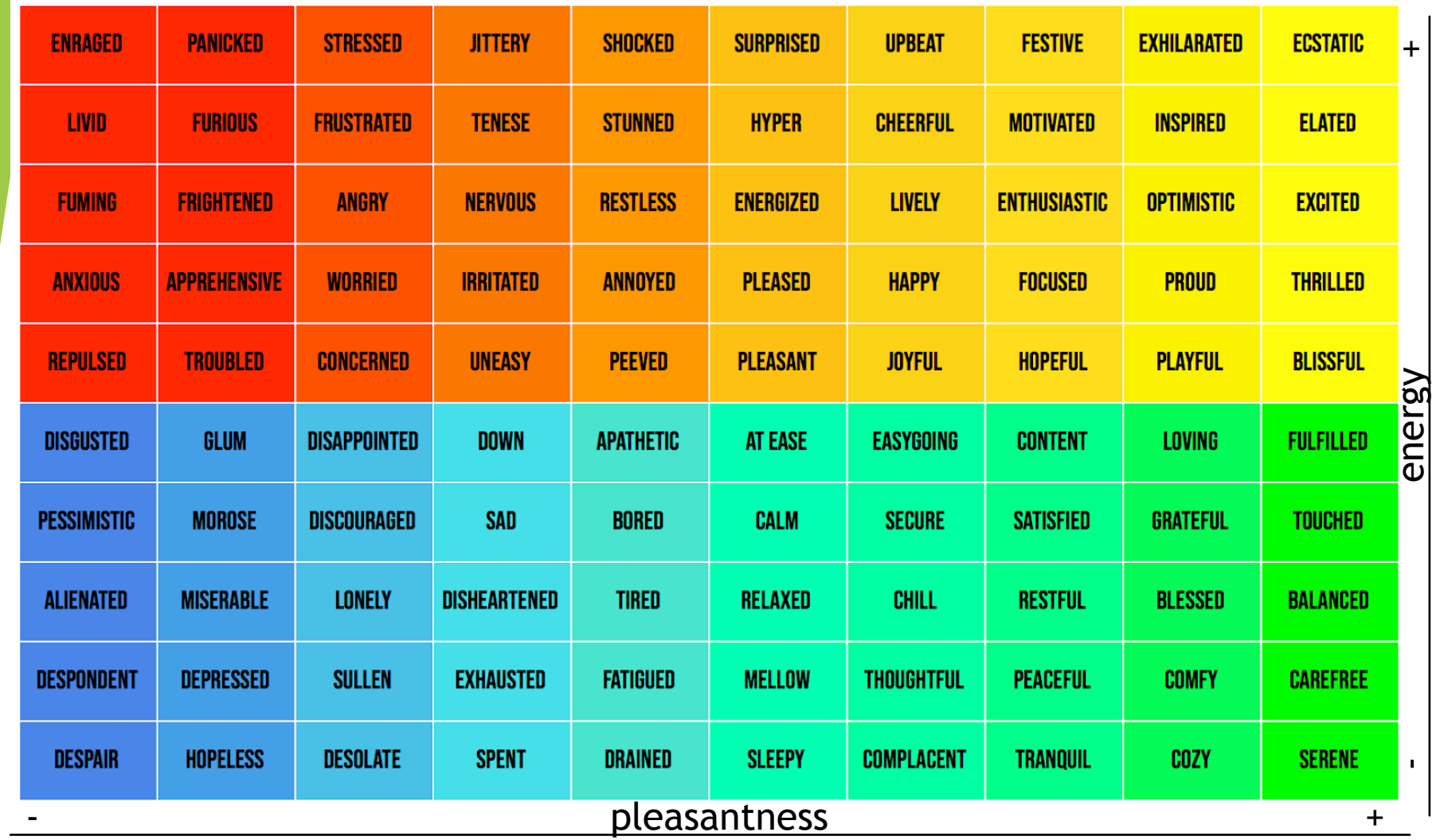
Welcome
September 11, 2020
LEN

"No significant learning can occur without a significant relationship."

James Comer



Santa Barbara
County Education Office
Susan C. Salcido, Superintendent



mood meter

How are you feeling?

September 11, 2020

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Language Connections
ELPAC: retell a narrative, support an opinion, summarize



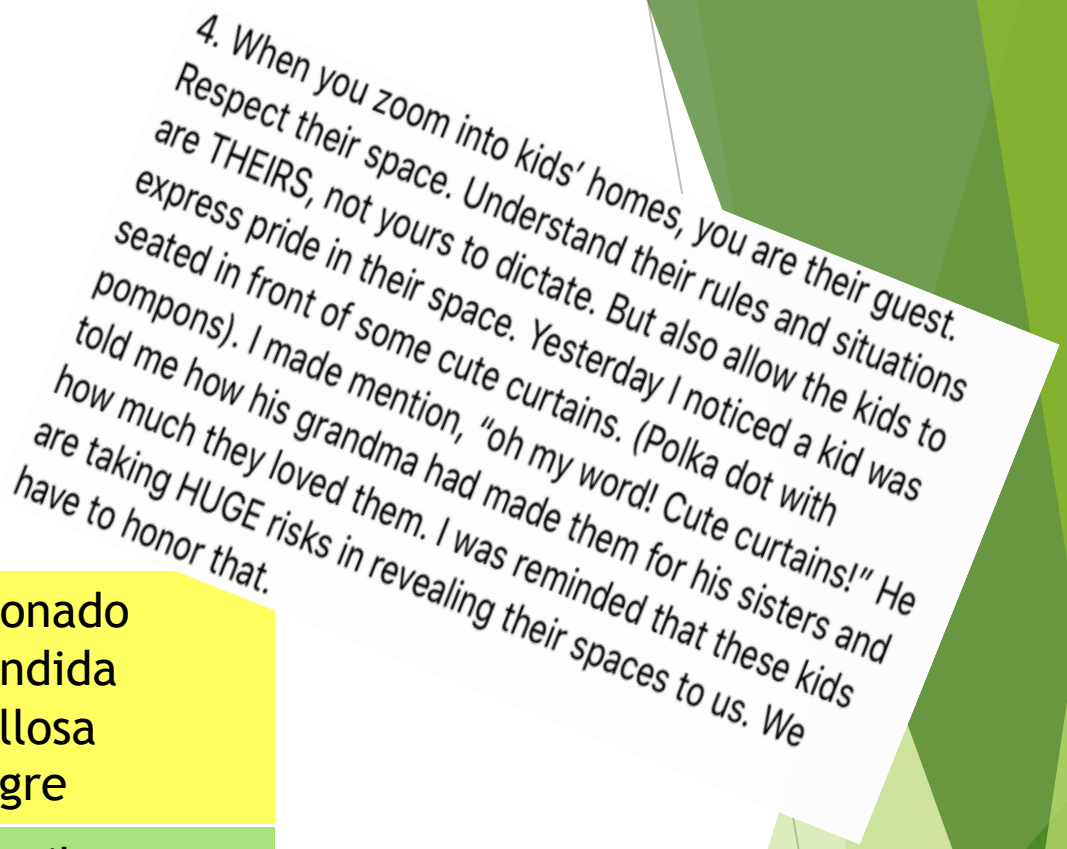


- 'the vet said, 'you're good at taking care of Fluffy', then she felt proud'
- 'Because playing a game is more exciting than watching tv'
- 'Because when I watch tv I feel cozy'
- 'I would be angry if my brother did that'
- 'They felt successful with their tree'
- 'borrow an instrument because it makes people happy and it sounds nice'

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Connections to home
‘how do I say…?’

nerviosa preocupada furioso tirante	emocionado soprendida orgullosa alegre
triste cansado agotado miserable	tranquila relajado amoroso contenido



4. When you zoom into kids' homes, you are their guest. Respect their space. Understand their rules and situations are THEIRS, not yours to dictate. But also allow the kids to express pride in their space. Yesterday I noticed a kid was seated in front of some cute curtains. (Polka dot with pompons). I made mention, "oh my word! Cute curtains!" He told me how his grandma had made them for his sisters and how much they loved them. I was reminded that these kids are taking HUGE risks in revealing their spaces to us. We have to honor that.

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Why is the Language We Use Important ??

1. Builds student's cognitive ability
2. When done as a team, builds the culture we want
3. Expectations become clear
4. The language we use, becomes the language the students use

*** Does not happen immediately, takes time, consistency, and learning.

What are ways to build emotional language (aka feeling words) into a student's school day?

synchronous	asynchronous

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1)

Videoclases en vivo: 5 obstáculos y cómo ayudar

Use estas ideas para hablar y ayudar a los niños que tienen diferentes tipos de dificultades cuando reciben videoclases en vivo.

Sentirse ansioso "Es natural sentirse preocupado. Ideemos un plan que te facilite las videoclases en vivo".	• Practiquen juntos la lección. • Pregúntele cómo se siente antes de empezar la lección. • Pídale que respire profundo cinco veces. • Hablen de cuándo es apropiado apagar la cámara. • Acérquese después de la lección para planificar la próxima.
Permanecer concentrado "Toma tiempo ajustarse a esta nueva manera de estudiar. Averigüemos qué podría ayudarte a concentrarte".	• Asegúrese de que el lugar sea tranquilo y ordenado. • Ayúdelo a decidir el formato de video con que se distrae menos. • Hablen de cuándo es apropiado apagar la cámara o cerrar la ventana del chat. • Prueben diferentes asientos. • Déjele saber que podrá descansar después de la lección.
Perseverar "Es importante que te detengas a pensar en lo que estás aprendiendo. Busquemos maneras de plantear preguntas y revisar la lección".	• Cerciórese de que sabe cómo prefiere el maestro que se le pregunte durante la lección. • Anímelo a que escriba cualquier pregunta que no hizo durante la clase. • Ayúdelo a obtener la grabación o transcripción de la lección para que pueda revisarla a su propio ritmo.
Manejar la información sensorial "Busquemos la manera de que las videoreuniones en vivo sean más cómodas".	• Anímelo a que use audífonos para bloquear los ruidos de la casa. • Ayúdelo a ajustar el volumen y la luminosidad de la pantalla. • Promueva que use un objeto antiestrés, como una pelota blanda.
Recordar información esencial "Juntos vamos a encontrar la mejor manera de aprender esta lección".	• Anímelo a tomar apuntes, si puede hacerlo mientras escucha la lección, o a que revise las notas del maestro después de clase. • Pídale que escriba, teclee, dibuje o le diga los puntos esenciales. • Ayúdelo a ver la grabación de la lección o leer la transcripción y tomar notas.

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Understood

Live video lessons: 5 challenges and how to help

Get ideas for what you can say and do to help students with different kinds of challenges that can come along with live video lessons.

Feeling anxious "I understand you feel worried. Let's come up with a plan to make live video lessons better."	• Do a one-on-one practice lesson. • Do a private check-in about kids' feelings just before the lesson starts. • Tell kids to take five deep breaths. • Talk about when it's OK to turn off their camera. • Check in after the lesson to plan for next time.
Staying focused "Adjusting to this new way of learning will take time. Let's find ways to help you focus."	• Encourage kids to set up a quiet, clutter-free space. • Help kids decide which video view is less distracting. • Talk about when it's OK for kids to turn off their camera or close the chat box. • Try out different seating options. • Let kids know they can take a break after the lesson.
Keeping up "It's OK to take time to think about what you're learning. Let's find ways to help you ask questions and review the lesson."	• Make sure kids know how the teacher prefers to be asked questions during the lesson. • Encourage kids to write down any questions they didn't get to ask. • Help kids get a recording or transcript of the lesson so they can review at their own pace.
Managing sensory information "Let's work together to make video meetings more comfortable."	• Encourage kids to wear earphones to block out noises from home. • Help kids adjust the volume and screen brightness. • Help kids try a fidget tool, like a squishy ball.
Remembering key points "Together we'll figure out the best way to help you learn this material."	• Encourage kids to take notes if they can multitask during the lesson, or review the teacher's notes after class. • Ask kids to write, type, draw, or tell you key points after the lesson. • Help kids watch a recording or read a transcript of the lesson and take notes or make flashcards.

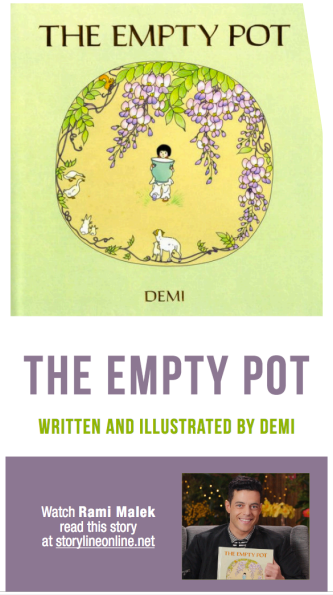
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videos 5 ways kids struggle and how to help

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2)



Story Online

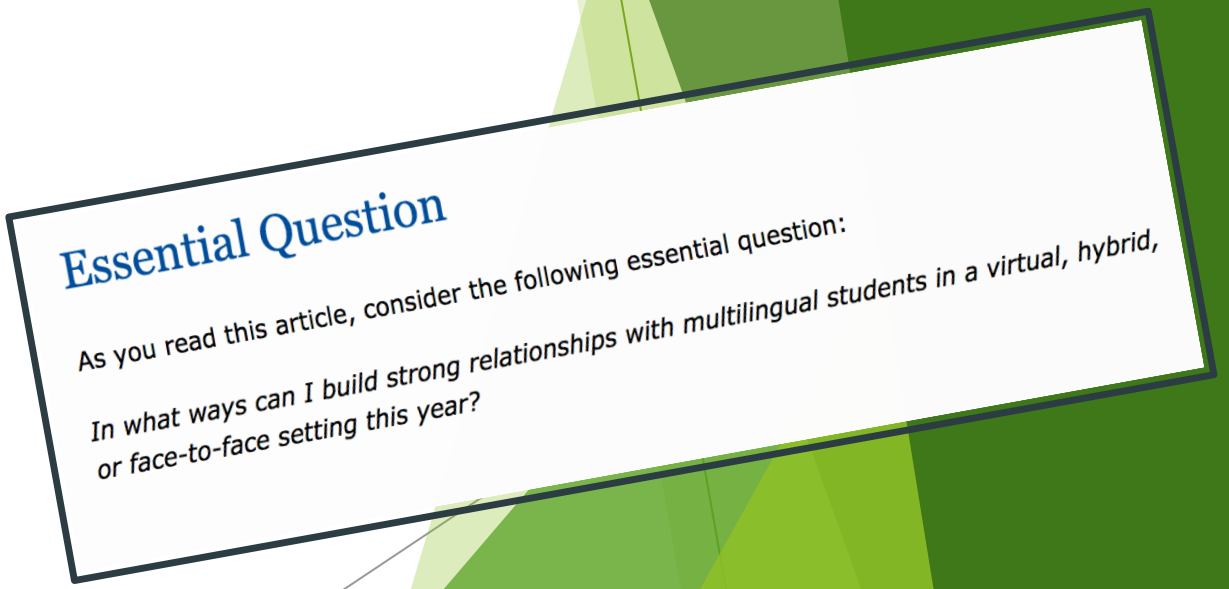
- Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide. Each book includes supplemental curriculum developed by a credentialed elementary educator, aiming to strengthen comprehension and verbal and written skills for English-language learners.

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3)

Learn how educators can build authentic relationships with ELLs this year in virtual and hybrid settings, as well as how they can connect students' experiences to meaningful instruction. This article is part of our guide on distance learning with ELLs.

- 8 Strategies for Building Relationships with English Learners August 2020



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Thank you

- ‘Raise your words, not your voice. It is rain that grows flowers, not thunder.’

  - Rumi

Carla Benchoff
Director, Instructional Support
SBCEO

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent