see?

- What do you see in this picture? I see a/an…
  - Point to…

My First Day of School

Saturday: My Favorite Day of the Week

Ask Questions about a Text

Saturday: My Favorite Day of the Week

By Mary Patricia Castillo

I love Saturday. It is the day of the week when I do not have to work or go to school. In the morning I stay at home. I eat breakfast with my **family**. My **mother**, my two **brothers**, and I sit outside at the table. Sometimes we pick vegetables from our garden.

This is a picture of my family at the table. You can see my mother, me, my brother Sal, and my brother Juan. Sal is short. Juan is tall.

Asking and Answering Questions

- Start with Yes/No, either/or, one word responses
    - Adjectives: yes/no, either/or
    - Answer in complete sentences
- Who/ What is, What do you see, Where, When, Why?
    - Sentence frames
    - Images
    - **Charts**
    - Add to dialogue
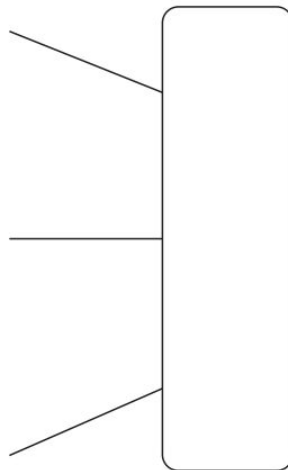   - Native language use

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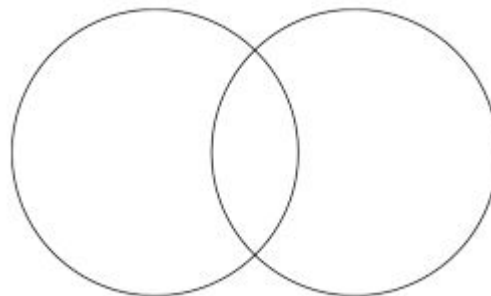# Charts/ Graphic Organizers

Function #4

CLUSTERS

WORD AND CONCEPT WEB

WORD MAP

T·CHART

Venn Diagram

Asking and Answering Questions

- Start with Yes/No, either/or, one word responses
    - Adjectives: yes/no, either/or
    - Answer in complete sentences
- Who/ What is, What do you see, Where, When, Why?
    - Sentence frames
    - Images
    - Charts
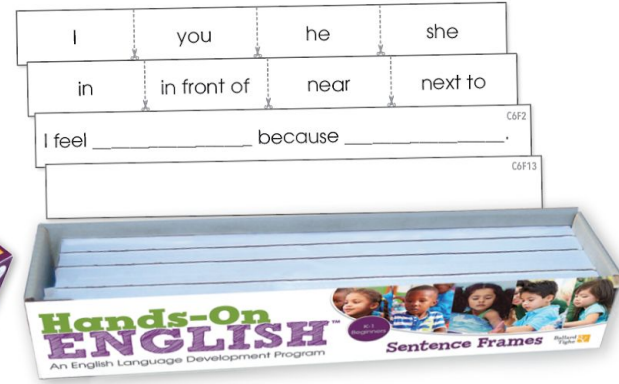   - Add to dialogue
    - **Native language use**

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Native Language Use

- Use when necessary
- For a specific purpose
- How do you say that in English?
- Looking up vocabulary: dictionaries

WILLKOMMEN

欢迎 स्वागत

BIENVENIDA

WELCOME

BIENVENUE ようこそ

добро пожаловать

ترحيب BEM-VINDO

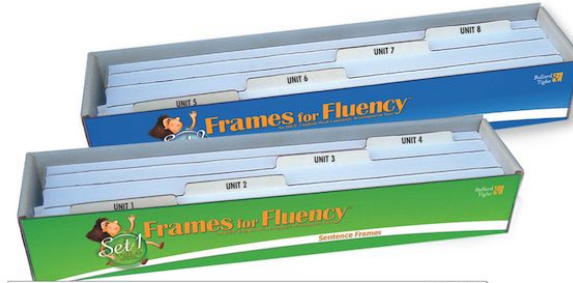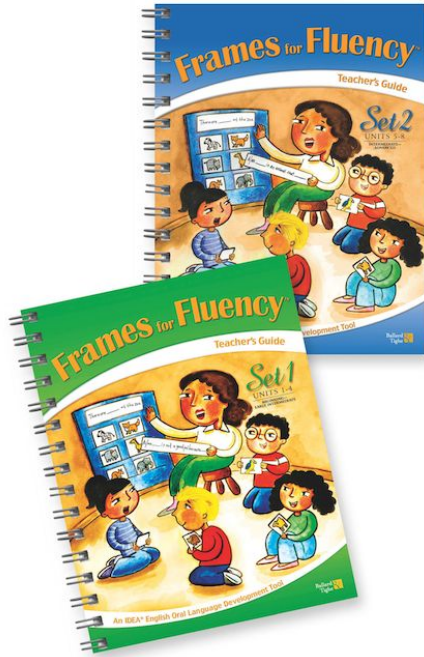|	Hands-On English	Carousel of IDEAS	Frames for Fluency	Champion of IDEAS
Type of Materials	Comprehensive	Comprehensive	Supplemental	Comprehensive
Grade Levels	K-1/2	K-5/6	K-12	6-12
Proficiency Levels	L1 and L2	L1-L5	Elem (L1-L5) Secondary (L1-L2)	L1-L5
Skills Practiced	RWLS	RWLS	SL (little RW)	RWLS
Assessment	Yes	Yes	No	Yes
Time Frame: (per day)	1 year @ 60 minutes 2 years @30 minutes	4 years @ 45 minutes	4 years @ 15 minutes	4 years @ 50 minutes
Digital Materials	Teacher e-port to support instruction	Digital downloads for teachers	Digital Theme Pictures for teachers	Digital Teacher and Student Platform as well as a paper-based edition

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Hands-On English (K-1)

Frames for Fluency (K-12)

I feel _____ because _____.

What is the _____ doing?

snail coyote ostrich dinosaur

ladybug leopard lizard raccoon

mosquito porcupine grasshopper caterpillar

soldier

astronaut

(pocket chart & stand not included)

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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–12)

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.
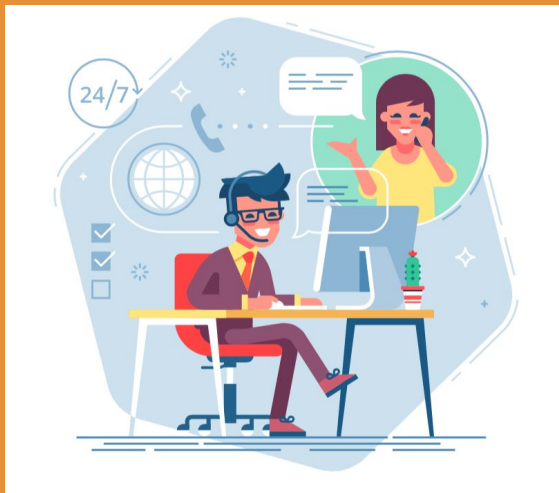
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Consultation
Scan the QR code for Your Location

Book with Pam
East Coast EST

SC	FL	MA	GA	NC
MI	NY	PA	VA	MD
DE	ME	MS	NH	RI
VT	WV	NJ	OH	AL
KY	IN	DC	TN	CT

Book with Brenda!
8am to 5pm PST

Central Time zone CST	Mountain Time MST	Pacific Time Zone PST	International clients
US Territories	Hawaii	Alaska	

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