
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



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

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

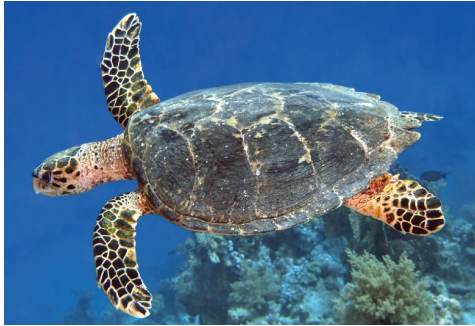
Philosophy

- 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



Images with Vocabulary

- For the lower levels: start with images



Images with Vocabulary

- Secondary: Make Connections



Images with Vocabulary

- L1/ L2/ L3



turtle

Images with Vocabulary

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





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



Sentence Frames: Fluency and Confidence



Materials: P&W Cards • TP #7

Carousel TG pp. 236, 244

Function

Naming things

Form

Nouns, regular plurals with -s and -ies

Target Frames

The _____ is here/there.

U2F27

The _____ are here/there.

U2F28

Examples

Point to the animals in TP #7 and say:

The puppy is here.

Now imagine there is more than one.

The puppies are there.

Sentence Frames: Fluency and Confidence



Multi-level responses

Materials: P&W Cards • TP #7

Carousel TG pp. 236, 244

Function

Naming things

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Nouns, regular plurals with -s and -ies

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The _____ is here/there.

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Point to the animals in TP #7 and say:

The puppy is here.

Now imagine there is more than one.

The puppies are there.

Sentence Frames: Fluency and Confidence



Materials: TP #7

Carousel TG p. 241

Function

Describing qualities

Form

Nouns, adjectives

Target Frames

The _____ is _____.

U2F35

The _____ are _____.

U2F36

Examples

Have students describe the animals in TP #7 using target adjectives *soft*, *slippery*, *colorful*, *furry*, and *cute*.

The kitten is cute.

The rabbits are soft.

Sentence Frames: Fluency and Confidence



Multi-level responses

Materials: TP #7

Carousel TG p. 241

Function

Describing qualities

Form

Nouns, adjectives

Target Frames

The _____ is _____.

U2F35

The _____ are _____.

U2F36

Examples

Have students describe the animals in TP #7 using target adjectives *soft*, *slippery*, *colorful*, *furry*, and *cute*.

The kitten is cute.

The rabbits are soft.

Images as a Springboard for Language

- Theme Picture

Target Frames

The _____ is _____.

The _____ are _____.

kitten mice white tiny



Images as a Springboard for Language

- Theme Picture

Beginning

Point to the cat and say:

What is this? That's right!

This is a cat. A baby cat is called a kitten.

Point to the dog and say: Is this a

monkey? Is this a dog? That's right!

This is a dog. Raise your hand if you have a dog.

Frame: This is a _____.



Multi-Level Activities

Look at the picture and answer the questions.

Early Intermediate

1. What kind of store is this?
2. What are the girls doing?
3. What animal is the boy holding?
4. Write a sentence describing the picture.

Multi-Level Activities

Look at the picture and answer the questions.

Intermediate

1. What is happening in this picture?
2. Are the children having fun? Why or why not?
3. Write a paragraph telling why the children are/are not having fun in the pet store.

Multi-Level Activities

Look at the picture and answer the questions.

Early Advanced

1. What would happen if the animals were not in cages in the pet store?
2. Do you think the animals should be in cages? Why or why not?
3. Write a paragraph telling the best way to keep animals in pet stores.

Multi-Level Activities

Look at the picture and answer the questions.

Advanced

1. Pretend you are one of the children in the picture, and you want to choose one of the animals in the store to be your pet. What do you need to know about the pet to make a good decision?
2. Make a list of all the questions you would need to answer before deciding on a pet.
3. Do some research to find out the answers to the questions that you would need to have answered before deciding on a pet. Then write a brief report on your findings.

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

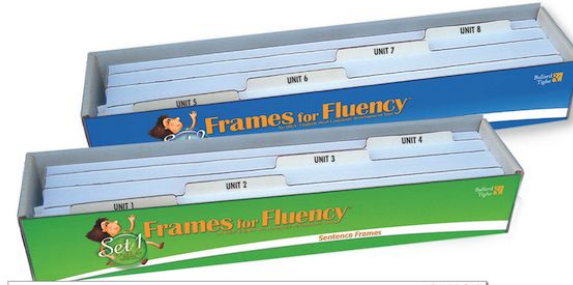
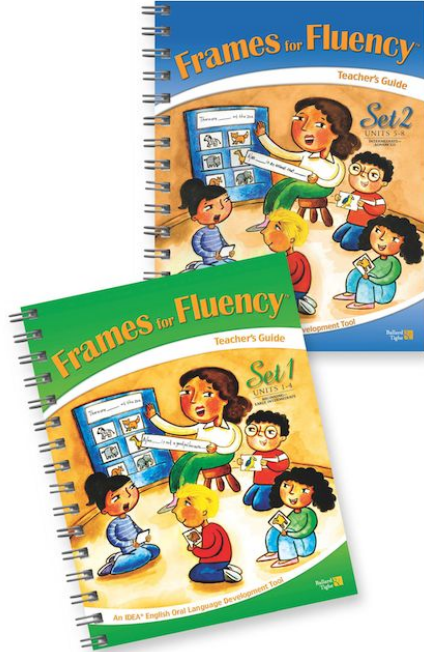
One detail about the character is _____.

Set 2/LC24

The main idea of the story is _____.

Set 2/LC25

Frames for Fluency (K-12)



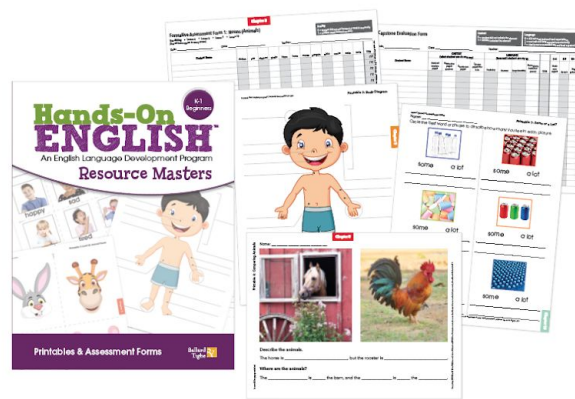
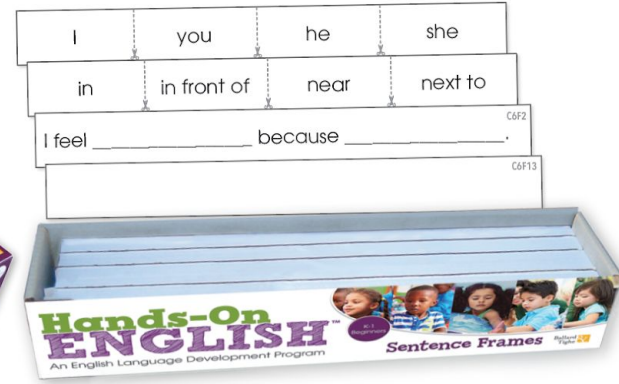
I feel _____ because _____.

What is the _____ doing?



(pocket chart & stand not included) 25

Hands-On English (K-1)



EnglishMats (K-5)



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

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



October: Lunch and Learn

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Oral Practice: Maximize Live Instruction Time with Sentence Frames



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Oct. 16 @ **OR** Oct. 23 @
3:00 p.m. ET 12:00 p.m. ET
12:00 p.m. PT 9:00 a.m. PT

Q&A