
A Hybrid Approach to Teaching Young 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 (and to ask the presenter a question)



The **recording, slides, and resources**, 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

Megan Ha
Early Childhood Educator

- B.S. in Human Development
- M.A. in Teaching
- Teaching Credential
- Experience in teaching blended learning since 2017
- Delivers synchronous direct one on one instruction



Agenda

- Philosophy
- “Bag of Tricks”
- Model: A hybrid approach of a lesson
- Digital materials from Hands-On English
- Q & A



Philosophy

Hybrid Learning vs. Blended Learning



Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous



Live Instruction vs. Independent Study

Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice



PrAcTice
PRACTICE
practice

Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion/ Anchor Charts



Big and Little



Philosophy

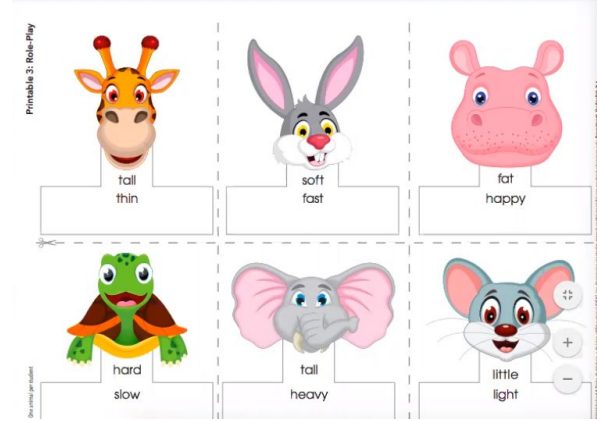
Hybrid Learning vs. Blended Learning

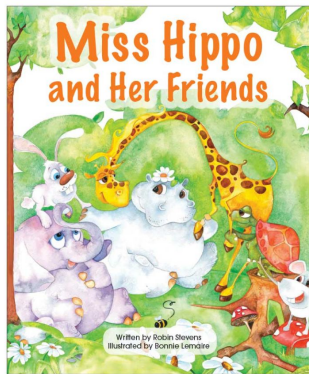
Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images/Videos





SLIDE 4

Chapter 5

Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images

Interacting with slides

SLIDE 6

Opposites

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

Chapter 5

SLIDE 5A

Miss Hippo and Her Friends
Comprehension Questions

- Who is the main character in the story?
The main character is _____.
- (point to pages 2-3) Look at these pictures.
Which picture shows Miss Hippo counting?
This picture shows _____.
- Describe Miss Giraffe and Miss Elephant.
Miss Giraffe is _____ and _____.
Miss Elephant is _____ and _____.

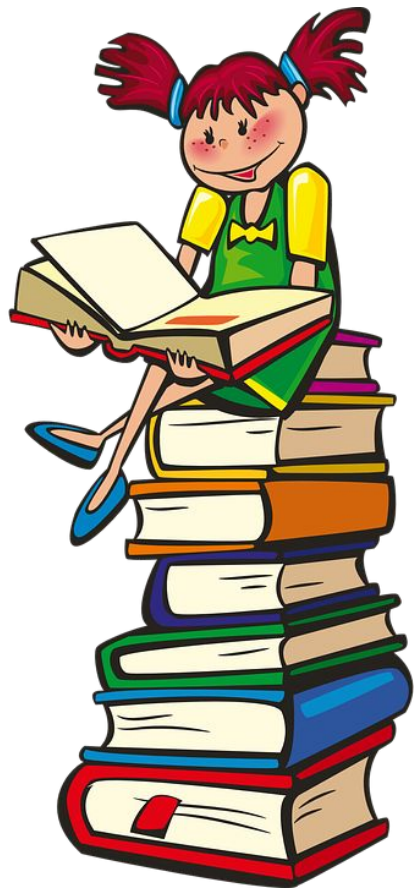
Chapter 5

SLIDE 2

The Boat Race

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



Philosophy

Hybrid Learning vs. Blended Learning

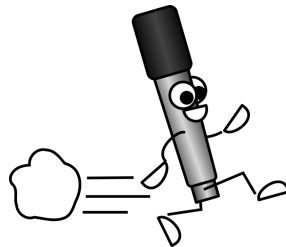
Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images

Interacting with slides, docs, pdfs, etc.



Academic Skills: Reading, writing, listening, speaking



“Bag of Tricks”

Use of Images

- Always use images alongside words
 - Phonics Charts
 - Vocabulary
 - Fiction and Informational Texts
 - Speak to write
 - Non-speakers- use images to respond
- L1, L2, L3+
 - Images, words, sentences

“Bag of Tricks”

Use of Actions

- Always use actions
 - Songs or Chants
 - Phonics
 - Vocabulary
 - Opposites
 - TPR- Total Physical Response



“Bag of Tricks”

Oral Language Practice



- Every activity/ skill starts with oral language practice
 - Engaging impromptu speaking opportunities (schema building)
 - Activities- Inside Outside, Lines of Communication, Turn and Talk
- Use sentence frames or sentence starters
 - I do, we do, you do
- Breakout Rooms
 - One or two native speakers or higher level students mixed in
 - Guide ELs, model
 - Push in or small groups



“Bag of Tricks”

Reading

- Schema Building
 - Images- Picture Walk
 - Reading Skills
 - Fiction: sequencing and summarizing
 - Informational: facts, bubble charts, draw, comparing/contrasting
 - Describe the difference between fiction and nonfiction
 - Chunking: beginning, middle, end to ask for comprehension, facts, and sequencing
 - Turn and Talk, Sentence Frames/Starters
 - Decoding vs. Comprehension
 - When teaching a reading: speak/listen -> read-> write
-

“Bag of Tricks”



Vocabulary

- Teach vocabulary in context
- Pre-teach vocabulary
- During reading–point them out/check in
- After reading–reinforce

“Bag of Tricks”



Sentence Frames

- Use sentence frames/sentence starters
- Explicitly teach grammar forms/functions
 - Point out the grammar in context
- Non-speakers: use images in the blanks
- Produce language using images
- Oral presentations with sentence frames
- Literature frames

“Bag of Tricks”

Phonics



- Phonics should be explicitly taught
 - Rules
 - “When students see words that pertain to rules they’ve learned, familiarity will click.”
 - Phonics Charts
 - Add your own images
 - Example Video
 - Model- repeat “I do, we do, you do”
 - Chant: sound, say the word, spell the letters



“Bag of Tricks”

Interactive Worksheets

- Project them/share screen
- Do orally first
- Make an image to drop into a slide
 - PPT, Seesaw, Pear Deck
- Make a “digital notebook” template with slides
 - Students cannot edit the template, but can type onto it using textboxes
- Write on a blank piece of paper/whiteboard

“Bag of Tricks”

Critical Thinking

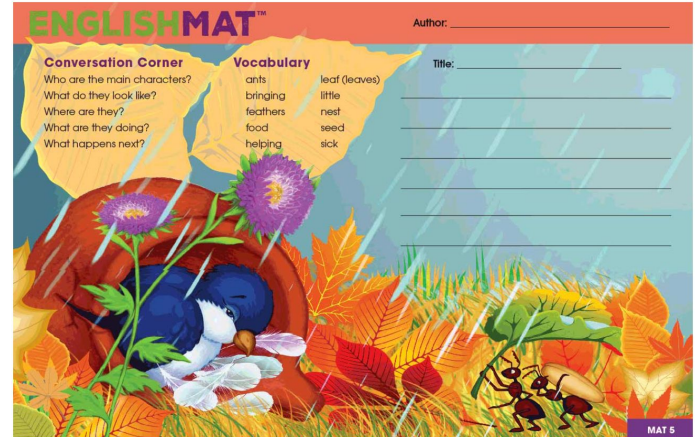


- Comprehension questions
 - Video- schema building
 - Reading- open ended questions (not yes/no)
 - Students need to justify their answers

“Bag of Tricks”

Writing

- Speak to write- do orally first then write
 - Use sentence frames/ sentence starters/ word bank
- Draw pictures to speak



“Bag of Tricks”

Younger Learners



- Longer wait times
- Silent period
- No pressure to speak
- Teach letters, sounds, matching pictures
- Work on listening first, not oral skills
- Singing, dancing, songs/chants
 - Even if they don't understand
- Repeating sounds, words, phrases



“Bag of Tricks”

Hybrid Learning

- Use video all the time
- Oral practice
- Breakout rooms
- Whole class direct instruction
- Engage them - take brain breaks
 - Gonoodle, silly songs, dance, sing along
- Less time on worksheets/ do orally
- Save writing for later

Modeling & Narration

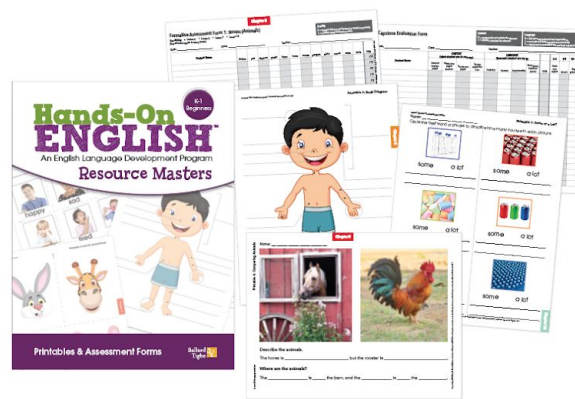
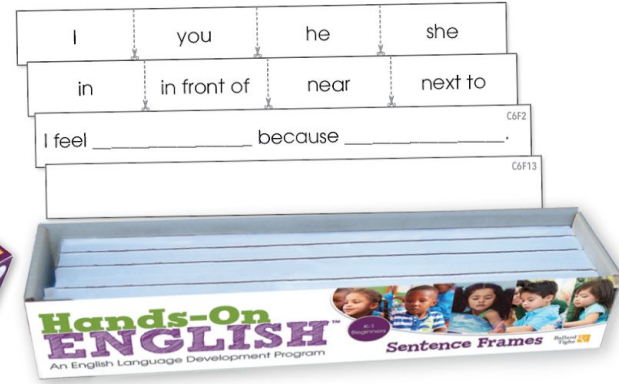
Lesson Objectives:

- Phonics
- Vocabulary
- Chants
- Describing animals/characters (adjectives)
- Opposites
- Prepositions
- Comparing/contrasting size and appearance
- Answering questions (fiction/informational)
- Prediction
- Sequencing

Review

- Maximize Direct Instruction Time
- Discussion
- Use of Images/Actions
- Interacting with slides, docs, pdfs, etc.
- Focus on Academic Skills

Hands-On English (K-1)



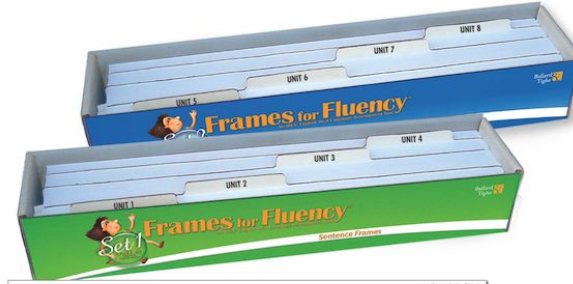
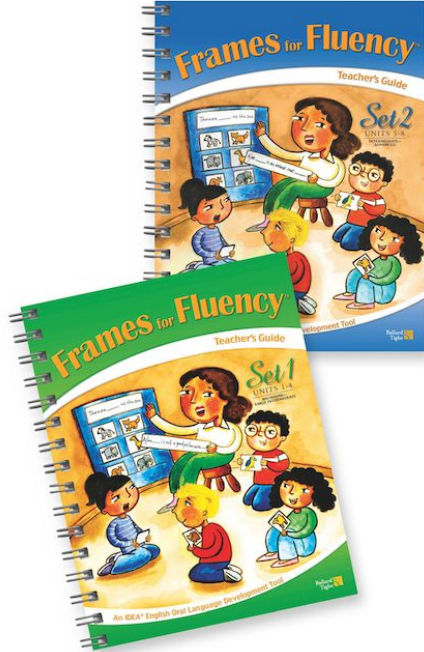
EnglishMats (K-5)



Carousel of IDEAS (K-5)



Frames for Fluency (K-12)



I feel _____ because _____.

What is the _____ doing?



(pocket chart & stand not included) 29

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

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)		

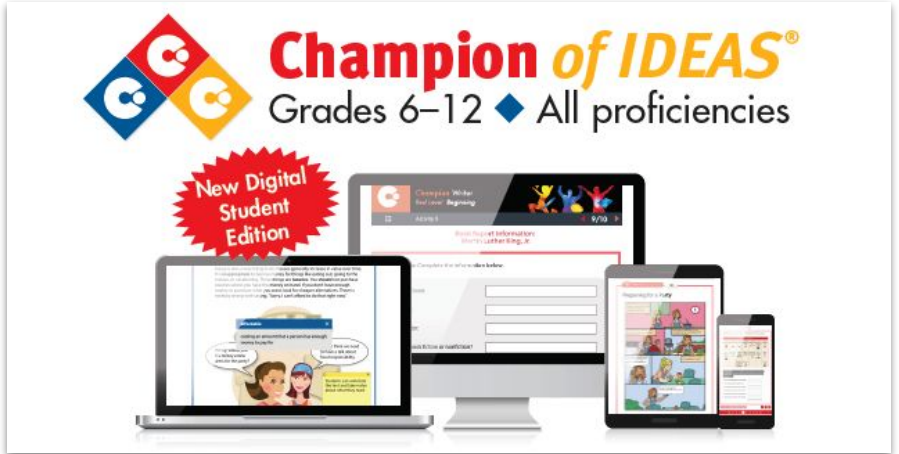
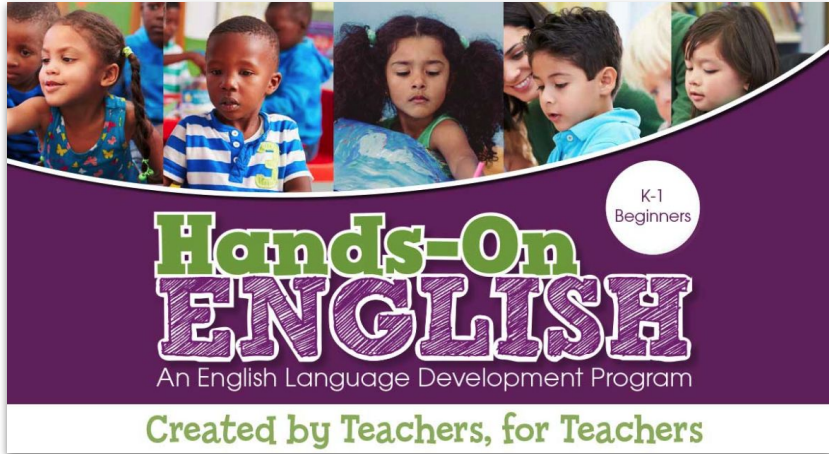
IPT Oral English Diagnostic Report:

- 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

October: Lunch and Learn

Oral Practice: Maximize Live Instruction Time with Sentence Frames



Brenda Rosas
Educational
Consultant

Oct. 16 @
3:00 p.m. ET
12:00 p.m. PT

OR

Oct. 23 @
12:00 p.m. ET
9:00 a.m. PT

Q&A