



Burlington Core

Best Practices for Teaching with BurlingtonEnglish In-Class Lessons

This document includes Best Practices that support teaching with BurlingtonEnglish. Whether you are teaching onsite or online, you can be confident that you and your students will benefit from all that BurlingtonEnglish In-Class Lessons have to offer.

Tips for Teaching Virtually

- Share your screen to show students the In-Class Lessons. Remember to share your computer sound so students can hear the audio in the In-Class Lessons activities.
- **Small Group Activities and Pair Work:** Divide students into pairs or small groups and assign them to breakout rooms. Join each room to check on students and provide support as needed.
- **Whole Group Activities:** Have students write responses in the chat, in their notebooks, or on a separate sheet of paper. Then call on students to share and discuss their responses with the class.

Part I How to use the *ICL: Lesson Wordlist* worksheet

We recommend providing each student with a copy of the worksheet. Suggestions marked with an * can also be done by projecting the worksheet instead of providing each student with a copy.

Use the lesson wordlist to prepare for the lesson:

- Provide each student with a copy of the worksheet before the lesson and have them use Vocabulary Practice to translate the words.

Use the worksheet at the start of the lesson or when you are on the Vocabulary Tab:

- Students use Vocabulary Practice to translate the words.
 - Students translate the words as the lesson progresses.
- Students with the same native language work together and translate as many words as they can, then use Vocabulary Practice to complete translating the words.
 - Students highlight words that are important to them.
 - Students highlight words with difficult spelling or pronunciation, or words that are similar in their native language (cognates).
 - For each word, students write a sentence that uses the word in a meaningful way.*

Use the lesson wordlist to review the lesson:

- Define / Describe a word from the list and ask students to identify the word.*
- Say a sentence that includes a word from the list, but clap your hands instead of saying the word aloud. Students say the missing word.*
- Reinforce spelling by having students copy the lesson wordlist into their notebooks while alphabetizing it.*




Part II How to use the video

Before playing the video:

- Choose one of the visuals in the Watch tab and use it to introduce the characters and / or the context to students.
- Preview the questions before students watch the video so they know what information to look for as they watch.
- Students predict the content of the video.

While playing the video:

- If necessary, play the video more than once and / or pause the video at certain points to make sure students are following.
- Use the Subtitles button  to turn the English subtitles on / off, depending on the level of your students and if you think the subtitles will help understanding.
- Every video includes at least one activity that is also available on the *ICL: Watch* worksheet. If possible, provide each student with a copy of the worksheet. Otherwise, have students write answers in their notebooks.
- Choose a point in the video to stop. Students describe what is happening on the frozen screen and say what they think is going to happen next.

After playing the video:

- Project the video script (available in the Lesson Plans section of the *Course & Lesson Planner*). Students read the script aloud in pairs or in small groups, depending on the number of characters in the video.
- Students reconstruct the video by writing the lines that they remember, and acting out parts of the video in pairs or in small groups, depending on the number of characters in the video.
- Provide each student with a copy of the video script. Students find and highlight sentences containing specific words that you have chosen to focus upon.
- Students write a summary of the video.

Part III How to do role play activities

- It is important to have students work with different partners. You can put students in pairs quickly by having them work with the person sitting to their right / left or in front of / behind them. You can also have students at the same level work together, or have mixed-level pairs in which the stronger students help the weaker students.
- Before students do a role play activity, have them listen to the conversation once so they hear a good model. Play the audio or read the conversation aloud.
- Make sure students practice the conversation as it appears in the ICL before they make changes to it and create a new version.
- While students are working in pairs, circulate to make sure they are on task and to offer support if necessary.
- Pairs of students act out the new conversations. Encourage students to use body language and correct intonation. Use simple props if relevant.
- ☐ • Students record their new conversations using their smartphones.
- Students write their new conversations in their notebooks.



Part IV How to use the audio

Before playing the audio:

- Preview the images and / or text on the screen to make predictions.
- Preview the questions before students listen to the audio so they know what information to listen for.

While playing the audio:

- If necessary, play the audio more than once and / or pause the audio at certain points to make sure students are following along.
- *Listen & Speak* lessons include at least one activity that is also available on the *ICL: Listen* worksheet. If possible, provide each student with a copy of the worksheet. Otherwise, have students write answers in their notebooks.
- Choose a point in the audio to stop and ask questions to check for understanding.

After playing the audio:

- Project the audio script (available in the Lesson Plans section of the *Course & Lesson Planner*). Students read the script aloud in pairs or in small groups.
- Students reconstruct the audio by writing the lines that they remember, and reading the parts of the audio in pairs or in small groups.
- Provide each student with a copy of the audio script. Students find and highlight sentences containing specific words that you have chosen to focus upon.
- Students write a summary of the audio.

Part V How to use *Read* and *Life Skills* texts

Before reading the text:

- If possible, provide each student with the *ICL: Reading Text* worksheet or *ICL: Life Skills Text* worksheet. If it is not possible to print the text, students can take notes in their notebooks.
- Introduce the topic of the text and purpose for reading.
- Preview text features including title, images, bold print, captions, line numbers, headings, etc.
- Discuss and predict what the text will be about based on the preview of text features.
- Preview the comprehension questions with students and encourage them to keep the questions in mind while reading.
- Review different reading strategies, such as highlighting information in the text, note-taking in the margins, writing definitions or questions.

During reading:

- Enlarge the text (using the magnifier or full-screen feature). Play the audio or read the text aloud. Follow along with the audio using your cursor to mark the text as it is read.
- When graphs or charts are included in the reading, be sure to review text features including title, headings, and format.
- Play one paragraph at a time and call on a student to reread the text after listening to the audio. Continue this way until the text has been completed and several students have had a turn to read aloud.
- Students read silently to prepare for reading aloud.
- Check for understanding after each paragraph. Ask if there are any vocabulary or pronunciation questions. Provide pronunciation support as needed, and as appropriate.



- Reread text as needed.
- Play the complete audio and then divide students into pairs to read aloud from the printed text. Students can take turns reading and provide support to one another. Students can take turns reading the entire passage or alternate paragraphs, so that they each have a turn to read all of the text.
- Choral read the text as a class. Play the audio and follow along with the cursor to mark the text as it is read.

After reading:

- Call on a student to read the question. If multiple choice, have the student read all options.
- Have students refer back to the text to provide evidence for answers. Model strategies such as highlighting where information is found in the text or identifying line, sentence, and / or paragraph numbers.
- Students work independently to answer the questions on a sheet of paper and review the answers as a group.
- If students answer incorrectly or disagree, discuss possible answers and explanations for correct or incorrect answers.
- For open-ended questions, students write their answers in complete sentences and review grammar / punctuation at a later time.

Part VI Grammar Lessons in Burlington Core

- Use the *ICL: Presentation* section of the Lesson Plan to prepare for the lesson (available in the Lesson Plans section of the *Course & Lesson Planner*).
- Students use the *ICL: Grammar Presentation* worksheet to take notes, circle / underline structure, etc.
- Have students write additional sentences using the grammar rule from the lesson. Sentences can be based on the topic of the lesson and images in the activities.
- Students write short conversations with a partner using the grammar rule taught in the lesson.

Part VII Writing in Burlington Core

- Students write their answers to the questions in complete sentences in their notebooks.
- Students respond to *Now You* questions in their notebooks. Then have students share their written responses in small groups or pairs.
- Advanced students write a brief summary of a text from a lesson.
- Beginner-level students write a sentence to describe the main idea of a text.
- Ask students *Wh-* questions about a text or image in an activity and have them write their answers in complete sentences.
- Students adapt or write new conversations based on those in a lesson activity or audio / video script.
- *Write* lessons focus on the writing process.
 - Complete all of the activities in the *Write* lessons, including those in the *Plan & Write* tabs. Review and comment on student work in *My Portfolio*.
 - Encourage students to edit work in their Student Lessons and resubmit to their Portfolio for further review.