Planning a Sheltered Content Lesson

PLANNING	
Lesson Topic and Title:	Sheltered Instruction (SI) is an approach for teaching content to English Language Learners (ELLs) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development (Echevarria, Vogt, Short, 2000).
Stages of Second Language Acquisition of Students in Your Class: Pre-production Early Production Speech Emergence Intermediate Fluency (Advanced) Fluency Characteristics:	English~language Proficiency Levels of the Students in Your Class: # of Ss Beginning ELL Early Intermediate ELL Intermediate ELL Proficient ELL Above Proficient ELL Characteristics:
Any accommodations, modifications, or interv	rentions being provided:

What	nt Area Framework Standard(s) [reminder: give attention to per will this learning look like? How will you know that they have	rformance indicator(s) e met the standard?]:
ELL Fra	nmework Standard(s)[reminder: give attention to performance arning look like? How will you know that they have met the st	indicator(s) – What w andard?]:
•		Are your objecti
Conter	nt objective(s):	Specific?MeasuralAchieval
1.	Students will be able to	RelevantTimely?
2.	Students will be able to	_
Langua	age objective(s):	For more information, re Echevarria,
1.	Students will be able to	Vogt, & Short Making Conte Comprehensib for English
2.	Students will be able to	Learners, The SIOP Model. Pearson, 2008 pp. 29-30.

<u>Concept/Skill~ "Bridge Connection":</u> (What concept/skill do you want to teach in this lesson? How will you connect this skill or concept to your ELL students' prior knowledge, culture/identity, and real-world application?)

Concept: An abstract idea that points to a larger set of understandings (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.)

Skill: What the student is able to do

<u>Target Vocabulary:</u> (What vocabulary must the students understand? How will you teach the vocabulary words so that ELL students understand? Give attention to both academic/content area words AND process/function words! 5-15 words depending on the age, development, and readiness of your students.)

For more information, read Echevarria, Vogt, & Short, Making Content Comprehensible for English Learners, The SIOP Model. Pearson, 2008. pp. 58-59.



IMPLEMENTATION/INSTRUCTION

<u>Teacher Demonstration/Modeling</u>: (Teacher models any activity students will be doing. Teacher demonstrates task analysis of activity to be completed by students.)

Sheltered Instruction STRATEGIES to be Used:

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Recommended strategies:

- ~ "Chunk-n-Chew," a brainbased instructional process by Jo Gusman
- ~ "Preview-Review," a bilingual instructional approach

For more info regarding these strategies, read Gusman, *Practical Strategies for Accelerating Your English Language Learners' Reading Comprehension, Vocabulary Development, and Reading Fluency*, New Horizons in Education, Inc., 2009, pp. 114-117 & 119-120.

Checking for Understanding:

• Do the students understand how to do the activity? Consider numerous and varied questioning strategies.

• How would they tell you they understand (Could this be a language goal?) if they can't speak English? How will they show you that they understand?

Resources:

Fisher, Douglas and Nancy Frey (2007). Checking for Understanding: Formative Assessment Techniques for Your Classroom, ASCD.

Hill, Jane D. and Kathleen M. Flynn. "Asking the Right Questions." *Journal for Staff Development* (NSDC), Vol. 29, No. 1, pp. 46-52.

<u>Guided Practice</u>: (What cooperative learning structures might you use? How have you differentiated your lesson? Based on what critical differences? How can you plan this lesson so that the teacher's role is that of a facilitator?)

INPUT Opportunities/

Language Models (Have you provided scaffolding?)

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OUTPUT Opportunities/

Variations per proficiency level (Have you provided scaffolding?)

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- •

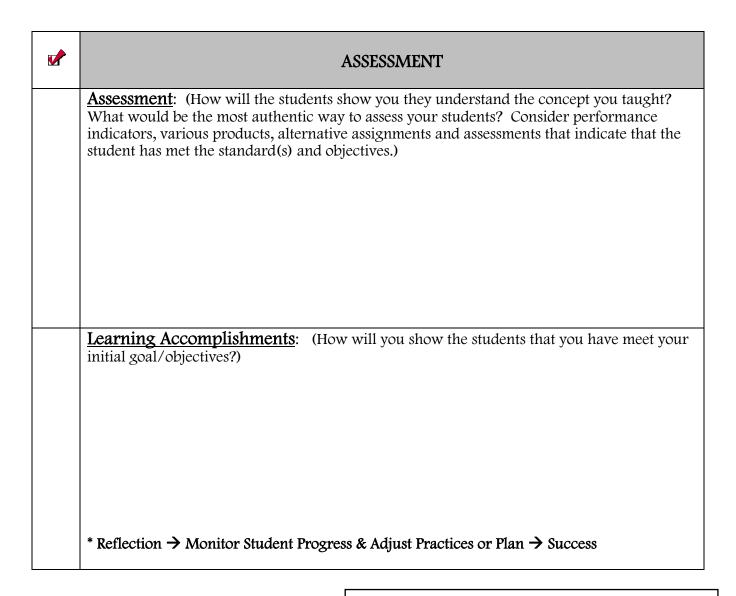
Sheltered Instruction <u>STRATEGIES</u> to be Used:

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*Reflection: "Do I need to reteach the concept?"

<u>Independent Practice</u>: (What activities will you assign to ensure understanding? Are you providing choices? Can you send home information so that parents are involved in the learning process?)

*Reflection: "Have I provided students with specific feedback on which they can and will be expected to take action?"



Adapted with permission. From Jo Gusman, "Planning an Effective Content Area Lesson for Your English Language Learners," New Horizons in Education, Inc., 2009.