

# Distance Learning for ELs: What have we learned so far?



# This Segment's Presenter



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# My Contributions Today



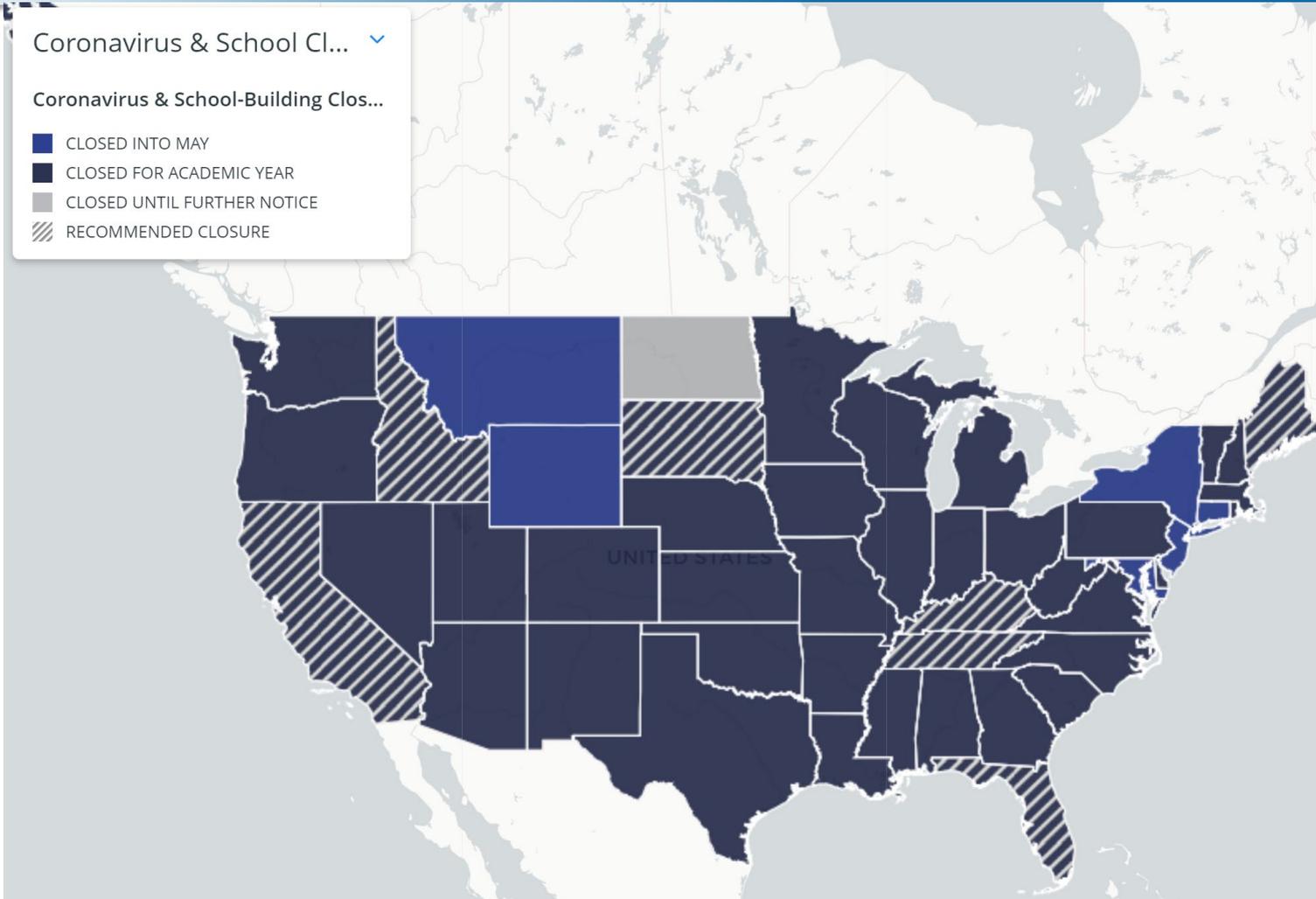


# Challenges and Opportunities



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# School Closures as of 4/28/20



# Challenges

- Lack of scaffolding in content materials
- Access to technology
- Financial strains
- Caring for siblings
- Trauma
- Exposure to English
- Routines
- Anxiety



- Quiet students
- Students with school-based anxiety
- Students' interests & discovery
- Developing home language
- Opportunities for writing
- Repeating recorded directions & lessons
- Student choice
- Small group instruction
- Independence & time-management





# SupportEd Webinar Highlights



**Eugenia Krimmel, Ed.D.**

**ESL Instructional Coach**

Commonwealth Charter Academy



**Founder, CollegeESL.com**

[www.instagram.com/College.ESL](http://www.instagram.com/College.ESL)

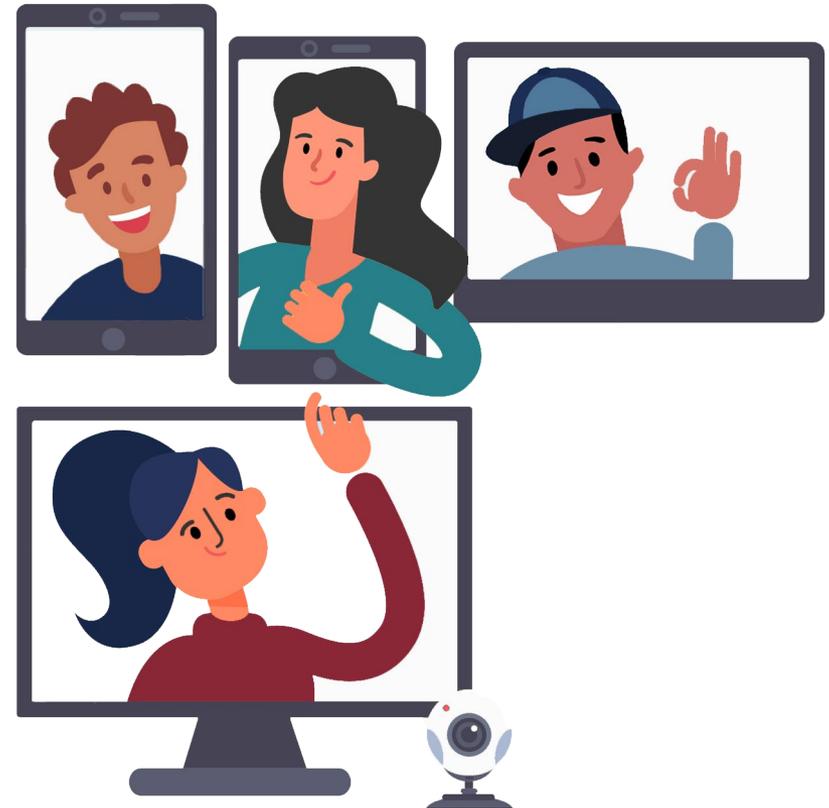


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# March 18 Webinar Objectives

Participants will learn...

- 2 **key considerations** of cyber or virtual EL education
- 5 **technology suggestions**
- Strategies for **K-12 online instruction** of ELs
- Web **resources** geared toward EL teaching and learning





# bit.ly/ELsOnline

## Practical Strategies & Resources to Teach K-12 ELs Online

SupportEd (All resources are free unless otherwise noted)

### Webinar Materials

Word document  
padlet drive

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Diane Staehr Fenner 2m

### SupportEd

Professional development, online courses, and free resources



English Language Learner (ELL) Consult...  
"SupportEd brings a wealth of knowledg... supported

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### Internet Access

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### Internet Essentials from Comcast

Comcast is offering two months of free internet for eligible families



Internet Essentials from Comcast  
Effective Monday, March 16, 2020, Comc... internetessentials

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Spectrum Internet Assist

### Communicating with Families

Diane Staehr Fenner 3d

### Coronavirus: Multilingual Resources for Schools

Letters to families in English, Spanish, and Chinese from Colorín Colorado



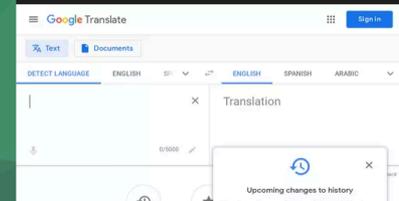
Coronavirus: Multilingual Resources for ...  
Is your district taking steps to share infor... colorin colorado

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### Translation Resources

Diane Staehr Fenner 1m

### Google Translate



Google Translate  
Google's free service instantly translates... google

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Diane Staehr Fenner 1m

### Microsoft Translator for Education



Note: this link is **case sensitive!**





# 5 Technology Suggestions

1. Internet alternatives and workarounds
2. Tech buddies
3. Provide keyboard practice links
4. Clear & frequent communication
5. Platforms to facilitate online learning

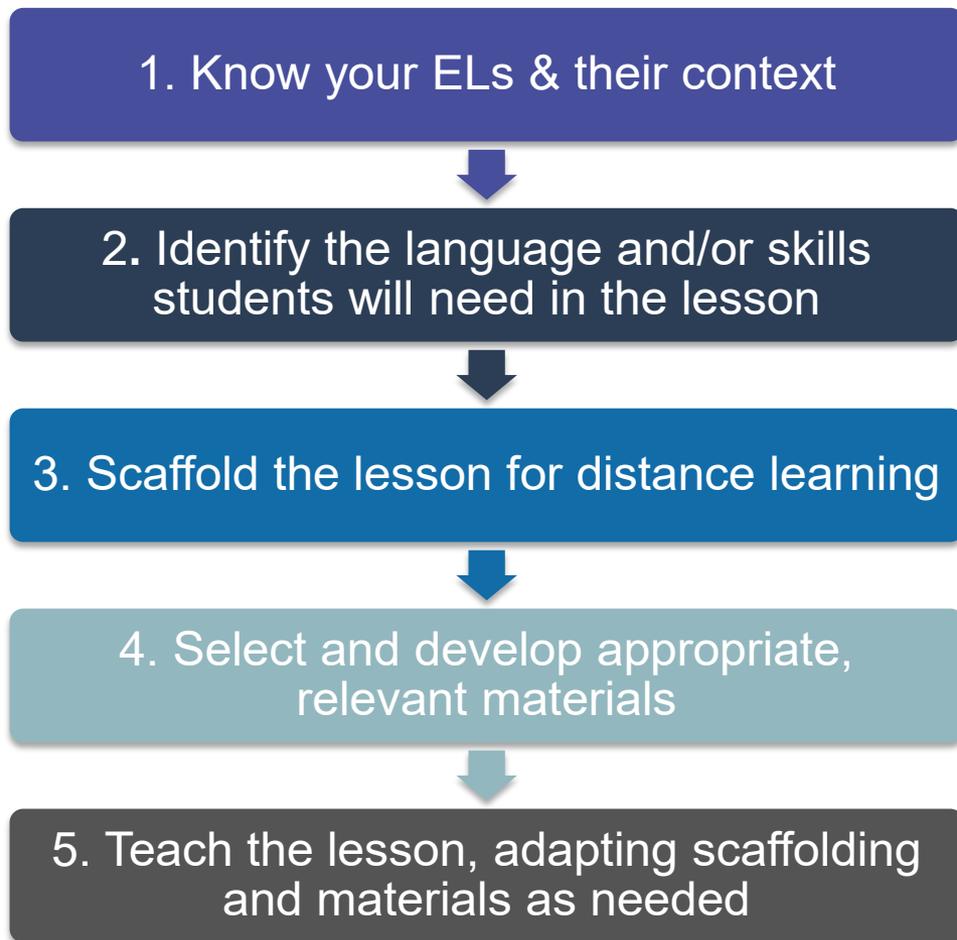


# Two Types of Cyber Environments for ELs At-A-Glance

Type of Cyber Learning	Definition	Advantages for ELs	Disadvantages for ELs
 <p><b>Synchronous</b></p>	<p><b>Real-time</b> virtual interaction</p>	<ul style="list-style-type: none"> <li>• Focus on oral language skills development through <b>social cues and modeling</b></li> <li>• Interaction with <b>peers and teachers</b></li> <li>• <b>Negotiated meaning</b> opportunities</li> <li>• Allows more <b>student-to-student</b> interaction than only student-to-teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Pace of conversation and instruction may be <b>too fast</b> for needed processing time</li> <li>• Scheduling virtual class time may cause <b>confusion</b></li> </ul>
 <p><b>Asynchronous</b></p>	<p><b>Not-in-real-time</b> virtual interaction</p>	<ul style="list-style-type: none"> <li>• Focus on <b>literacy development</b></li> <li>• Time to <b>process</b> content and <b>respond</b></li> <li>• Time to <b>translate</b> words or phrases</li> <li>• Students can <b>repeat videos</b> as needed</li> <li>• Students can <b>repeat listening to audio</b></li> <li>• Allows more <b>student-to-teacher</b> interaction for clarification or meeting ELs' needs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Loss of social cues and negotiated meaning</b> opportunities that help develop a second or additional language</li> </ul>



# 5 Steps for Scaffolding a Lesson Adapted for Distance Learning



# Example of Challenges with Activity Packets

## Bilingual Choice Board Task Analysis

Write 2-digit numbers, such as 56, 67, and 89, each on a separate index card. Use a pencil and a paper clip to make a pointer for the spinner. Have your child choose a card, spin the pointer, and subtract the number on the spinner from the number on the card.



Escriba números de 2 dígitos, como 56, 67 y 89, cada uno en una tarjeta. Haga una flecha giratoria con un lápiz y un clip. Pida a su niño que elija una tarjeta, haga girar la flecha y reste el número en que se detenga en la rueda del número de la tarjeta.



In this case, the parent and/or student must be literate in English or Spanish and know basic math.

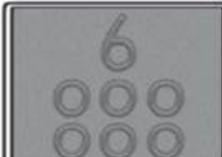
The family needs to have access to paper, index cards, a pencil and a paperclip or other resource to make a spinner.

The student must have background in numbers through 100, basic place value and how to subtract numbers with and without regrouping.

The student may also need the help of an adult/older sibling to read and complete the task.

Is this accessible to ALL students?

# Alternate Packet Tasks Created with ELs in Mind

<p>Show your child two groups of household objects, such as spoons and forks. Have your child use subtraction to compare how many more or fewer. Use different amounts and different objects every day.</p>  <p><math>5 - 2 = ?</math></p>	<p>Muestre a su niño dos grupos de objetos que haya en la casa, como cucharas y tenedores. Pídale que use la resta para comparar cuántos objetos más o menos hay de cada tipo. Use distintas cantidades y objetos cada día.</p>  <p><math>5 - 2 = ?</math></p>
<p>Using a jar and pennies, work with your child to add and subtract two-digit numbers. Start with 11 pennies in the jar. Have your child add 13 pennies. Ask your child to explain a way to find the sum of 11 and 13. Then count with your child to find how many pennies in all. Repeat with different quantities each day. Work with your child to subtract numbers as well.</p>	<p>Con un tarro y centavos, trabaje con su hijo para sumar y restar números de dos dígitos. Comience con 11 monedas de 1¢ en el tarro. Pídale que sume 13 monedas de 1¢. Pídale que explique cómo encontrar la suma de 11 y 13. Luego, cuente con su hijo para saber cuántos centavos hay en total. Repita con cantidades diferentes cada día. Trabaje con él para restar números también.</p>
<p>Pour salt or sand into a cookie sheet or baking dish. Pick a number from 6 to 9 and have your child draw the number in the salt or sand. Then ask your child to draw circles to match that number. Shake to erase and begin again!</p> 	<p>Ponga sal o arena en una bandeja de hornear. Elija un número del 6 al 9 y pida a su niño que dibuje el número en la sal o la arena. Luego, pídale que dibuje el mismo número de círculos. Socuda la bandeja para borrar y ¡comiencen de nuevo!</p> 



# Scaffolded Task Example

Home Language Support

English	Spanish
<p>SAMPLE with scaffolds:</p> <p>Think about a time when you were completely surprised by something. What happened? What did you do? What did you say?</p>	<p>Piensa en un momento en que algo te sorprendió por completo. ¿Qué pasó? ¿Qué hiciste? ¿Qué dijiste?</p>
<p><a href="#">Voice Recording "Surprise" English Prompt</a></p>	<p><a href="#">Voice Recording "Surprise" Spanish Prompt</a></p>
<p>Example of an extra scaffold: Video: <a href="https://youtu.be/XjYnVrhGlfM">https://youtu.be/XjYnVrhGlfM</a></p> <p>The boy in this video is going to be surprised. After we watch the video, I am going to ask you:</p>	<p>Este chico en este video se va a sorprender. Después de ver el video, te voy a preguntar:</p>
<p>What happened? The boy was surprised when _____.</p> <p>What did he say? The boy said _____.</p> <p>What did he do? The boy _____.</p>	<p>¿Que pasó? El niño se sorprendió cuando _____.</p> <p>¿Que dijo? El niño dijo _____.</p> <p>¿Qué hizo? El chico _____.</p>
<p>Now it's your turn to think about a time when you were completely surprised by something. What happened? What did you do? What did you say?</p>	<p>Ahora es tu turno de pensar en un momento en que algo te sorprendió por completo. ¿Qué pasó? ¿Qué hiciste? ¿Qué dijiste?</p>

Audio instructions

Video to build background knowledge

Sentence frames



# PD Recommendations

# PD To Seek Out: The Dream

- Content-focused
- Active learning using adult learning theory
- Collaboration, job-embedded
- Modeling of effective practice
- Coaching and expert support
- Reflection and feedback
- Sustained duration





# EL Online PD Options

- Center for Applied Linguistics
- Confianza
- Dorina Sackman's YouTube channel
- English Learner Portal
- NABE
- NYSTESOL
- Seidlitz Education
- SupportEd
- TESOL
- WIDA





# Parenting and Empathy

# Maslow's Hierarchy of Needs



# 1: Reflect on Your Hierarchy of Needs



Read the full blog post: [GetSupportEd.net/3takeaways](https://www.getsupported.net/3takeaways)

## 2. Be OK with Being Good Enough

Kid and Grade	Number of Distance Learning Classes	Names of Distance Learning Classes	Number of Links to Check	Other Materials to Check for Distance Learning
1: 5th grade	3	ELA, math, specials	6	Handout packet to download each week, Email
2: 7th grade	7	ELA, math, social studies, science, health & P. E., two electives	14	Handout packet to download each week, Email
3: 9th grade	7	ELA, math, social studies, science, health & P. E., two electives	14	Email



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# 3. Know That Kids Will Keep Learning





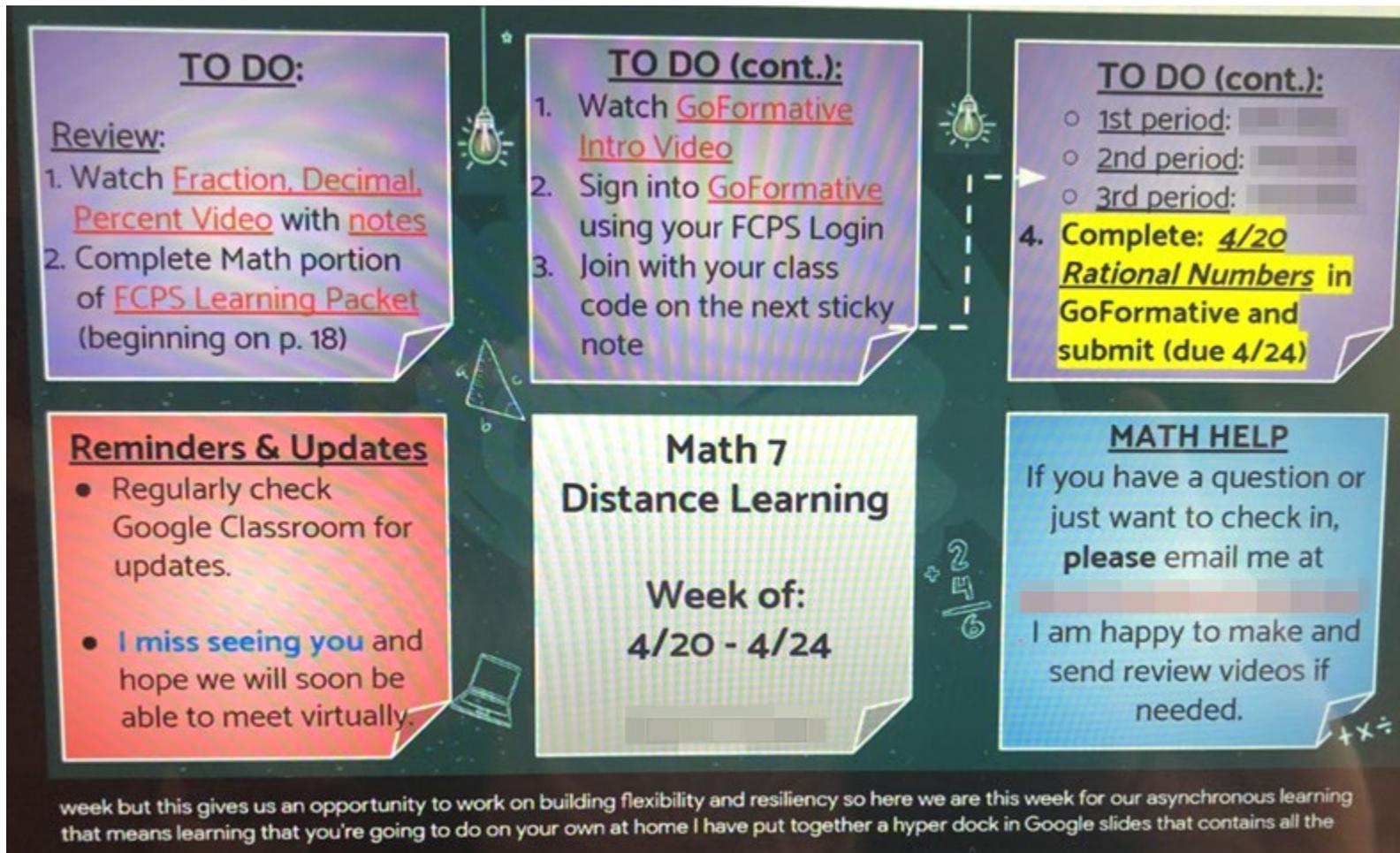
# What Has Worked so Far From a Mom: The 3Cs

- **Communication**
  - Simple & direct
  - Parents (including dads) get the same messages as kids
  - School or grade level schedule template
- **Clarity**
  - 1 document or slide with all links needed
  - All assignments uploaded and due for the week at once (incl. weekend)
  - Short, scaffolded videos of directions
- **Computers**
  - Shortened links (bit.ly or tinyurl)
  - Limited number of platforms
  - Functional, not necessarily pretty (permissions, passwords)

Read the full blog post: [GetSupportEd.net/3Cs](http://GetSupportEd.net/3Cs)



# Example: Scaffolded Video with Directions



**TO DO:**

**Review:**

1. Watch [Fraction, Decimal, Percent Video](#) with [notes](#)
2. Complete Math portion of [FCPS Learning Packet](#) (beginning on p. 18)

**TO DO (cont.):**

1. Watch [GoFormative Intro Video](#)
2. Sign into [GoFormative](#) using your FCPS Login
3. Join with your class code on the next sticky note

**TO DO (cont.):**

- 1st period:
- 2nd period:
- 3rd period:
- 4. Complete: **4/20** [Rational Numbers](#) in [GoFormative](#) and submit (due 4/24)

**Reminders & Updates**

- Regularly check Google Classroom for updates.
- **I miss seeing you** and hope we will soon be able to meet virtually.

**Math 7  
Distance Learning**

**Week of:  
4/20 - 4/24**

**MATH HELP**

If you have a question or just want to check in, **please** email me at

I am happy to make and send review videos if needed.

week but this gives us an opportunity to work on building flexibility and resiliency so here we are this week for our asynchronous learning that means learning that you're going to do on your own at home I have put together a hyper dock in Google slides that contains all the



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