Sheltered Instruction, Part II

La Joya ISD WS# 148530 Remote Check-In Code: 209008

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PROFESSIONAL LEARNING ESSENTIAL AGREEMENTS

- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools: 2 devices if possible
- Paper, pencil, markers…

What do you remember about yesterday's session?

Let's Chat!

Content Objective

- Today I will *continue exploring* **sheltered instruction techniques and strategies** to make content comprehensible for English Learners.

Language Objective

- Today I will *share* different ideas on **how to implement sheltered instruction** strategies in my classroom.

Session Objectives

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STRUCTURED READING AND WRITING ACTIVITIES

- Survey
- Question
- Predict
- Read
- Response
- Summarize

SQP2RS

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- Survey
- Question
- Predict
- Read
- Response
- Summarize

SQP2RS

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- 9 Breakout Rooms
- Read your section
- Find a Visual that represents the information read
- Write 5 bullets (one word each bullet) to summarize the section read
- Be ready to share orally!

JIGSAW:
https://padlet.com/kchapa/LJISDSI

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- Survey
- Question
- Predict
- Read
- Response
- Summarize

SQP2RS

CAL practitioner brief

March 2016

Using Sheltered Instruction to Support English Learners

Amy Markos, Arizona State University
Jennifer Himmel, Center for Applied Linguistics

Sheltered instruction is an essential component of any program for English learners (Genesee, 1999; Harper & de Jong, 2004; Saunders & Goldenberg, 2010; Williams, Hakuta, & Haertel, 2007; Wright, 2010). Sheltered instruction delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to the learners. When partnered with English language development and, when possible, native language instruction, sheltered instruction allows English learners to progress academically while developing proficiency in English (Faltis, 1993; Fritzen, 2011; Genesee, 1999; Short, 1991; Wright, 2010). Sheltered instruction also incorporates opportunities for students to develop general academic competencies, such as study skills, learner strategies, and critical thinking skills (Echevarria, Vogt, & Short, 2012; Genesee, 1999; Snow, Met, & Genesee, 1989).

This brief provides an overview of sheltered instruction. It first describes when and how to use sheltered instruction to support English learners. It then discusses fundamental components of sheltered instruction, including content and language objectives, instructional strategies (with suggestions for specific content areas), and assessment of content learning. It concludes with a list of resources to help teachers support students through sheltered instruction as they develop their English proficiency and master grade-level academic content.

When and How to Use Sheltered Instruction

Figure 1 illustrates how sheltered instruction should be part of a broader educational program for English learners that ideally includes the following:

- Native language instruction as a foundation for content area learning
- Sheltered instruction to continue content area learning as appropriate based on a student's level of English proficiency
- English language development to foster students' ability to listen, speak, read, and write in English

A

Read
Cover

B

Remember
Retell

AB

Sketch!

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10 MINUTES

Break Out Rooms: Partners!

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- One of the **benefits** of including structured reading and writing activities in my classroom is…
- One of the **challenges** of including structured reading and writing activities in my class is…
- Something I can do to **overcome** this challenge is…

Thinker's Chin: Wheel of Names!

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- Adapted Texts
- SQP2RS
- Graphic Organizers
- Thinking Maps
- Jigsaw Reading
- Outlines
- Highlighted Texts

- 1-2-4-All
- Round Table
- Taped Texts
- Marginal Notes
- Native Language Texts
- Write-Read-Read-Trade
- Read-Cover-Remember-Retell-Sketch!

Structured Reading and Writing Activities

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RANDOMIZATION TECHNIQUES

Choose one of these stems and write it on the <u>chat</u> as a complete sentence:

- I select who I call on by…

- In my classroom, I include randomization because…

- The most beneficial randomization technique I have used is… because…

Randomization Techniques

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Is it possible to <u>randomize</u> and <u>differentiate</u> <u>instruction</u> at the <u>same time</u>?

**Randomize and rotate who is called on,
so students of all language levels can participate!**

Randomization Techniques

- Lucky sticks
- Beach ball
- Index cards
  with student names
- Class list/roster
- Color/numbers
- Birthdays

- Physical characteristics: longest hair, eye color…
- Jenga
- Pick up sticks
- Career cards
- Apps
- Popcorn

Wheel of Names!

TOTAL RESPONSE SIGNALS

Why is it important to check for understanding along the way?

Written Responses	Ready Responses
Hold up paper White boards Personal Chalkboards Answers on cards	Hands up when ready Thinker's chin Stand up when ready Put your pen on your paper when ready All eyes on teacher
Making Choices	**Ranking**
Open hand/closed hand Thumbs/Pens up/down Number wheels Green card/red card Move to the corner/spot	Rank with your fingers Rank with your arm Line up according to response Knocking/clapping/ cheering

- Students may work in pairs or small groups.
- Students have three post-its/index cards with the numbers "1, 2, 3" in each card.
- Teacher writes 3 statements on the board (one false, two true) and students decide which one is the fib.
- On signal from teacher, students show the number of the statement they believe is the fib.

Find the Fib!

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Let's Play!

Find the Fib

1. Evaporation is part of the water cycle
2. Refraction is part of the water cycle
3. Condensation is part of the water cycle

I believe number… is a fib because…

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Let's Play!

Find the **Correct Answer**

Rhea is a moon of Saturn. Which of these facts about Rhea best indicates that it does not have a water cycle in which water changes state?

A   Its radius is 765 km.

B   Its density is about 1.3 kg/m3.

C   Its period of rotation is about 4.5 Earth days.

D   Its temperature is between −174°C and −220°C.

STRUCTURED CONVERSATIONS

Why is it important to encourage English Learners to speak in complete sentences?

1. Write your <u>individual</u> answer on a piece of paper.
2. <u>Share with your group</u> and add any new ideas to your paper.
3. As a <u>whole group</u> come up with a final complete answer.

3:00

Breakout Rooms

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Why is it important to encourage English Learners to speak in complete sentences?

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Wheel of Names!

Does this mean that students need to answer in complete sentences all the time?

TIP:

Provide students with sentence frames and sentence starters if they are struggling to produce complete thoughts in English.

Use of Complete Sentences

1. When reviewing a handout or worksheet

Non-Example

Teacher: How much is 5 X 4?

Student: 20!

Example

Teacher: What is the product of 5 X 4?

Student: The product of 5 and 4 is 20

Use of Complete Sentences

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2. When students are given sentence starters

Non-Example

Teacher: Who is your favorite character and why?

Student: Esperanza!

Example

Teacher: Who is your favorite character and why? Please complete the following sentence: "My favorite character is… because…"

Student: My favorite character is Esperanza, because she was very brave.

Use of Complete Sentences

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- Think-Pair-Share
- Think-Write-Pair-Share
- Question-Signal-Stem-Share-Assess
- Expert Gallery Walk
- Three-Step Interview
- 1-2-4-All

Structured Conversations

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QSSSA Script

		WHY?
	Class, without calling out answers, think about this question… **(QUESTION)** *Why do ELs need to have structured conversations?*	*Linked to objectives and lesson goals, focuses and activates prior knowldge for ELLs.*
	When you think you have an answer in mind, let me know by ____. **(SIGNAL)** *Standing up!*	*Build in wait time for ELLs to process.*
	When you discuss your answers I want you to respond in this format … **(STEM)** *English Learners need structured conversations because…*	*Provides opportunity for students to practice targeted academic language.*
	Turn to your partner and discuss… **(SHARE)** *(talk, talk, talk!)*	*Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.*
	Select students to share or ask everyone to write their response. **(ASSESS)** *Student #18, please share your response with the whole group*	*Scaffolds for ELLs, ensures students are prepared to respond.*

@MrsGill_ @MsSalvac @Seidlitz_Ed @JohnSeidlitz

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DEVELOPING ACADEMIC VOCABULARY

1. When you can complete this sentence in your mind, please raise your hand.

Academic vocabulary development is important for ALL students, but especially for ELs, because…

2. Let's randomize!

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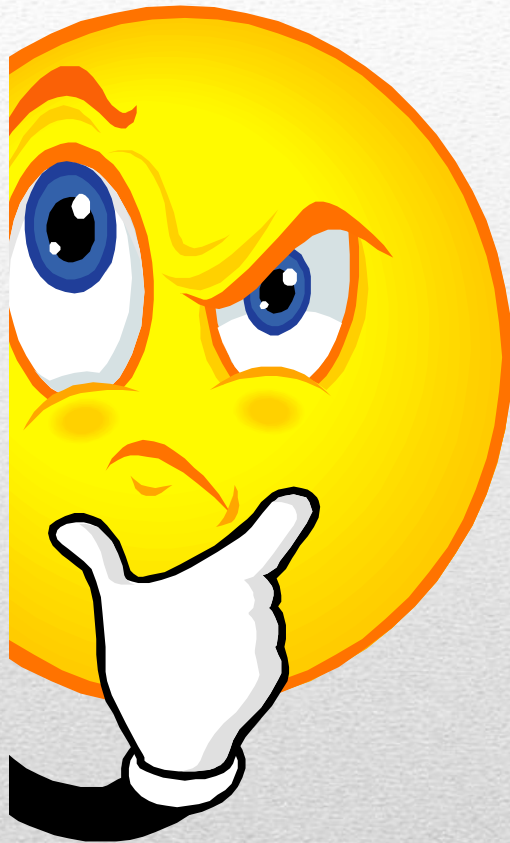
What does this mean?

Carving is appropriate for most green and blue slopes and even some black slopes. However, if you try to carve through moguls, especially in packed powder or corn snow, you're going to face-plant.

What does this mean?
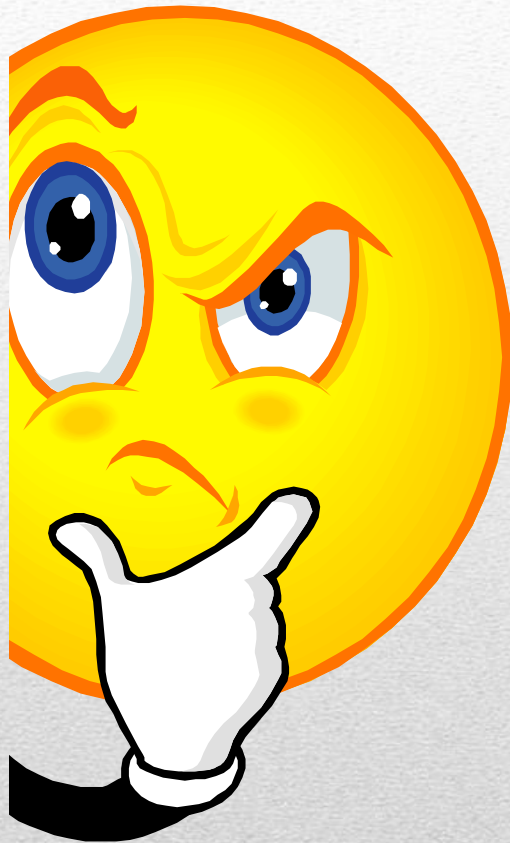
████████ is appropriate for most green and blue ████████ and even some black ████████ However, if you try to ████████ through ████████, especially in ████████████████ or ████████████, you're going to ████████

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These men are carving.

Would this help?

Green Slope   Blue Slope   Black Slope

How about this?

Moguls   Packed Powder

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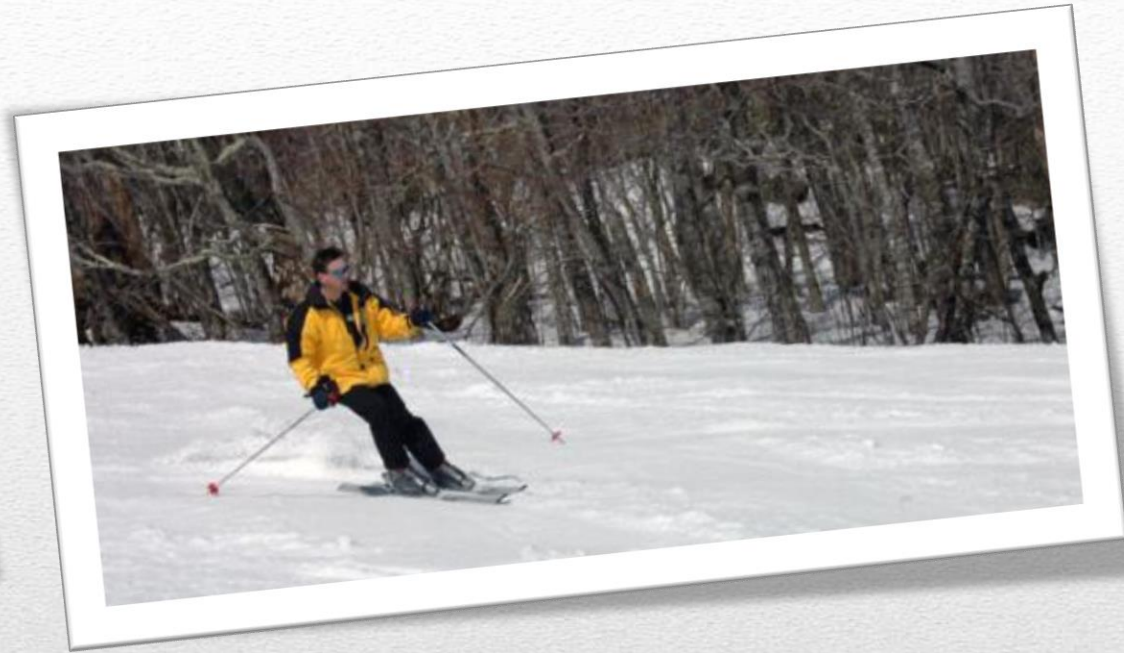
Corn Snow

Face-plant

apropiado

Carving is appropriate for most green and blue slopes

and even some black slopes. However, if you try to carve

especialmente

through moguls, especially in packed powder or corn snow

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Vocabulary Experts

Expert Groups

1. Go to your assigned Breakout Room (8 teams: 10 minutes)
2. Read your assigned activity
3. Each team creates a visual explaining the activity assigned
4. Post on Padlet: https://padlet.com/kchapa/Vocabulary
5. Be ready to share!

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1. Free Association

http://bit.do/freeassociation

2. Comparing Terms

http://bit.do/comparingterms

3. Classifying Terms

4. Solving Analogy Problems

5. Creating Metaphors

6. Vocabulary Charades

7. Talk a Mile a Minute

http://bit.do/morevocabulary

8. Pyramid Game

http://bit.do/
pyramidgame

USE OF SOCIAL MEDIA

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Content Objective

- <u>Today I</u> *explored* **sheltered instruction techniques and strategies** to make content comprehensible for English Learners.

Language Objective

- <u>Today I</u> *shared* different ideas on **how to implement sheltered instruction** strategies in my classroom.

Session Objectives

3 Things I learned in these 2 days…
2 Things that I will share with my colleagues…
1 Thing that I will implement next year…

https://padlet.com/kchapa/ExitTickets

Exit Tickets

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¡Mil gracias!

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