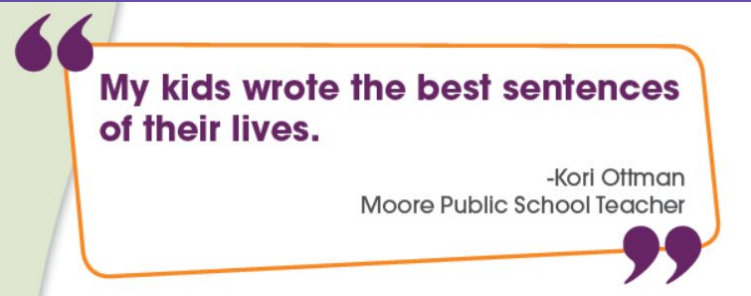

Strategies to Accelerate Language Acquisition for English Learners



Webinar Tips



Close all programs & browsers to maximize bandwidth



Exit & re-enter the webinar if you experience a lag



Use the Questions feature for technical assistance



The **recording, slides, and certificate of attendance** will be sent by email



Brenda Rosas
Educational Consultant

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
-
- Success stories
 - In Oklahoma: 25,000 students with growing EL population of 1,400
 - Adopted *Hands on English* (K-1) and *Frames for Fluency*
 - newcomers/ beginners
 - Mix of in-person and online learning (1 semester)



Agenda

- Success stories
- Components
 - Examples from *Hands on English* and *Frames for Fluency*
- Strategies
- Q & A

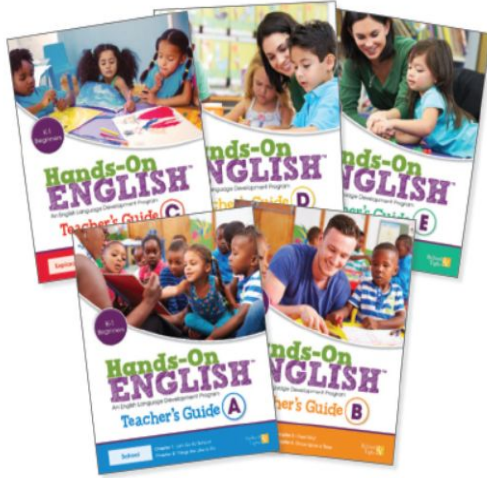
Short Prep Time



- ELL Coordinator Karen Cisneros
 - One reason the district selected *Hands on English* over other programs is its short prep time
 - “Priceless in the world of teaching”
- Philosophy
 - Focus on language
 - Build oral competency
 - Explicit teaching of vocabulary
 - Grammar form and function
 - Academic Skills: RWLS
 - Engaging and interactive



Teacher's Guides



- Activities
 - Time Allotments
 - Explanation and scripting
 - Materials
 - Examples
 - Comprehensive
- Oral Fluency Activities
 - *I do it, we do it, you do it*
 - Explanation and scripting of examples
 - Materials
 - Zero prep time



Lesson 1

ESSENTIAL QUESTION
How do you describe animals?

Explore the Topic

OBJECTIVES

- Introduce the Essential Question: How do you describe animals?
- Introduce and practice a chant: *The Boat Race*

TARGET VOCABULARY

Nouns: animal, boat, elephant, giraffe, hippo, mouse, penguin, rabbit, snake
Verbs: describe, row, win
Adjectives: big/little, fat/thin, short/tall

TARGET FUNCTIONS

Ask to describe
Describe appearance

GRAMMATICAL FORMS

Adjectives

SENTENCE FRAMES

C1F9-10, C4F17, C3F1

Sample Anchor Chart



VOCABULARY CARDS

Adjectives:
big/little fat/thin short/tall

Activity 1 What Do You See?

Introduce the Essential Question



Show students an orange block, and identify what it is and its color: **What is this? This is a block. What color is the block? It is an orange block.**

Then, hold up a second block of a different color and size. Have students repeat the sentence patterns above with the new block. Then, hold up the little block and say: **Little. It is a little block.** Repeat with the larger block: **Big. It is a big block.** Then, alternate holding up the two blocks, one at a time, while saying *big or little*. Have students respond in a complete sentence using the frame:

C3F1 It is a _____ (adjective).



SLIDE 1 Show the slide, and point to the little dog: **Is the dog big or little? It is a little dog.** Point to the big dog: **Is the dog big or little? It is a big dog.** Elicit a choral response for each question.

Introduce the essential question: **How do you describe animals? Describe** means to tell about something. For example, in this chapter, we are going to learn about animals and how to talk about what they are like: how big they are, how fast they are, and how they feel.

Start an anchor chart about animals. Tell students there are many kinds of animals. Ask them to name some, and write them on the chart. Leave room to add descriptive words about the animals as you teach the chapter.

VOCABULARY CARDS Introduce the adjectives. As you show the picture and say each word, exemplify the meaning using physical movements. For example, hold your hands close together for thin, pull them apart for fat, hold them up high for tall, and low for short. Have the class imitate the movements as they repeat each word.

Activity 2 Let's Move: The Boat Race

Introduce and practice a chant



MODEL SLIDE 2 Introduce each animal as you point to it on the slide: **What is this? This is a _____.** Similarly, introduce the word boat. C1F9, 9

TOTAL PHYSICAL RESPONSE Then, have students look and listen while you chant and act out the words. With actions, introduce the words *row* and *win*: **This is row. (Row your arms to show rowing.) This is win. (Raise your hands up in a cheer, and say "win, win, win.")**

PRACTICE Chant each line, and have students repeat after you. Do this twice. Then, repeat the whole chant together while acting out the movements.

1 Ask comprehension questions about the chant such as: **What is the poem about? What are the animals doing?**

The Boat Race

SLIDE 2

Row, row, row,
Go, go, go!
Faster and faster,
Ho, ho, ho!
Big and little,
Short and tall.
What do you think?
This boat's too small!

Row, row, row,
Go, go, go!
Faster and faster,
Ho, ho, ho!
Big and little,
Fat and thin.
What do you think?
We can win, win, win!



Chapter 5

EXTEND: ORAL PRACTICE

MODEL VOCABULARY CARDS Model the dialogue below using two hand puppets or stuffed animals and the frames. Then, model it again with volunteers.

C1F9 Student A: (shows picture card of animal) What is this?

C1F10 Student B: This is a _____.

C4F17 Student A: Describe the _____.

C3F1 Student B: It is a _____ (adjective).

PRACTICE STUDENT CARDS Display the adjective vocabulary cards. Then, give A-B partners the animal picture cards to practice the dialogue using the adjectives they learned.

VOCABULARY

CARDS + student cards

Nouns:
elephant giraffe hippo mouse
penguin rabbit snake
Adjectives:
big/little fat/thin short/tall

Frames for Fluency

Unit 7 Settings and Situations Chapter 4: Splendid Swimmers

Target Vocabulary

Names: whale, shark, lobster, sea horse, octopus, seal, shark, sea turtle, starfish, dolphin
Verbs: land on, put down, throw away, turn off/on on, take off, write down, try on
Descriptive Phrases: each other
Other: middle—may, might, must, should, would, could, too + (infinitive)

Extension

Writing & Writing
 Create a Book: Book 7 pages 22-29
 Create a Book: In the Deep Blue Sea (Book 27)
 Use a Book: Book 7

Early Advanced Proficiency Unit 7

FF #1

Materials: PB1-2 Cards

Function: Describing marine animals

Form: Compound and complex sentences

Target Frames:

The _____ is a/an _____ animal that _____ (verb)

Examples:

Give each student a picture card. Have students tell their partner three things about the marine animal on their cards. Then have students create compound and complex sentences about the animals, such as:

The whale is a huge animal that lives in the ocean.
 The sea turtle is a marine animal that swims on four legs.

FF #2

Materials: PB1-2 Cards

Function: Expressing mood

Form: Modals

Target Frames:

I/You may _____ (verb)
 I/You might _____ (verb)
 I/You must _____ (verb)

Examples:

Give each student a picture card. Have students create sentences using the modals may, might, and must.

I may see a seal when I go to the beach tomorrow.
 You might find shells on the beach.
 You must take a picture of the dolphin you see at the aquarium.

FF #3

Materials: TP #28 & 29

Function: Expressing mood

Form: Modals

Target Frames:

_____ should _____.
 _____ would _____.
 _____ could _____.

Examples:

Show students TP #28 and #29 and have them create sentences using the modals should, would, and could. They should not remove any animals from the tide pool. I would swim with dolphins because they are friendly animals. He could go to the aquarium with you next week.

Continued on next page

FF #3

Materials: TP #28 & 29

Carousel TG pp. 497-498

Function

Expressing mood

Form

Modals

Target Frames

_____ should _____.
 _____ would _____.
 _____ could _____.

U7F49

U7F50

U7F51

Pronouns
 PN1-7

Examples

Show students TP #28 and #29 and have them create sentences using the modals *should*, *would*, and *could*. They should not remove any animals from the tide pool. I would swim with dolphins because they are friendly animals. He could go to the aquarium with you next week.



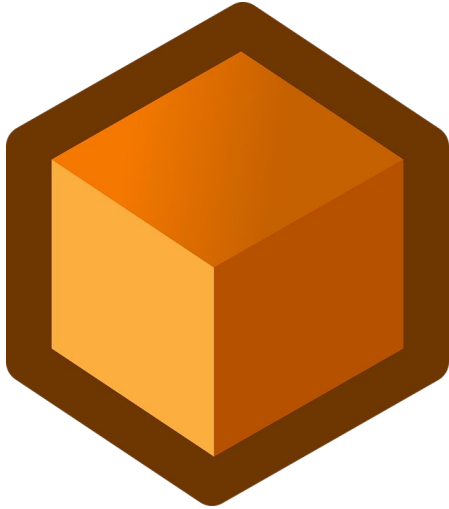
TALKING BOX



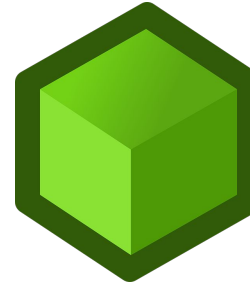
Strategy: Realia

Scripting:

What is this? This is a block. What color is the block? It is an orange block.



Little. It is a little block.



Big. It is a big block.

Image Based Slides (Digital Teacher E-Port)

Is the dog big or
little?

It is a _____.
(adjective)

C5F1

SLIDE 1

Big and Little



Chapter 5

Sentence Frames (Digital and Paper Based)



Meeting Goals with Sentence Frames

Moore teachers say that given the district's goal of increasing scores on the ACCESS English language proficiency test, *Hands-On English's* focus on speaking and writing has made a noticeable improvement in both lower- and higher-level students' speaking abilities. Why are they seeing a difference across levels? Multiple teachers praised the program's sentence frames component. These easy-to-use cards work well for pairs, small groups, and whole class activities, guiding students in how to phrase sentences and use pronouns clearly and correctly.

It is a _____ .
(adjective)

C5F1

Paper based only



Essential Questions

- Introduce topic
- Make a connection between them and the world
- Thematic, meaningful, relatable

Real-Life Experiences Lead to More Conversations

Hands-On English is doing more than meeting learning goals: students are also having fun and creating connections. Kori Ottman shared that her students had a great time on the unit with wild animals and habitats because they were able to hold real chicks and talk about real animals and their habitats. Patty Pedraza's students also like relating topics and pictures to their own experiences. For example, a theme picture of girls playing soccer sparked student conversation about their own love of soccer. Angela Sanders' students also like asking each other questions about real-world experiences.

How do you describe animals?

Describe means to tell about something. For example, in this chapter, we are going to learn about animals and how to talk about what they are like: how big they are, how fast they are, and how they feel.

Theme Pictures



Theme Picture #4: A Soccer Game

Target Vocabulary: arm, body, ears, eyes, face, foot, hair, hand, head, leg, mouth, neck, nose, stomach

TEACHING TIP

Continually point out to students the body parts they use to complete everyday tasks (e.g., using their hand to write their name). This will help students become more familiar with the vocabulary words and help them understand each body part's function and how it relates to their daily lives.

BEGINNING LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: This is a picture of three girls playing soccer. They are running and kicking the ball. They are using many parts of their bodies to play soccer.

Listening and Speaking

- Tell students: Look at this picture. Point to the girl kicking the ball. Point to her arms. Point to her hair. Continue with other vocabulary words.
- Point to a girl's head and say: Is this her foot? That's right! This is her head. Point to your head. Point to a girl's foot and say: Is this her stomach? Is it her foot? Yes, it is her foot. Do you have a foot? Put your hand on your foot. Continue pointing to body parts in the picture, asking students yes/no questions and directing students to find the body part on their own bodies.
- Point to a girl's eyes and say: How many eyes does she have? Yes, that's right! She has two eyes. What else does she have two of? [ears, arms, feet, hands, legs] Point to the girl's nose and say: What is this? That's right! This is her nose. How many noses does she have? What else does she have only one of? [body, face, head, mouth, neck, stomach] What does she have a lot of? [hair]

Reading and Writing

- Draw an outline of a body on the board. Include eyes, nose, hair, etc. Say: This is a human body. We are going to label the parts of the body. Point to the head. What is this? That's right, it is the head. Write the word *head* next to the head on the outline. Have students copy the word *head* on a piece of paper. Point to the theme picture. Where is the head in the picture? Continue until all body parts are labeled on the outline.
- Write the target vocabulary words on the board. Show students the theme picture, and point to the girl's nose. This is the girl's nose. It starts with the /n/ sound. What other words start with the /n/ sound? [neck] What words start with the /h/ sound? [head, hat, hand] Continue with other beginning sounds students have learned.

Beginning English Language Learners Unit 1, Chapter 5: The Amazing Human Body

- Write the target vocabulary words on the board. Read each word aloud with students. Ask: Which one of these body parts do you think is the most important? Why? Allow students to take turns answering the question. Once each student has had a chance to answer the question, write the following on the board: *I think the _____ is the most important part of the human body.* Read this sentence aloud with students. Tell students: Copy this sentence on a piece of paper. Fill in the blank with the body part you think is most important.

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 such as: What is happening in this picture? Where are the girls? Have students write a sentence telling what the girls are doing, and read their sentences to a partner.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions: Why is the girl kicking a ball? What body parts does she use to play soccer? What sports do you play? What body parts do you use? Have students write a paragraph telling about their favorite sport, and 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 such as: Why do you think this girl is smiling? What is she thinking about? Pretend you are the girl and write a diary entry about what happened while you were playing soccer. Have students read their diary entries to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: What are these girls doing? What do you think they will do next? Do you think sports are important? Why or why not? Have students write a persuasive essay explaining their answer. Have students read their papers to a partner.

Strategy: Graphic Organizers

- Anchor Chart
- Charts
- Create word lists for sentence frames

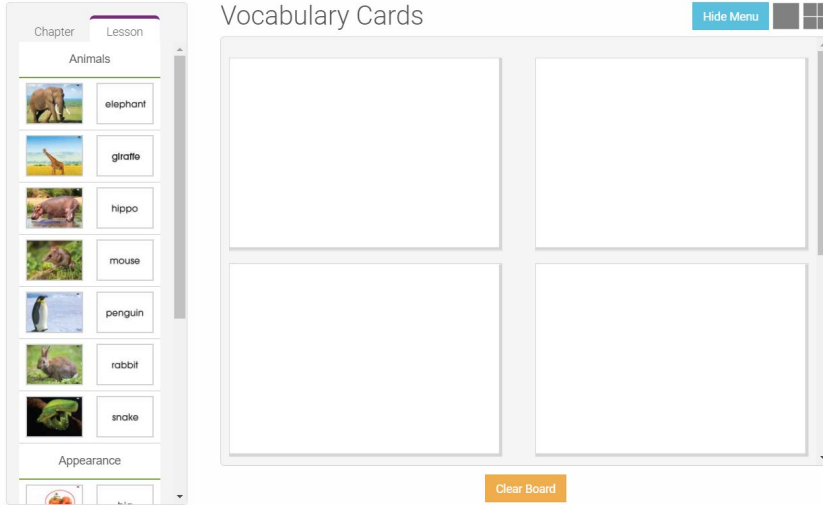
Opposites

short	tall
big	little
fat	thin
soft	hard
heavy	light
fast	slow

It is a _____.
(adjective)

CSF1

Vocabulary

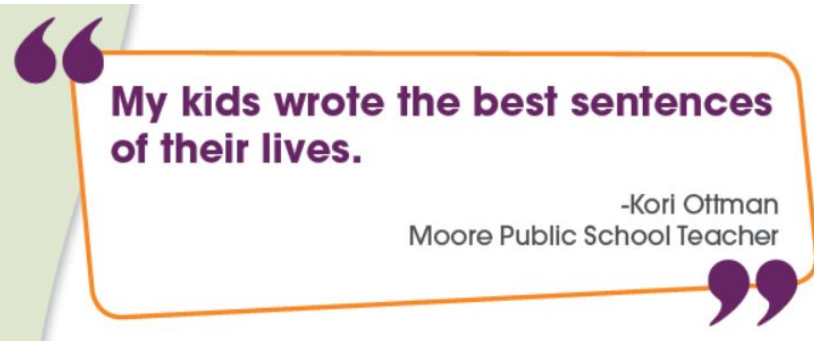
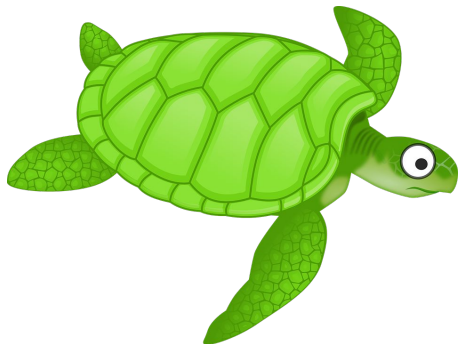


- Images and words
 - Engaging
 - Quick connection
- Paper based/ Digital
- Active games



Bigger Words, Better Sentences

Cisneros and Peak both shared the same success story of a second-grade remote student who was sent a writing assignment. He used big words that surprised his teacher, Peak: "The baby turtle scampered to the ocean floor." A few other staff members recalled the story and agreed that since implementing *Hands-On English*, students are using bigger words, expanding their vocabularies, putting words into sentences, and expressing themselves more.



Strategy: TPR and Chants

TPR Video:
Example

Instructional Routines
and Strategies:
Total Physical Response

The Boat Race

SLIDE 2

Row, row, row,
Go, go, go!
Faster and faster,
Ho, ho, ho!

Big and little,
Short and tall.
What do you think?
This boat's too small!

Row, row, row,
Go, go, go!
Faster and faster,
Ho, ho, ho!

Big and little,
Fat and thin.
What do you think?
We can win, win, win!



Chapter 5



Practice and Extend

- Writing
 - Draw an animal
 - Write a sentence about the picture using the sentence frame.
- Speaking
 - Share with the

It is a _____
(adjective)

My name is _____.

I am a _____
(adjective)

I like to _____, but I don't like to _____
(action/activity)

- Cut and Paste
 - Write a sentences using the sentence frames
- Speaking
 - Share with the class.

Printables

Describe

Printable 3: Role-Play



tall
thin



soft
fast



fat
happy



hard
slow



tall
heavy



little
light

© One animal per student

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C5F5

I am _____ and _____.
(adjective) (adjective)

Reading Skills: Sequencing

Chapter 5

Printable 4: Story Pictures



Lesson 5: One set of pictures per group of four

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Texts: Fiction and Nonfiction

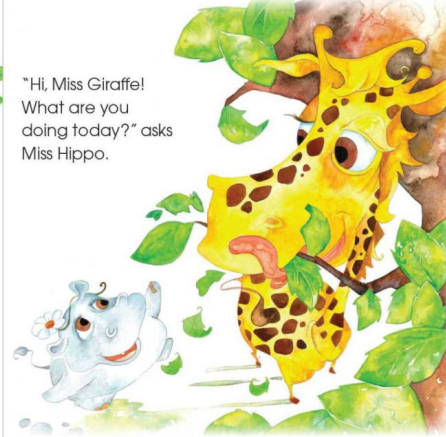
Miss Hippo has five friends.



One, two, three, four, five!
She is going to find out what her
friends are doing today.



First, Miss Hippo sees her friend Miss Giraffe.
Miss Giraffe is tall and thin.



"Hi, Miss Giraffe!
What are you
doing today?" asks
Miss Hippo.

"Good morning," Miss Giraffe replies.
"I'm just eating some leaves."



The sun comes
up early in the morning.



The rooster walks around the yard.
He says, "Cock-a-doodle-dooo!"
Everyone on the farm wakes up
when they hear the rooster.



Image Based Readings



The vivid pictures also make remote learners feel less isolated and part of the school community. Even when learning at home, it's easy for children sitting in front of their computers to read a *Hands-On English* Big Book shared on-screen by their teacher. In school, when students see the brightly colored pictures of scenes they're familiar with, they tend to be less shy.

Teacher:

0 = student did not use the word or used it incorrectly
1 = student used the word correctly

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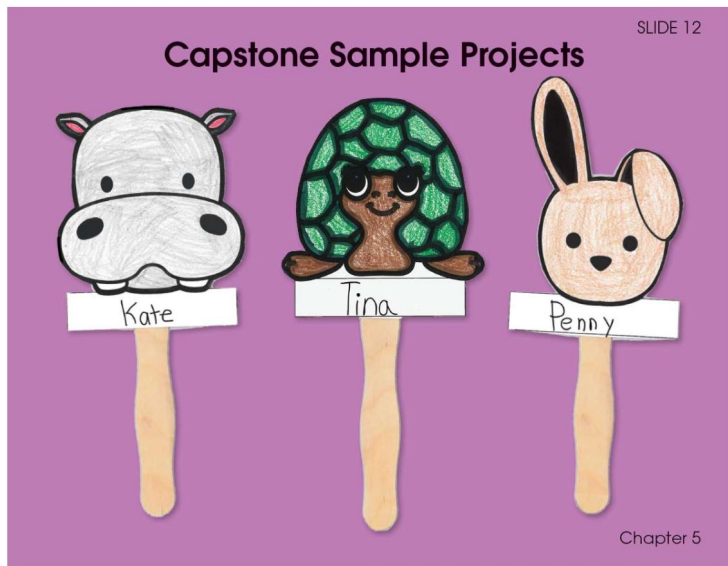
Chapter 5

Date: _____ Class: _____

0 = did not meet task and level expectations
1 = met task and level expectations minimally
2 = clearly met or exceeded task and level expectations

Chapter 5

FLEX Activities



SLIDE 13

Presentation Frames

Hello. My name is _____.
I'm a/an _____. What is your name? C1F2, C5F4, C1F1

My name is _____.
I'm a/an _____. Nice to meet you. C1F2, C5F4, C5F11

I am _____ and _____. C5F5

I am _____ and _____.
What do you like to do? C5F5, C1F4

I like to _____.
What do you like to do? C1F4, C1F3

I like to _____. C1F4

Chapter 5

ENGLISH

MAT™

Author: _____

Conversation Corner

Who are the main characters?

What do they look like?

Where are they?

What are they doing?

What happens next?

Vocabulary

ants

bringing

feathers

food

helping

leaf (leaves)

little

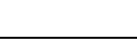
nest

seed

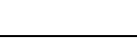
sick

Title: _____


MAT 5



Vocabulary



Speaking



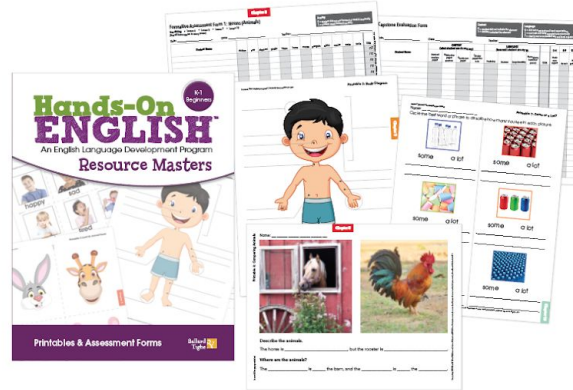
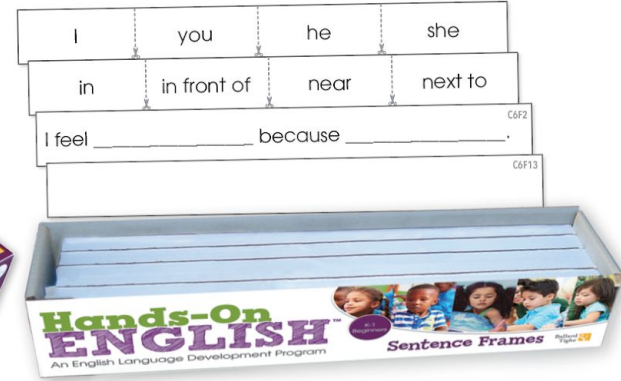
Writing

Multi-Level?

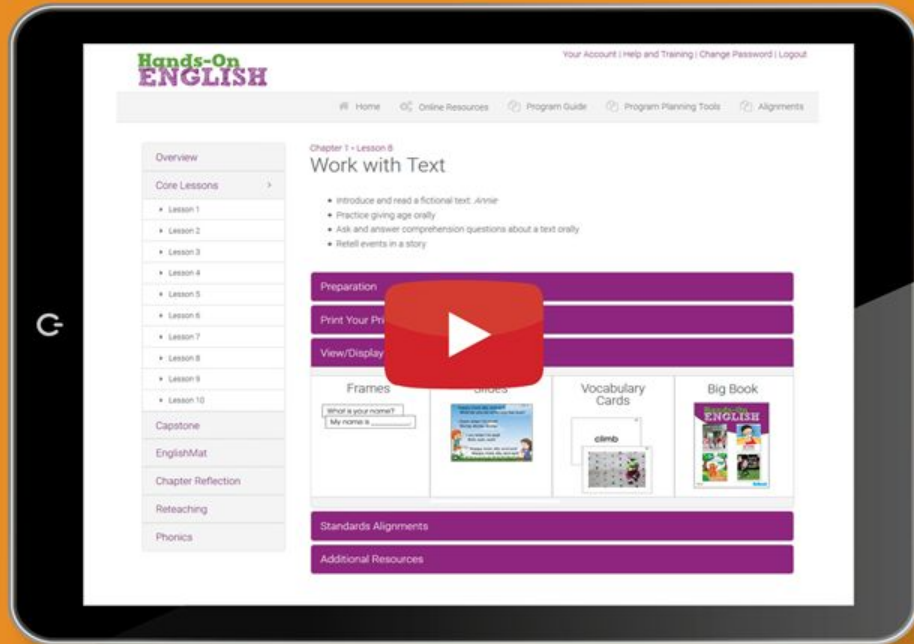
Support for Beginning to Advanced Learners

Moore staff has also found academic success and engagement across levels. Kathy Haynes is a fan of the EnglishMats found in each chapter, pointing out that they're good for all levels. These large, colorful pages include a vocabulary list, conversation questions, and plenty of space for students to organize and write their ideas. EnglishMats provide great opportunity for students to practice their writing and storytelling skills. Older students who may not have liked to write in the past come up with imaginative stories based on the picture prompts. And because the materials are easily adaptable, teacher Elvina Peak chooses the material to match the level. With beginning students, she concentrates on vocabulary and simple sentences while higher level students can do more reading. When asked if *Hands-On English* meets the needs of students of varying English abilities, the staff agrees that *Hands-On English* provides a variety of materials, making the program adaptable and fun for all students.

Hands-On English (K-1)

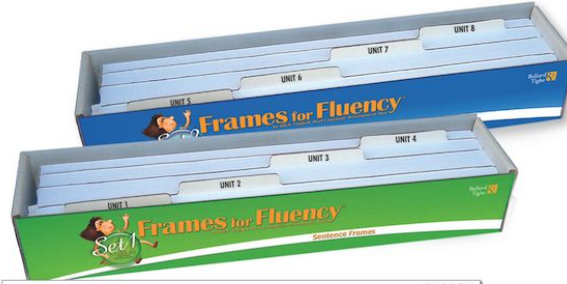
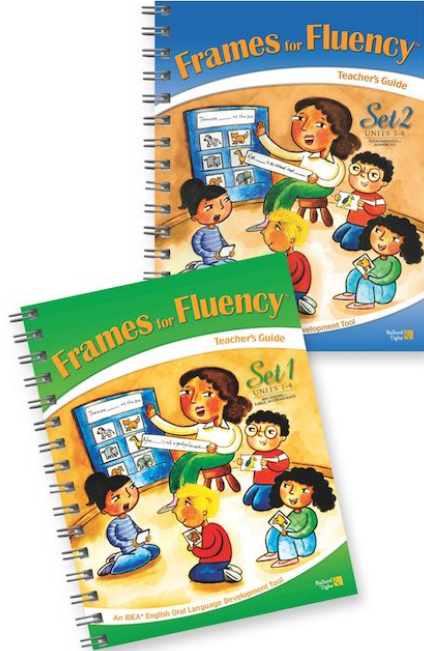


TEACHER'S e-port



DEMO

Frames for Fluency (K-12)



I feel _____ because _____.

What is the _____ doing?



(pocket chart & stand not included)

Carousel of IDEAS (K-5)



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

EnglishMats (K-5)



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)		

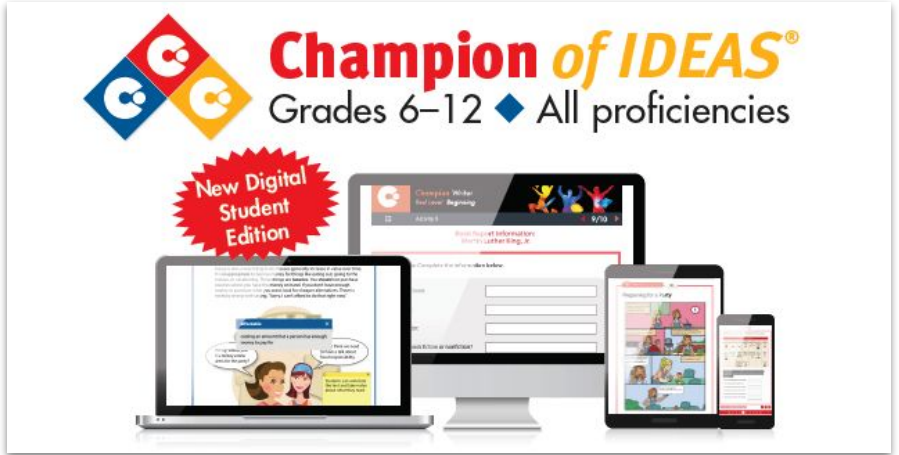
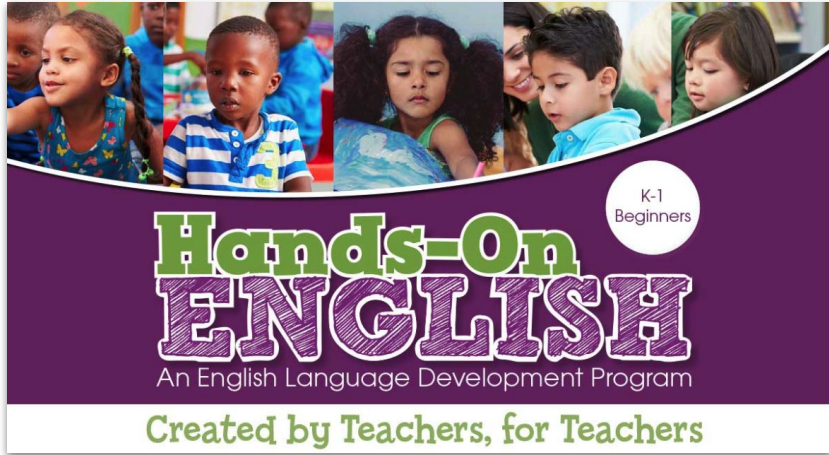
IPT Oral English Diagnostic Report:

- 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.

Consultation



15-Day Free Trial or Book a Demo



Contact Brenda Rosas: brosas@ballard-tighe.com

Q&A