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# Strategies for a Hybrid Approach to Teaching English Learners

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# 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



Brenda Rosas  
Educational Consultant

- 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

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# Agenda

- Philosophy
- Digital Materials
- A Hybrid Approach
- Q & A

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# Philosophy

## Hybrid Learning vs. Blended Learning



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# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous



Live Instruction



Independent Study

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# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice



PrACTICE  
PRACTICE  
practice

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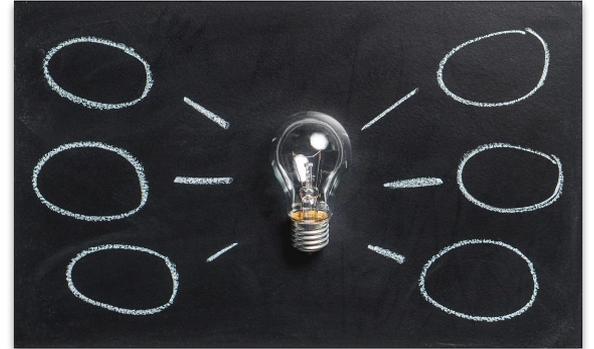
# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion/ Discussion Boards



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# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images/Videos



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# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images

Interacting with slides, docs, pdfs, etc.

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# Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images

Interacting with slides, docs, pdfs, etc.

**Academic Skills: Reading, writing, listening, speaking**

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# Digital Content + Lesson Plans

[Champion of IDEAS](#)

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# Review: Digital Content + Lesson Plans

- Hybrid Learning vs. Blended Learning
- Synchronous and Asynchronous
- Direct Instruction and Independent Practice
- Discussion
- Use of Images
- Interacting with slides, docs, pdfs, etc.
- Academic Skills: Reading, writing, listening, speaking

# Champion of IDEAS (6-12)

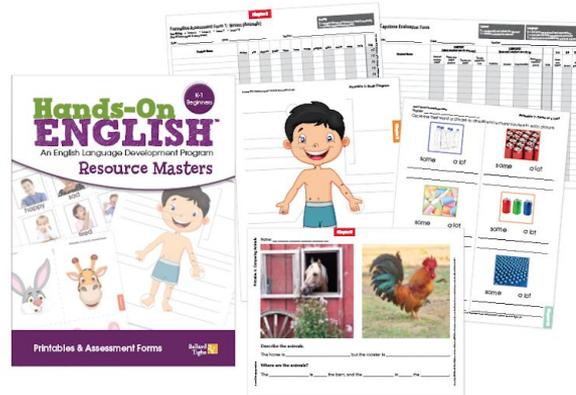
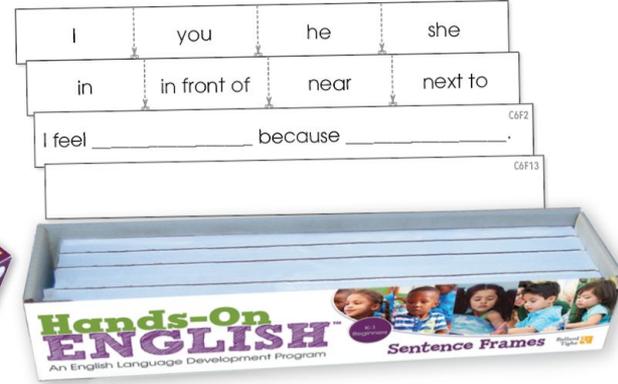


## Students

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

# Hands-On English (K-1)



# EnglishMats (K-5)

The image displays ten individual EnglishMats worksheets, each with a unique theme and illustration. Each mat includes a title, a date field, and sections for vocabulary and conversation. The mats are arranged in two rows of five.

- Mat 1 (Top Left):** Illustration of a girl at a table. Vocabulary: cat, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 2 (Top Middle-Left):** Illustration of a girl riding a bear. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 3 (Top Middle-Right):** Illustration of a girl with wind-blown hair. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 4 (Top Right):** Illustration of a boy with a dog. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 5 (Top Far Right):** Illustration of autumn leaves. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 6 (Bottom Left):** Illustration of a forest scene. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 7 (Bottom Middle-Left):** Illustration of a girl in bed. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 8 (Bottom Middle-Right):** Illustration of a winter scene with a snowman. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 9 (Bottom Right):** Illustration of a car with a windmill. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.
- Mat 10 (Bottom Far Right):** Illustration of a boat on a river. Vocabulary: can, dog, pig, rabbit, mouse, bird, fish, frog, snake, bear, lion, elephant, giraffe, monkey, kangaroo, platypus, koala, ostrich, penguin, walrus, seal, shark, whale, octopus, squid, jellyfish, starfish, crab, lobster, shrimp, clam, mussel, scallop, snail, slug, slug, snail, slug, snail.

# Carousel of IDEAS (K-5)



I feel \_\_\_\_\_ because \_\_\_\_\_

What is the \_\_\_\_\_ doing?

Blue storage board with cards:

- enail, coyote, outch, dhaave
- laduyg, heppard, leard, reaccoon
- meatpulp, pomegranate, meadow, colibri

Word cards:

- soldier
- astronaut

### English Adjective & Adverb Clock

12

11

10

9

8

7

6

5

4

3

2

1

I

II

III

IV

V

VI

1. CONJUNCTIVE ADVERBIALS

2. ADVERBIAL CLAUSES

3. SIMPLE ADJECTIVES

4. POSSESSIVE ADJECTIVES

5. COMPARATIVE/SUPERLATIVES

6. MORE ADJECTIVES

7. MULTIPLE ADJECTIVES

8. ADJECTIVE CLAUSES

9. POSSESSIVE ADJECTIVES

10. ADVERBIAL CLAUSES

11. CONJUNCTIVE ADVERBIALS

12. GERUNDS AS ADJECTIVES

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Level I Beginning  Entering  Emerging

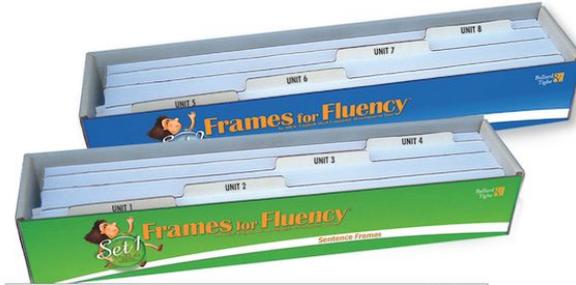
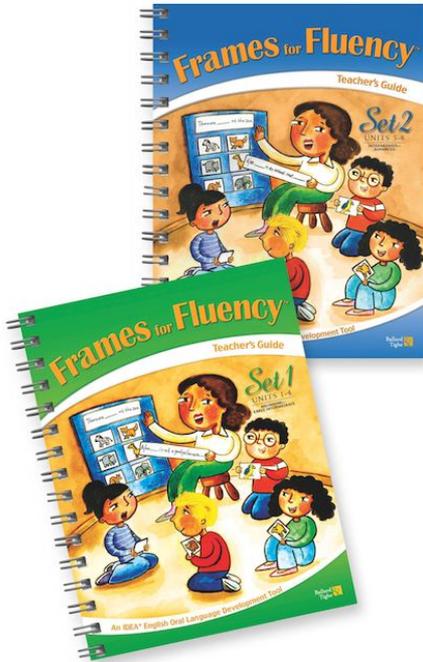
Level II Early Intermediate  Emerging  Developing

Level III Early Advanced  Expanding  Expanding

Level IV Advanced  Bridging  Bridging

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# Frames for Fluency (K-12)



I feel \_\_\_\_\_ because \_\_\_\_\_ Set 2/LC19

What is the \_\_\_\_\_ doing? Set 2/LC19



(pocket chart & stand not included) 18

# 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

	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
Diagnostic Dimension*		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.

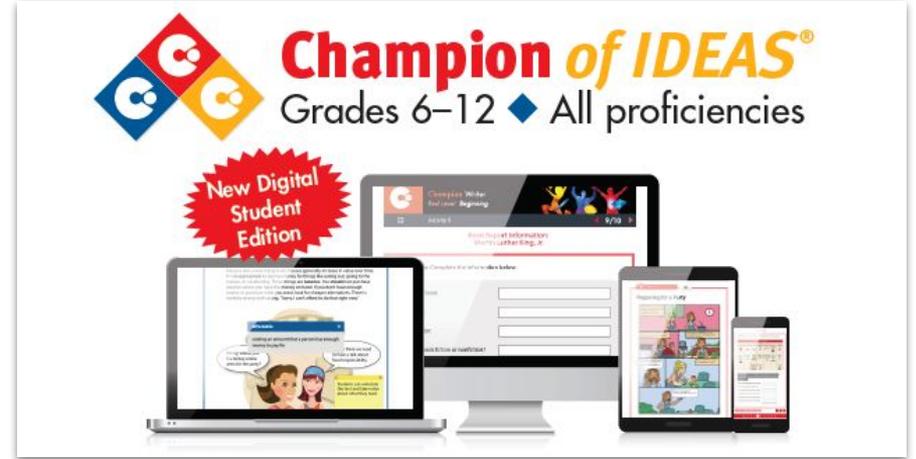
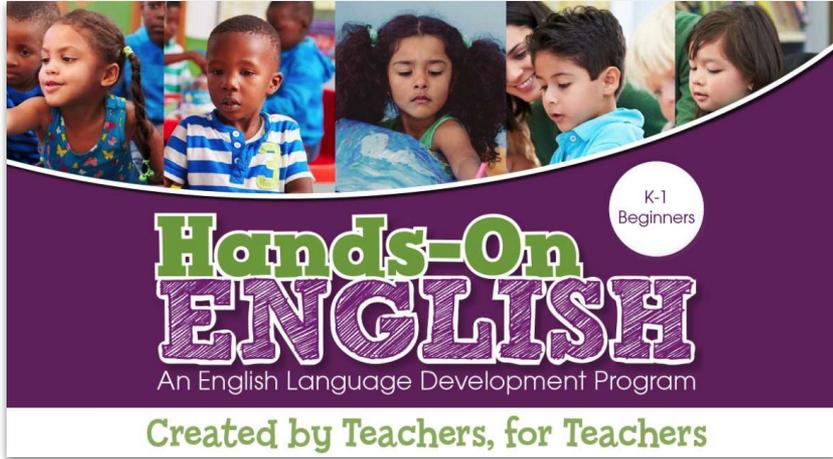
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# Consultation



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# 15-Day Free Trial or Book a Demo



Contact Brenda Rosas: [brosas@ballard-tighe.com](mailto:brosas@ballard-tighe.com)

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# Q&A

Is there anything that is cross curricular? I teach Bilingual 6th grade Math

Please give examples of how to use augmentative and alternative communication (AAC) devices virtually with students with learning challenges (e.g., non verbal emergent bilinguals).

Please discuss using higher order thinking questions for both typically developing emergent bilinguals as well as students with significant cognitive impairments?

Can these lessons be modified for pre emergent emergent and basic students?

Can you please talk about how you guys are approaching the push-in model and the differentiation in secondary?

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# Q&A

What would you use to create audio for an assessment?

Please provide your recommendations for working remotely using this product for nonverbal emergent bilingual students.

How do you interact with many students live? Making sure everyone has a chance to participate.

When you annotate or take notes, how do the students get this?

If we have Carousel, do we also have access to the reading books online?

How can I access my online Carousel materials? I've only used the books and in-person materials.

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# Q&A

Is this used more for students that are at an intermediate or basic language level?

Love those language ladder activities. Is there a link for free access?