ENGLISH LEARNER SUPPORT

EDUCATION SERVICE CENTER REGION 11

Welcome

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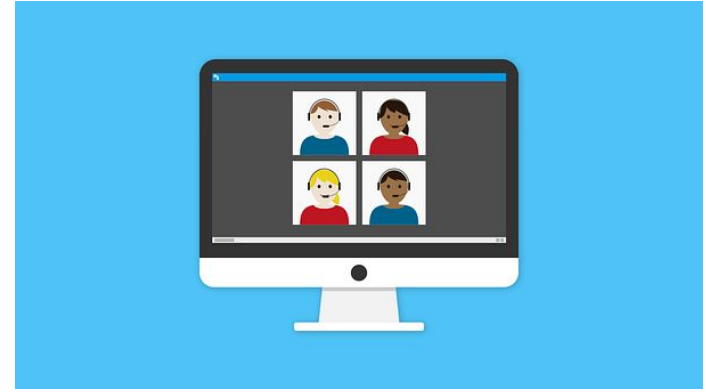@esc11bil_esl, @myocomesc11 , @gabrielverrone, @esc11ElenaG
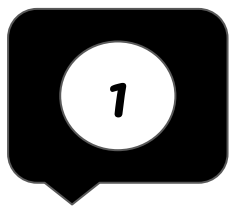
Supporting English Learners *in* Virtual Classroom

ENGLISH LEARNER SUPPORT
EDUCATION SERVICE CENTER REGION '11

Ways Teaching Online Should be DIFFERENT from Teaching F2F

1

"Face-to-Face" Should be for Active Learning

What Does That Look Like?

1

→ Activities should be interactive & engaging
→ Suggestions:
   ◆ Model
   ◆ Introduce online assignments
   ◆ Virtual games
   ◆ Questioning and feedback tools
   ◆ Structured conversation activities

Lead4ward
Virtual Playlist

Strategies Playlists - Virtual Learning Adaptations

lead4ward®

The lead4ward Strategies Playlists are designed to provide teachers with engaging, rigorous instructional strategies that can be implemented during classroom instruction promote access, thinking, and transfer. However, many of these techniques can also be implemented in a virtual learning environment. This Strategies Playlists – Virtual Learning Adaptations resource is intended to support educators in delivering VIRTUAL instruction that promotes maximum student engagement.

This resource is not meant to replace the Instructional Strategies Playlist you can find on the lead4ward website. This resource is simply an enhancement and clarification document of how the original face-to-face classroom strategies can also be implemented in a virtual learning environment. To see each strategies' full purpose, instructional steps, helpful hints, materials, and think it up questions, visit www.lead4ward.com/playlists.

movement and discourse playlist

Choose and Chat:
- Students CHOOSE a response to a question.
- Teachers moves students into a virtual breakout room to CHAT with a partner about their response.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

Four Corners:
- Present students 4 choices - i.e., 4 different soft drinks.
- Students hold up 1, 2, 3, or 4 fingers in front of their camera to communicate their choice.
- Option 1. Teacher places all students into 4 virtual breakout rooms, according to their selections and students discuss a designated question or task.
- Option 2. Use Google Jamboard (or another virtual whiteboard platform) where students communicate their thoughts only in their selected corner of the platform.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

Dance It Chance It:
- Play music and ask students to stand up and dance in front of their computer/device.
- Randomly assign student pairs to virtual breakout rooms to take 2 chances (answer 2 specific questions about the assigned content.)
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

Rise and Shine:
- Present students 4 choices - i.e., 4 different candy choices.
- Students RISE (stand up).
- Students hold up 1, 2, 3, or 4 fingers in front of their camera to communicate their choice.
- Teacher assigns 2-3 students with the same choice to a virtual breakout room to SHINE together as they discuss the assigned question or task.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

rehearsal and practice playlist

Fact or Fib Showdown:
- Students create a FACT card and a FIB cards using post-its, note cards, or paper.
- Teacher presents a statement (fact or fib) relating to the content.
- Allow students 5-7 seconds to infer if the statement is a FACT or FIB.
- Teacher says, "1-2-3 Showdown!" and students hold their response in front of their camera for 5 seconds.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.
- Repeat 4-5 rounds.

Mystery Sequence/Re-sequence:
- Present students with steps in a process, a sequence of events, or important concepts in RANDOM ORDER.
- Students take a picture or screenshot of the mixed-up steps.
- Move students into virtual breakout rooms in groups of 3-4.
- Students collaborate to sequence the steps, events, or concepts.
- Student groups justify their sequences in whole group virtual learning.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

2

Online Learning Should be for Review, Practice & Evidence of Understanding

What Does That Look Like?

➔ Brief video lectures
➔ Brief readings
➔ Content videos
➔ Independent assignments with scaffolds based on proficiency levels

3

Content Needs to be Simplified & Slowed Down

What Does That Look Like?

➔ Large amounts of content should not be covered

➔ Slower pace

➔ Big Ideas

➔ What content is essential to move to next grade level?

➔ What concepts can be transferred across the contents?

➔ Focus on tech tools that are needed in all classes

4

Instructions Should be Easy to Find & Explicit

What Does That Look Like?

4

➔ Consistent location & time frame
➔ Explicit
➔ Provide verbally & in written form
➔ Video recording
➔ Face-to-face

Ways Teaching Online Should be the SAME

What Does That Look Like?

➜ Affective needs are priority

➜ Plan and deliver sheltered instruction that is:

◆ <u>Communicated</u>: comprehensible, accessible, repeated

◆ <u>Sequenced</u>: explicit language instruction, connected to prior knowledge, and mindful of proficiency levels

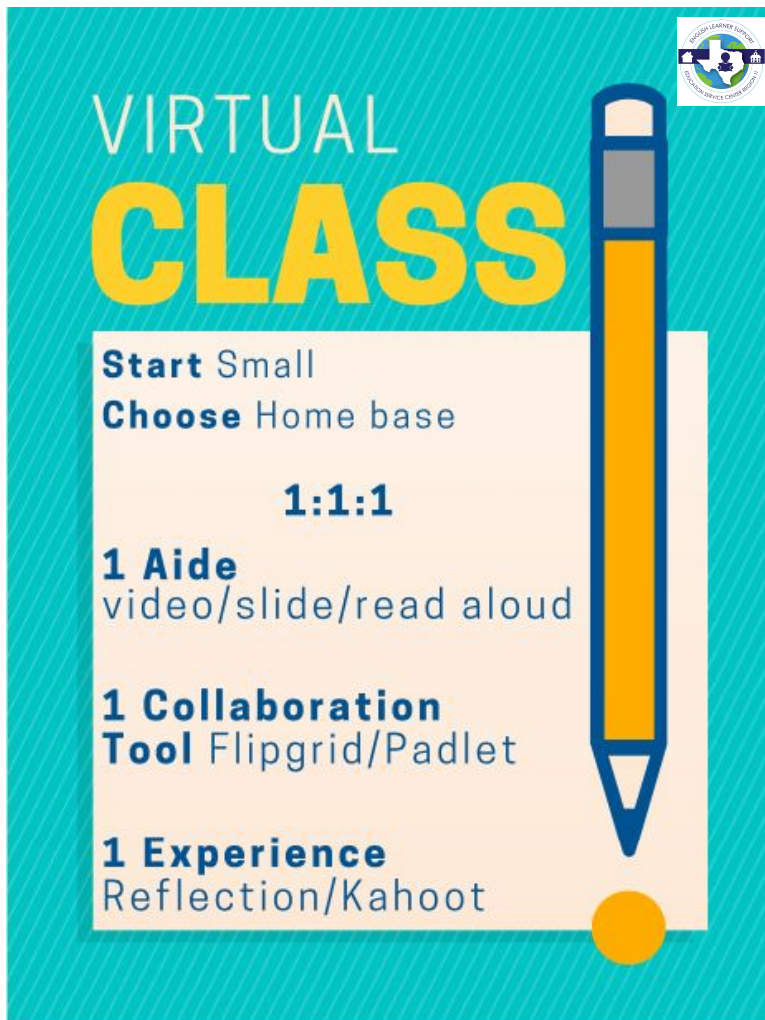◆ <u>Scaffolded</u>: modeling, structured language support, task-based

What Does That Look Like?

➔ Good Teaching is good teaching whether you are face-to-face or remote

➔ Clear, consistent communication

➔ Instructional strategies

➔ Deciding how to engage students: digital or non-digital activities

➔ Students have a voice and choice in learning

Suggestions:

➔ Build community & digital competency
➔ Communication with parents & students should be predictable & consistent
➔ Follow the same routine each day/week
➔ Virtual "face-to-face" time should be for active learning
➔ Content should be simplified (big ideas) & slowed down
➔ Instructions easy to find & explicit
➔ Assignments should be bite-sized with multiple options to show understanding

VIRTUAL
CLASS

Start Small
Choose Home base

1:1:1

1 Aide
video/slide/read aloud

1 Collaboration Tool Flipgrid/Padlet

1 Experience
Reflection/Kahoot

Tip:

Think through how you would have done it f2f and use the tools available to do it virtually. Make sure you include ways to read, write, speak!

Virtual Class Tools

		Wakelet Padlet Startme SlidesMania
YouTube Kids BrainPop Story Online Google Slides/PPT Once Upon a Picture Khan Academy NY Times Picture Prompts United for Literacy CK-12 News in Levels	AnswerGarden Padlet Mentimeter Google Slides Vocaroo Parlay Popplet SlidesMania	Bamboozle Kahoot Quizziz Floop GooseChase Texting Story Google Slides Popplet Classkick SlidesMania

At-Home Learning for ELs

Learning@11>English Learners

learning@11

ESC Region 11 Instructional Support Materials for At-Home Learning

Disclaimer: These materials are provided to teachers and parents for instructional support purposes.
They are not intended to serve as lesson plans, but to be incorporated into plans as needed.

Title of Instructional Support Material: Let's Practice English!	
Grades: Beginner English Learners 3rd-5th Grade	**Learning Focus:** English Language Proficiency: Listening, Speaking, Reading, Writing in English
Estimated Completion Time: 90-120 minutes	**Author(s) & Contact Information:** Melanie Yocom-myocom@esc11.net

Let's Get Started!

Morning Option:
9:00-10:00 Learning time
10:00-10:30 Free time
10:30-11:30 Learning time
Afternoon Option:
1:00-2:00 Learning time
2:00-2:30 Free time
2:30-3:30 Learning time
(Schedule examples)

Tips for Parents	- Allow your child to take short breaks every 20-30 minutes. - Stand up and stretch - Walk around or go outside - If your child cannot read or write in English, it is ok to read and write in your first language. - How to use Google Translate App https://www.youtube.com/watch?v=sRxs7s9zvB0 - Pause videos occasionally to discuss what is happening with your child. Turn on video subtitles/cc to read what the video is saying.

Developed by Education Service Center Region 11

Let's Practice English PK-12!

Learning At-Home: *NO TECHNOLOGY NEEDED*

READ, TALK, WRITE

PK-2nd Grade

1. **READ!** Read alone, read to a family member, or read to your stuffed animal or pet.
   - *Can't read yet? Have a family member read to you or look at the pictures in a book.*
   - *Can't read in English yet? Read in your native language.*
   - *Don't have any books? Read a comic book, a magazine, or make up your own story.*
2. **TALK** about a book with a family member, tell your stuffed animal, or tell your pet.
3. **WRITE** about a book you read or listened to. Tell: Who? What? When? Where? Why and Ho
   - *Can't spell yet? Draw a picture of a book and label your picture.*

3rd-5th Grade

1. **READ!** Read alone, read to a family member, or read to your pet for at least 20 minutes a d
   - *Can't read in English yet? Read in your native language, have a family member read
     the pictures in a book.*
   - *Don't have any books? Read a comic book, a magazine, a recipe, or food labels.*
2. **TALK** about a book with a family member or tell your pet about a book.
3. **WRITE** about a book you read or listened to. Tell: Who? What? When? Where? Why and Ho
   - *Can't write in English yet? Write in your native language.*

6th-12th Grade

1. **READ!** Read at least 20 minutes a day.
   - *Can't read in English yet? Read in your native language or watch educational TV.*
   - *Don't have any books? Read a comic book, magazine, newspaper, or watch educati*
2. **TALK** about a book or a topic you saw on the TV with a family member. Share your thought
   and questions.
3. **WRITE** about a book you read or a topic you saw on the TV. Reflect on what you read or he
   and share your thoughts.
   - *Can't write in English yet? Write in your native language.*

More Activities

- Keep a daily journal.
- Write a letter to your teacher, family, or friends.
- Play a board game or create your own game.
- Write and illustrate a story, create a comic book, or write a poem.
- Learn to cook! Follow a family recipe or make up a new recipe.

Read, Talk, Write

Let's Practice English with PICTURES! (PK-5th)

Talk About It / Label It / Write About It		
Find a picture or draw a picture.	Find a picture or draw a picture. • in your house • in a book • in a magazine • outside • on TV	Find a picture from a website below. *(PK-5th) Once Upon a Picture* https://www.onceuponapicture.co.uk *(4th-5th) NY Times Picture Prompts* https://www.nytimes.com/column/learning-picture-prompt
Talk About It	Tell a family member, friend, pet, or stuffed animal. • What do you see? • Who or what is in the picture? • What do you think is happening or will happen? • Name all of the things you see. • *If you don't know English yet, talk about it in your home language.*	Use a phone or device to record or video yourself telling about the picture. • What do you see? • Who or what is in the picture? • What do you think is happening, or will happen? • Name all of the things you know in English. • Answer the question(s) with the picture in *Once Upon A Picture* or *NY Times Picture Prompts*
Label It	• Write a list naming each thing you see in the picture. • Use sticky notes or note cards to label everything you see. • *If you don't know the word in English yet, write it in your home language.*	Create a *Thinglink* or print a picture and label everything you see. https://www.thinglink.com
Write About It	Write about the picture. • I see _____. • I think _____. • The picture _____. • *If you cannot write in English yet, write in your home language.*	Write about the picture using the prompts from *Once Upon A Picture* or *NY Times Picture Prompts*, or write your own story about the picture.

Let's Practice English w/ Pictures

Translate Google Documents that can only be downloaded

1. Open a Google document.
2. At the top, click File>Download>Word Document.
3. Save the downloaded document to your computer.
4. Open the Google Translate site.
5. At the top, select Documents>Detect Language>Select the language you want to translate to.
6. Click Browse your Computer>Upload the Word Document>Click Choose>Translate

YouTube Videos subtitles in different languages

1. Open a YouTube video
2. At the bottom, click cc
3. Click the wheel for Settings
4. Select Subtitles/CC>Auto-Translate>Select language
5. Subtitles will display in the selected language

Google Photo Translate App photo feature

1. Open Google Translate App
2. Select the language to translate to
3. Tap the Camera icon
4. Place your phone over the text
5. The text will translate to the selected language

Talking Points for Schools to Send messages in Multiple Languages

1. Teachers sign up for FREE https://talkingpts.org
2. Web or mobile options
3. Teacher sends message and parents receive the message in their home language

How-To Videos

- How to Translate Documents in Google Translate https://www.youtube.com/watch?v=4t4ZrhI4WDg
- How to turn on YouTube closed caption in a different language & change the playback speed https://youtu.be/9-ZW6TcRAEw
- How to use your phone camera to translate text https://youtu.be/XnYvKIliZgs
- How to translate Learning@11 site https://youtu.be/Q_wFpl861DM

How To Translate

ESL at Home: 8 Weeks, Tech Free

Hello! Thanks so much for your commitment to your students. Here you will find links to activities for students in grades K through 12. They require only paper and pencil, and some materials that can be found around the house.

ESL at Home - 8 Weeks - Tech Free

The symbol on the map represents the languages translated in this resource.

English – Spanish – Portuguese – Somali – Arabic – Chinese – French – Urdu – Vietnamese – Punjabi – Polish – Hindi – Haitian Creole – Turkish – Burmese – Korean – Japanese – German – Italian`- Nepali – Khmer – Romanian – Farsi – Tagalog – Swahili – Ukrainian – Pashto – Russian

English K-8, Weeks 1-8, written by Maria Montroni-Currais, NJ

https://eslathome.edublogs.org

LEARNING MODULES

Introduction

Pre-Kindergarten Modules

Kindergarten – First Grade Modules

Second Grade – Third Grade Modules

Fourth Grade – Fifth Grade Modules

English Learners (Pre-Kindergarten – Fifth Grade)

How to Order Printed Materials FAQ

PK-5 Modules

learning@11

PK-5 Modules

INSTRUCTIONAL SUPPORT MATERIALS FOR AT-HOME LEARNING

...ities. While we may not be able to change
...amless as possible. In doing so, we can
...vital if they are to remain confident and

Learning@11
https://www.esc11.net/domain/1392

Estimated Completion Time:	Author(s) & Contact Information:
135 minutes over 3 days 135 minutos sobre 3 días	Elena Guerrero eguerrero@esc11.net Rebecca Phifer rphifer@esc11.net

Phase 1: Let's Get Started!

Student Directions (25 Minutes)

Step 1: Re-read the article listed below. This time we will be reading for the purpose of identifying the organizational pattern.

Paso 1: Vuelve a leer el artículo que se encuentra debajo. Esta vez estarás leyendo para el propósito de identificar el patrón de organización que utilizó el autor.

Step 2:As you read answer the following questions on a piece of paper:
- Why does the writer include specific details?
- Why does the writer include paragraphs?
- Why does the writer include sections?
- Why does the writer include other text/print features?

Paso 2: Mientras lees trata de contestar las siguientes preguntas:
- Por que el escritor incluye detalles específicos?
- Por que el escritor incluye párrafos?
- Por que el escritor incluye secciones?
- Por que el escritor incluye otras elementos de texto como dibujos y gráficos?
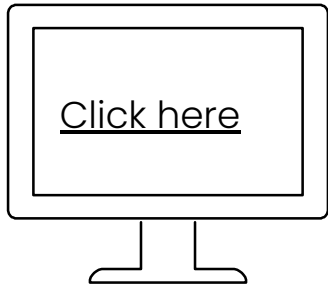
Click here

TEA

R11 Support

At-Home Support

ENGLISH LEARNER SUPPORT

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