


Planning a Sheltered Content Lesson

	PLANNING	
	<p><u>Lesson Topic and Title:</u></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>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).</p> </div>	
	<p><u>Stages of Second Language Acquisition of Students in Your Class:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-production <input type="checkbox"/> Early Production <input type="checkbox"/> Speech Emergence <input type="checkbox"/> Intermediate Fluency <input type="checkbox"/> (Advanced) Fluency <p>Characteristics:</p>	<p><u>English-language Proficiency Levels of the Students in Your Class: # of Ss</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning ELL _____ <input type="checkbox"/> Early Intermediate ELL _____ <input type="checkbox"/> Intermediate ELL _____ <input type="checkbox"/> Proficient ELL _____ <input type="checkbox"/> Above Proficient ELL _____ <p>Characteristics:</p>
	<p>Any accommodations, modifications, or interventions being provided:</p>	

Standards/Objectives/Goals: (What will the students be able to do at the end of this lesson?) Select these goals and objectives from your district and state guidelines. Keep in mind that language objectives are essential in order to promote language production.

Content Area Framework Standard(s) [reminder: give attention to performance indicator(s) – What will this learning look like? How will you know that they have met the standard?]:

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ELL Framework Standard(s)[reminder: give attention to performance indicator(s) – What will this learning look like? How will you know that they have met the standard?]:

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Content objective(s):

1. Students will be able to

2. Students will be able to

Language objective(s):

1. Students will be able to

2. Students will be able to

Are your objectives:

- Specific?
- Measurable?
- Achievable?
- Relevant?
- Timely?

For more information, read Echevarria, Vogt, & Short, *Making Content Comprehensible for English Learners, The SIOP Model*. Pearson, 2008. pp. 29-30.

Concept/Skill- “Bridge Connection”: (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

Target Vocabulary: (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.)

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



IMPLEMENTATION/INSTRUCTION

Teacher Demonstration/Modeling: (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 brain-based 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.

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.

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?

Guided Practice: (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?)

<p>INPUT Opportunities/ Language Models (Have you provided scaffolding?)</p> <ul style="list-style-type: none"> • • • 	<p>OUTPUT Opportunities/ Variations per proficiency level (Have you provided scaffolding?)</p> <ul style="list-style-type: none"> • • •
<p>Sheltered Instruction <u>STRATEGIES</u> to be Used:</p> <ul style="list-style-type: none"> • • • • 	

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

Independent Practice: (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?"**



ASSESSMENT

Assessment: (How will the students show you they understand the concept you taught? What would be the most authentic way to assess your students? Consider performance indicators, various products, alternative assignments and assessments that indicate that the student has met the standard(s) and objectives.)

Learning Accomplishments: (How will you show the students that you have meet your initial goal/objectives?)

* Reflection → Monitor Student Progress & Adjust Practices or Plan → Success

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