

# Table 1

## Blended Learning for Students with Severe Language Difficulties

Planning for the week: Goals	Objectives	Strategies <i>Face-to-face (f2f):</i> <i>group/one-on-one.</i> <i>Online Synchronous:</i> <i>group/one-on-one.</i> <i>Online Asynchronous:</i> <i>individual responses.</i> <i>Offline: paper-based at home.</i>	Application <i>How will the learner use</i> <i>what s/he has learned?</i>	Feedback <i>How will we get/give</i> <i>feedback to the child and</i> <i>parent?</i>
<b>Goal 1:</b> <b>Introducing new concepts/</b> <b>new theme for the week,</b> <b>e.g., mushrooms</b> <a href="https://childledlife.com/montessori-mushroom-preschool-lesson/">https://childledlife.com/montessori-mushroom-preschool-lesson/</a>	Learning new vocabulary: 1. Core, e.g., <i>like, small, different, look.</i> 2. Secondary core and fringe vocabulary, e.g., <i>mushroom, water, hard, soft, colors, grow.</i>	<b>Session 1: 20 min.</b> <b>Synchronous: group or f2f:</b> Introduction of concepts in group interaction. 1. What does a mushroom look like? 2. Color, size and shape. 3. Function: what can we do with mushrooms?  <b>Session 2: 10–15 min.</b> <b>Synchronous: one- on-one:</b> Activity to consolidate meanings of concepts.	<b>Session 3: 20 min.</b> <b>Offline</b> Encourage parents/ learning partner to take children outside: Where do you see mushrooms? Look in the garden, park. Also, look for pictures in a book. What do mushrooms look like? Where do they grow?	<u>Child’s level of attentiveness to material.</u>  <u>Level of enjoyment/ engagement.</u>  <u>Adjustments needed to next sessions: offline or online.</u>
<b>Goal 2:</b> <b>Narration of story:</b> <b>concepts in context</b> <a href="https://shared.tarheelreader.org/shared/read/stefs-problems/21">https://shared.tarheelreader.org/shared/read/stefs-problems/21</a>	Focusing on narrative comprehension.  Story about mushrooms: mushrooms on a pizza.	<b>Session 4: 20 min.</b> <b>Synchronous: group.</b> <ul style="list-style-type: none"> <li>Listening to the story told by teacher.</li> <li>Asking some questions to repeat the main events in the story.</li> </ul> <b>Session 5: 10–15 min.</b> <b>Synchronous: one-on-one</b> <ul style="list-style-type: none"> <li>Repeat story but with individual student participation—using core and fringe vocab.</li> </ul>	<b>Session 6: Offline: Parent?</b> What type of pizza do you like? Who likes mushrooms on their pizza? Are mushrooms good for you?  Provide parents with some guidelines and opportunity to report on what they did.	Discuss feedback from session 6 with parent.

Goals	Objectives	Strategies	Application	Feedback
<p><b>Goal 3:</b> <b>Consolidation and Expansion</b></p> <p><b>What did we learn about mushrooms?</b></p>	<p>Listening to each other.</p> <p>Looking at what else we want to know: Mushrooms as nutrition and health.</p> <p>Consolidation and expressing ideas.</p>	<p><b>Session 7: 20 min.</b> <b>Synchronous: group</b> <u>Feedback from Session 6:</u> What do you eat/enjoy? How else can one eat Mushrooms? Are all mushrooms edible? <i>Can you grow mushrooms?</i></p> <p><b>Session 8: 20 min.</b> <b>Synchronous: one-on-one</b> Talking about mushrooms: using core and fringe. <i>Role play</i> with hand puppets: What can you tell X about mushrooms? Do you know a story about mushrooms?</p>	<p><b>Session 9: Offline</b> Story time—reading and listening to a fictional story about mushrooms, <a href="https://www.teacherspayteachers.com/Product/A-Mushroom-In-The-Rain-Story-Sequencing-and-Word-Wall-418056">https://www.teacherspayteachers.com/Product/A-Mushroom-In-The-Rain-Story-Sequencing-and-Word-Wall-418056</a></p> <p>Guiding parents to the URL for story.</p> <p>Child to color/draw a mushroom.</p>	<p><u>Summative recording and feedback</u> Record learning progress by summarizing understanding and use of:</p> <ul style="list-style-type: none"> <li>• core and fringe concepts;</li> <li>• attentiveness;</li> <li>• level of engagement; and</li> <li>• expressive ability in group and one-on-one contexts.</li> </ul>