

**Sheltered Instruction for
Bilingual Students
Across In-Person and
Remote Settings**



Presenter

Dr. Lorretta Chávez



**METROPOLITAN
STATE UNIVERSITYSM
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BOX

CHAT

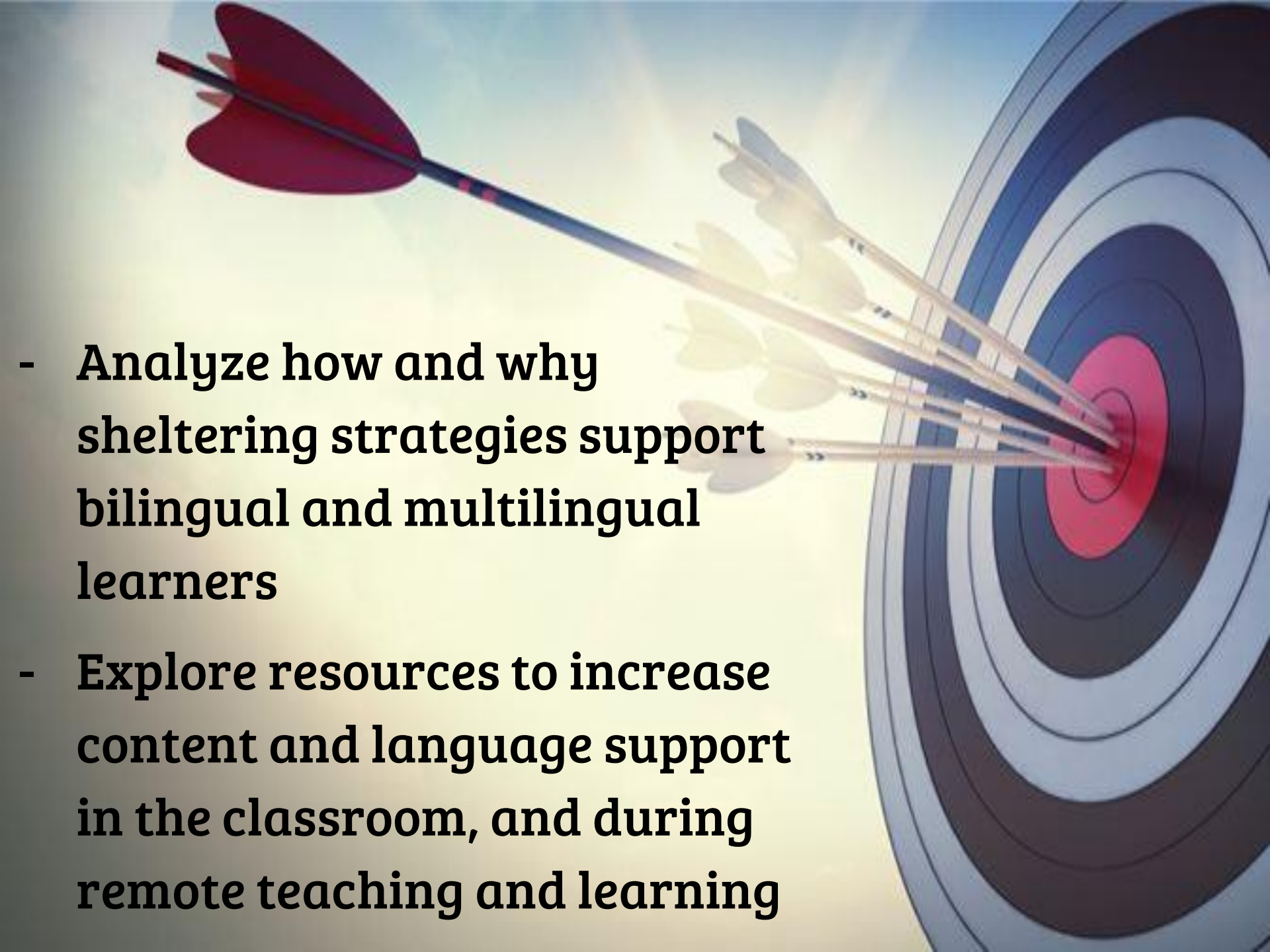
BILINGUAL





VIRTUAL
CO-CABE CAFÉ
9/26 9:30AM
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- 
- A target with several arrows hitting the bullseye, symbolizing focus and achievement. The target is on the right side of the image, with a red bullseye and concentric rings of blue, white, and grey. Several arrows with white fletching are embedded in the bullseye. One arrow with a red fletching is in the foreground, pointing towards the target. The background is a bright, hazy sky.
- **Analyze how and why sheltering strategies support bilingual and multilingual learners**
 - **Explore resources to increase content and language support in the classroom, and during remote teaching and learning**



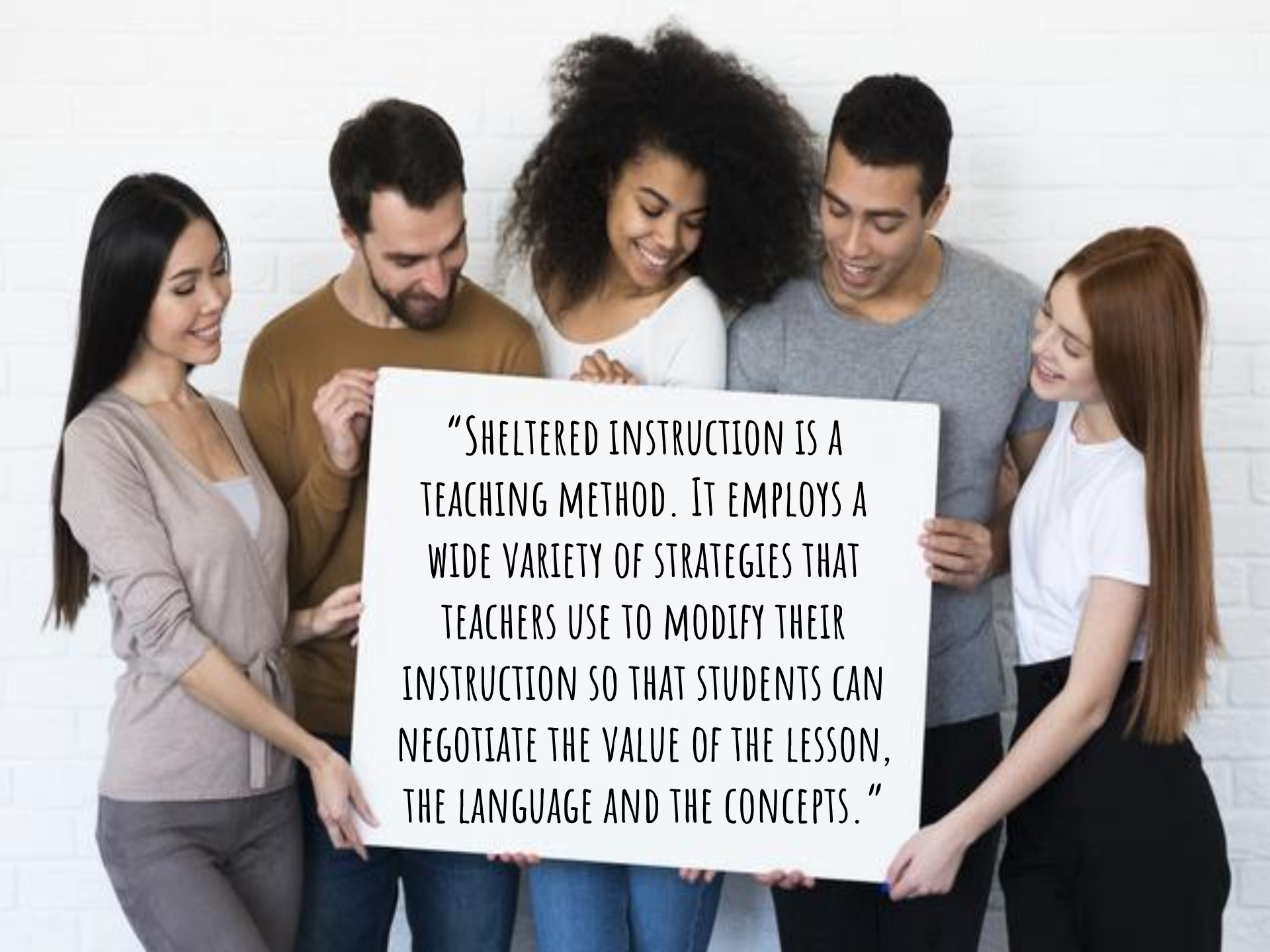
AGEND

- **What is Sheltered Instruction?**
- **Why Sheltered Instruction?**
- **Sheltering Strategies for In-Person and Remote Learning**
 - **Lesson Preparation**
 - **Building Background**
 - **Interaction**
 - **Review and Assessment**



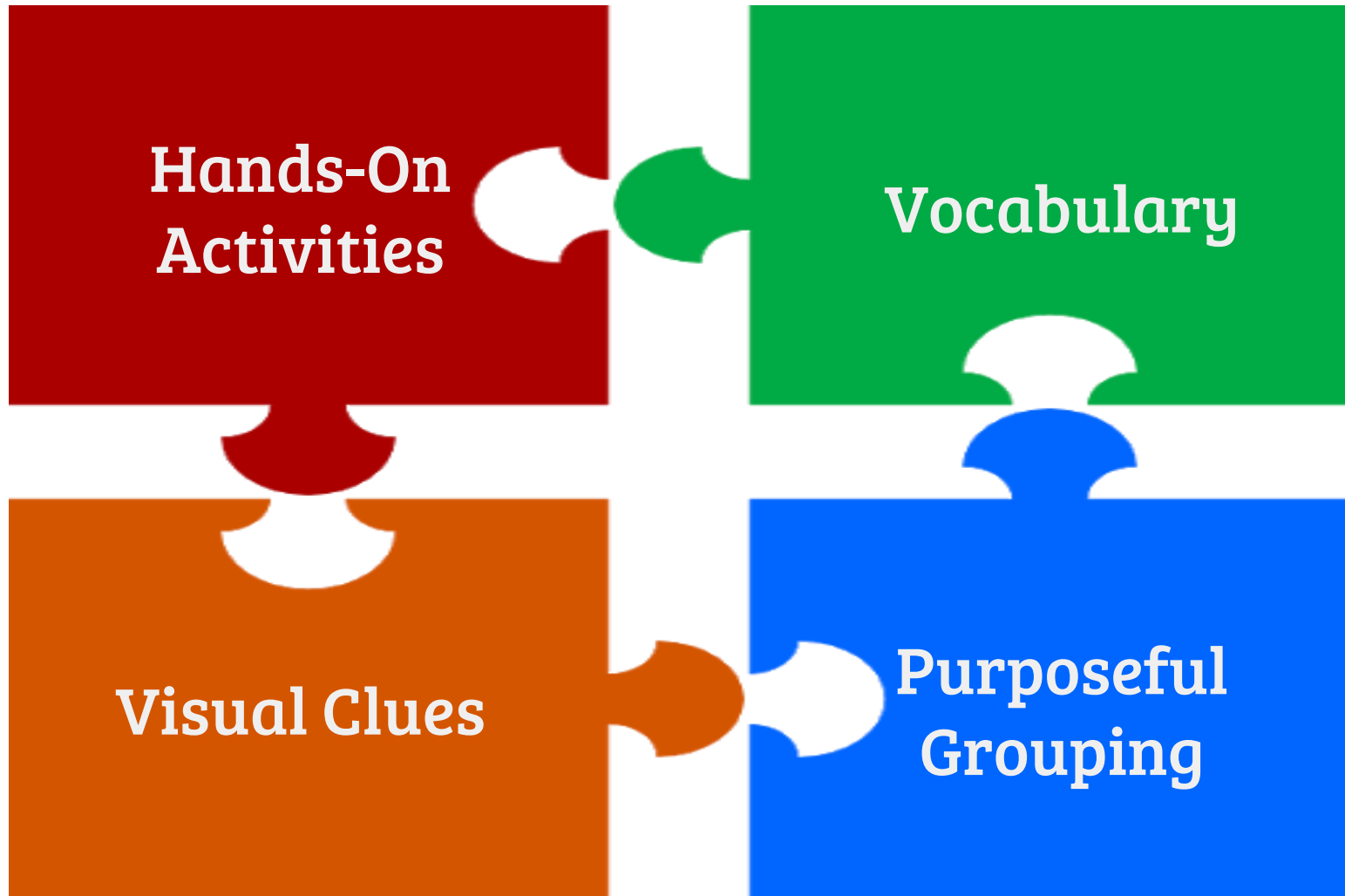
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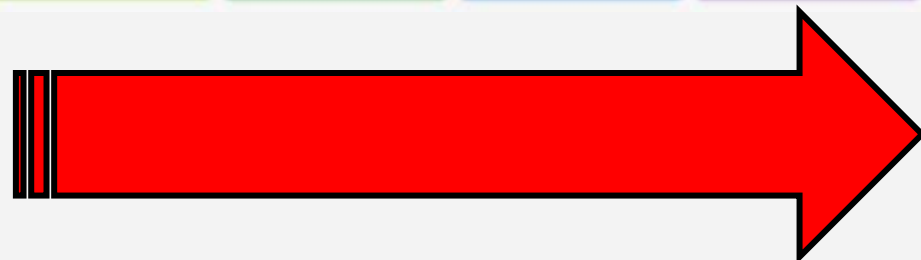
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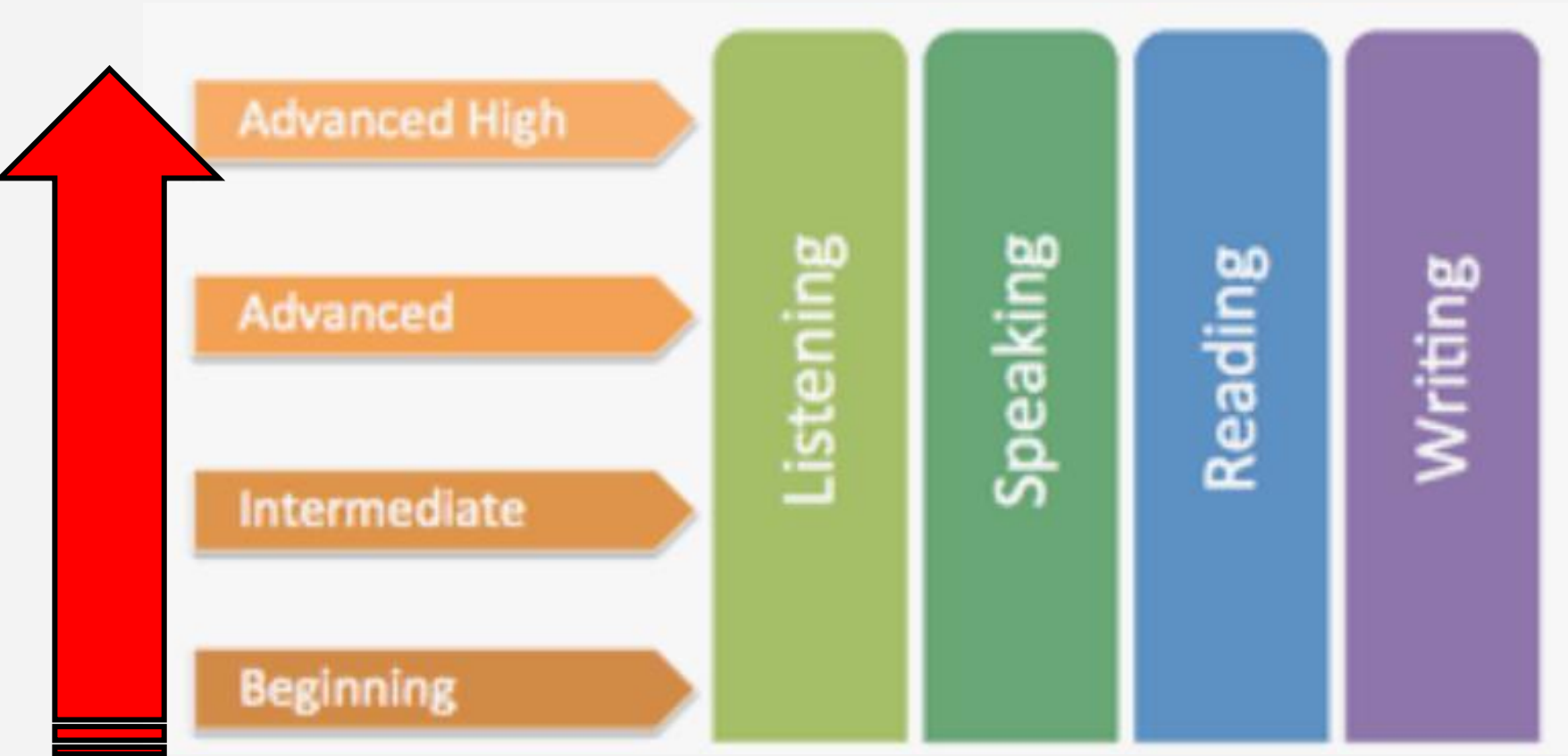
"SHELTERED INSTRUCTION IS A TEACHING METHOD. IT EMPLOYS A WIDE VARIETY OF STRATEGIES THAT TEACHERS USE TO MODIFY THEIR INSTRUCTION SO THAT STUDENTS CAN NEGOTIATE THE VALUE OF THE LESSON, THE LANGUAGE AND THE CONCEPTS."

4 Cornerstones of Sheltered Instruction





Teachers should ensure listening and speaking skills precede reading and writing skills.



Teachers should have a clear understanding of each student's language development.



Sheltering is an instructional method that benefits emerging bilingual and multilingual learners.



AGEND


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**Why is it
important to
provide
language
supports to
all students
during
Content
Instruction?**


Why is it Important to provide language supports for Multilingual Learners during Content Instruction?

In order for bilingual and multilingual learners to become fluent in all their languages, there must be purposeful and planned opportunities for students to develop both *social* and *academic* language.







Social language can be defined as a more informal way of speaking for students. Some call it 'playground language'.



Academic language can be defined as the vocabulary that is content specific to higher level thinking, speaking, reading and writing.



Social language can be defined as a more informal way of speaking for students. Some call it 'playground language'.



Academic language can be defined as the vocabulary that is content specific to higher level thinking, speaking, reading and writing.

Fluency in both types of languages is critical for emerging bilingual students' academic success.



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20-21

~~Plan A~~

~~Plan B~~

Plan C



A young child with dark hair, wearing a white shirt, is holding up their right hand with five fingers spread. The child's face is slightly out of focus in the background. The background is a soft, blurred outdoor setting with green foliage and a blue sky.

Four teaching components that should be carefully considered and planned:

- Lesson Preparation
- Interaction
- Building Background
- Review and Assessment



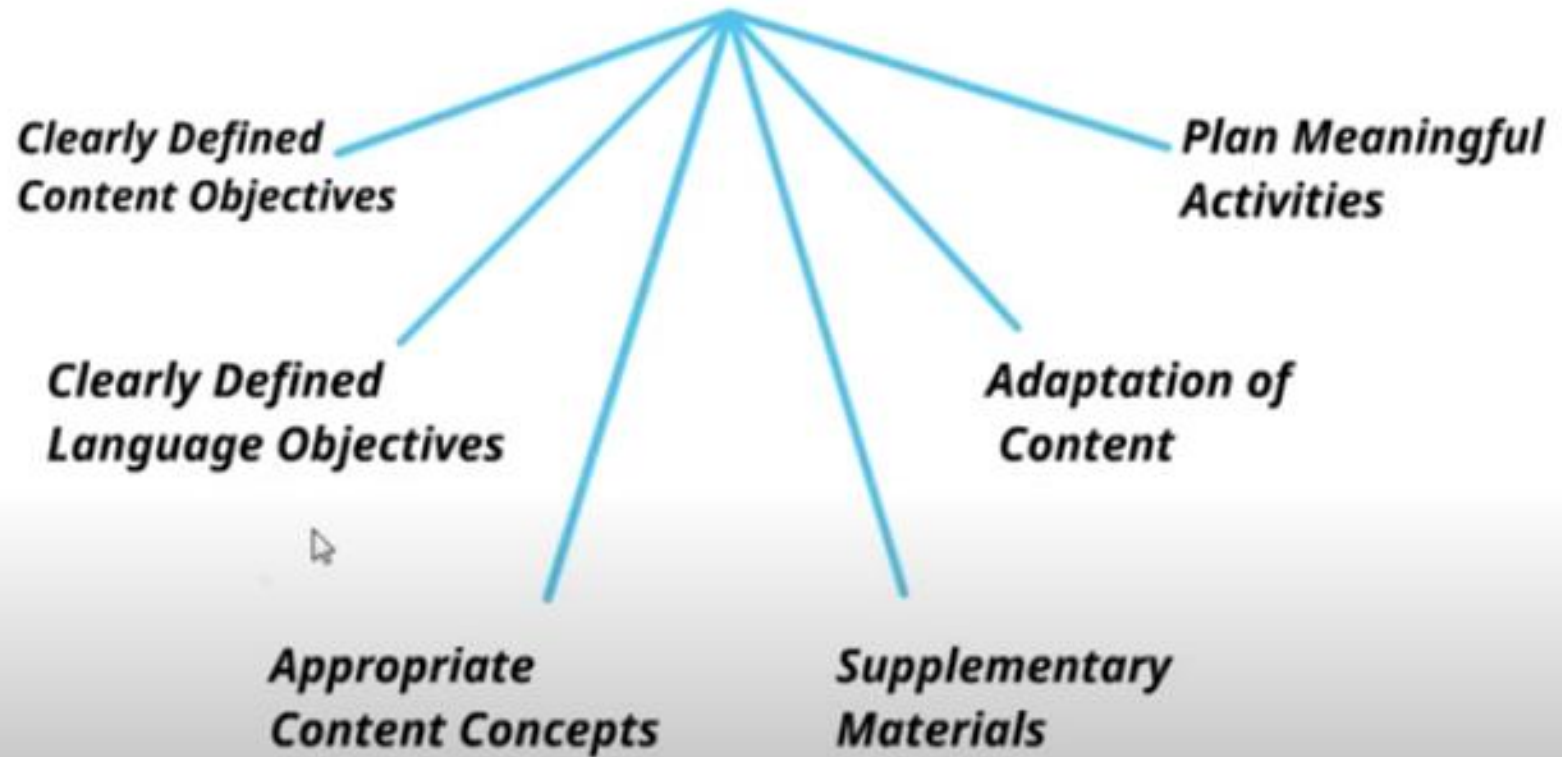
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Lesson Preparation



Lesson Preparation Features



Lesson Preparation Features

*Clearly Defined
Content Objectives*

*Clearly Defined
Language Objectives*

*Plan Meaningful
Activities*

*Adaptation of
Content*

*Appropriate
Content Concepts*

*Supplementary
Materials*





Every sheltered lesson should begin with:

- A clearly defined content objective
- A clearly defined language objective
 - Objectives are written in student friendly language and always shared with students
 - Objectives can be thought of as “learning targets”



WHAT?

Content objectives are the what - what students need to learn about the content topic.

Language objectives are the how - how the content objective will be addressed.

They also are the what- what students need to learn when speaking, listening, writing and reading English in order to:

- Learn, express, practice, & apply new information
- Demonstrate knowledge
- Perform academic tasks



HOW?

Content Objective

Language Objective

Is a statement that...

- Identifies what students should know and be able to do in a particular content area for a given lesson
- Supports state content standards and learning outcomes
- Guides teaching and learning in the classroom

- Supports students' academic language development in a given lesson
- Is clearly and simply stated, orally and/or in writing
- Supports ELD and CCSS Essential standards

Planning Considerations

- On grade-level
- Age appropriate
- Included in the Common Core/Essential Standards

- Language Domain
- Language Feature
- Language Target

Verbs for Content & Language Objectives

Content

- Identify
- Solve
- Investigate
- Distinguish
- Hypothesize
- Create
- Select
- Draw conclusions about...

Language

- Listen for
- Retell
- Define
- Find the main idea
- Compare
- Summarize
- Rehearse
- Persuade
- Write

 COMMON VERBS IN ENGLISH				
• Accept	• Argue	• Bend	• Choose	• Create
• Accuse	• Arise	• Bet	• Chop	• Creep
• Achieve	• Arrange	• Bind	• Claim	• Criticize
• Acknowledge	• Arrive	• Bite	• Climb	• Cry
• Acquire	• Ask	• Blow	• Cling	• Cut
• Adapt	• Assume	• Boil	• Come	• Dance
• Add	• Assure	• Borrow	• Commit	• Dare
• Adjust	• Astonish	• Bounce	• Communicate	• Deal
• Admire	• Attach	• Bow	• Compare	• Decide
• Admit	• Attempt	• Break	• Compete	• Defer
• Adopt	• Attend	• Breed	• Complain	• Delay
• Adore	• Attract	• Bring	• Complete	• Deliver
• Advise	• Avoid	• Broadcast	• Concern	• Demand
• Afford	• Awake	• Build	• Confirm	• Deny
• Agree	• Bake	• Burn	• Consent	• Depend
• Aim	• Bathe	• Burst	• Consider	• Describe
• Allow	• Be	• Buy	• Consist	• Deserve
• Announce	• Bear	• Calculate	• Consult	• Desire
• Anticipate	• Beat	• Can	• Contain	• Destroy
• Apologize	• Become	• Could	• Continue	• Determine
• Appear	• Beg	• Care	• Convince	• Develop
• Apply	• Begin	• Carry	• Cook	
• Appreciate	• Behave	• Catch	• Cost	
• Approach	• Believe	• Celebrate	• Count	
• Approve	• Belong	• Change	• Crawl	



Content & Language Objectives (CLOs)

- The “WIDA” way to write content & language objectives is to combine them.
- There are four parts to a CLO:
 - **Language Function**
 - **Language Form**
 - **Content Stem**
 - **Support**



WIDATM

CLOs – Cont.

Language Function	Language Form(s)	Content Stem -these come from your curriculum-	Supports -that students will need to be able to complete the objective(s)-
The purpose of the language in the lesson: (to describe, to compare /contrast, to explain, to predict, to justify, etc.)			

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<p>The purpose of the language in the lesson: (to describe, to compare /contrast, to explain, to predict, to justify, etc.)</p>	<p>Grammatical structures practiced or addressed in the lesson: (adjectives, past tense, compound sentences) OR vocabulary development</p>	<p>Task or Topic of the lesson</p>	<p>Graphic – graphic organizers, maps, timelines, tables, color coding, video clips, role play</p> <p>Sensory – manipulatives, pictures, sentence frames</p> <p>Interactive – work in partners, trios, groups, native language, mentors</p>



Explica cómo puedes combinar números para formar un nuevo número usando:

- La palabra 'partes'

___y___ son las partes de___.

Entero

Parte 5 Parte

00:51:14 / 01:45:40

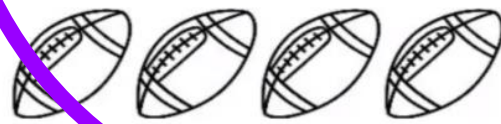
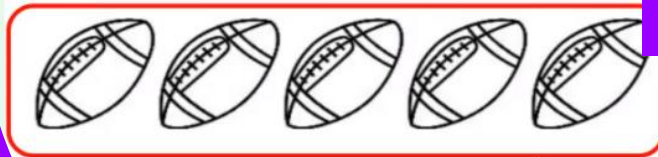
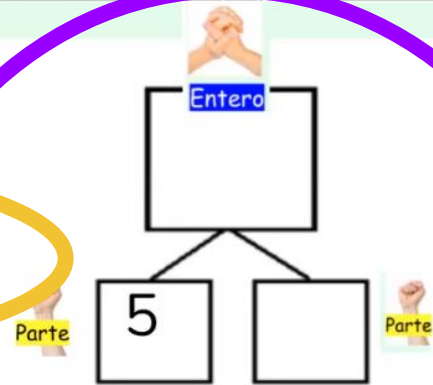
Function

Explica cómo puedes combinar números para formar un nuevo número usando:

- La palabra 'partes' **Form**

___y___ son las partes de___.

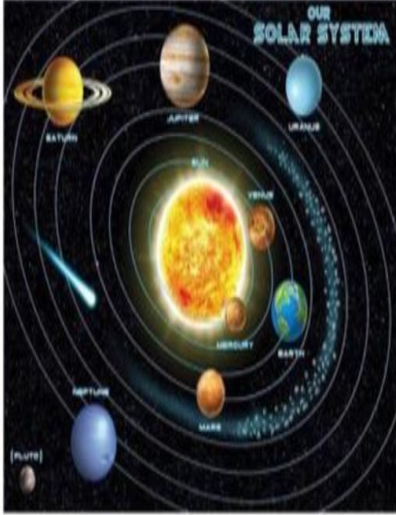
**Sentence
Frame**



**Visual
Supports**



For Asynchronous Activities



OUR SOLAR SYSTEM


The diagram shows the Sun at the center, surrounded by the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune in order of increasing distance. A comet is also shown orbiting the Sun.

VP VALERIA PRAGA-RODRIGUEZ

Assign...

Student Instructions

The Sun and the Solar System

Write **T** a complete sentence to explain why the sun is an important component of our solar system, using the conjunctions 'because, so'. If you'd like, you can also record yourself  explaining your reason(s).

You can use the image posted to explain your reasons. After you post your assignment, provide positive feedback (comment, question, wondering) for the work of two or more classmates.

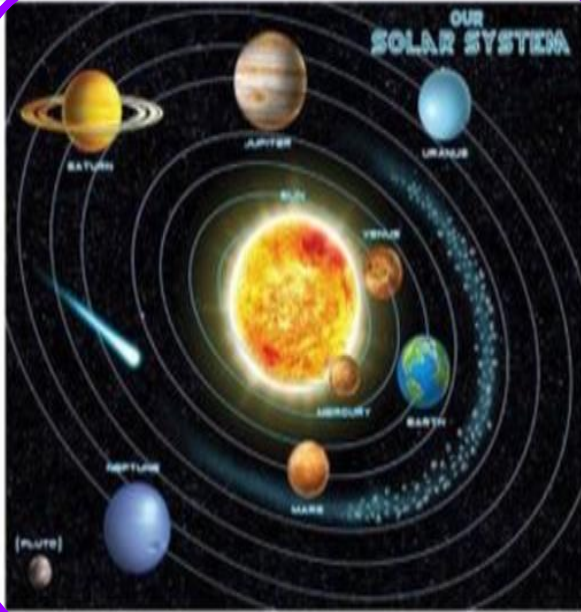
▶ Play Instructions (0:27)

Explain why the sun is an important component of our solar system.

"_____ because _____"

"The sun _____, so _____"

For Asynchronous Activities



VALERIA PRAGA-RODRIGUEZ



Assign...

Student Instructions

The Sun and the Solar System

Write **T** a complete sentence to **explain** why the sun is an important component of our solar system, using the **conjunctions** 'because, so'. If you'd like, you can also record yourself **explaining** your reason(s).

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"_____ because _____"

"The sun _____, so _____"

▶ Play Instructions (0:27)

(en español)

Seesaw Icon Shortcuts



Use these shortcuts in the "Student Instructions" portion of Activities. Type in the text shortcut and it will transform into the icon after you choose save!

Icon	Text Shortcut	Icon	Text Shortcut	Icon	Text Shortcut
	:seesaw:	T	:label:		:move:
	:add:		:mic:		:pencil:
	:photo:	...	:3dots:		:pen:
	:video:		:background:		:highlighter:
	:drawing:		:shapes:		:glowpen:
	:upload:	”	:caption:		:eraser:
	:note:		:undo:		:arrow:
	:link:		:redo:		:pause:
	:cameraroll:		:check:		:draft:
	:addpage:		:pages:		:plus:
	:hide:		:like:		:comment:



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Building Background

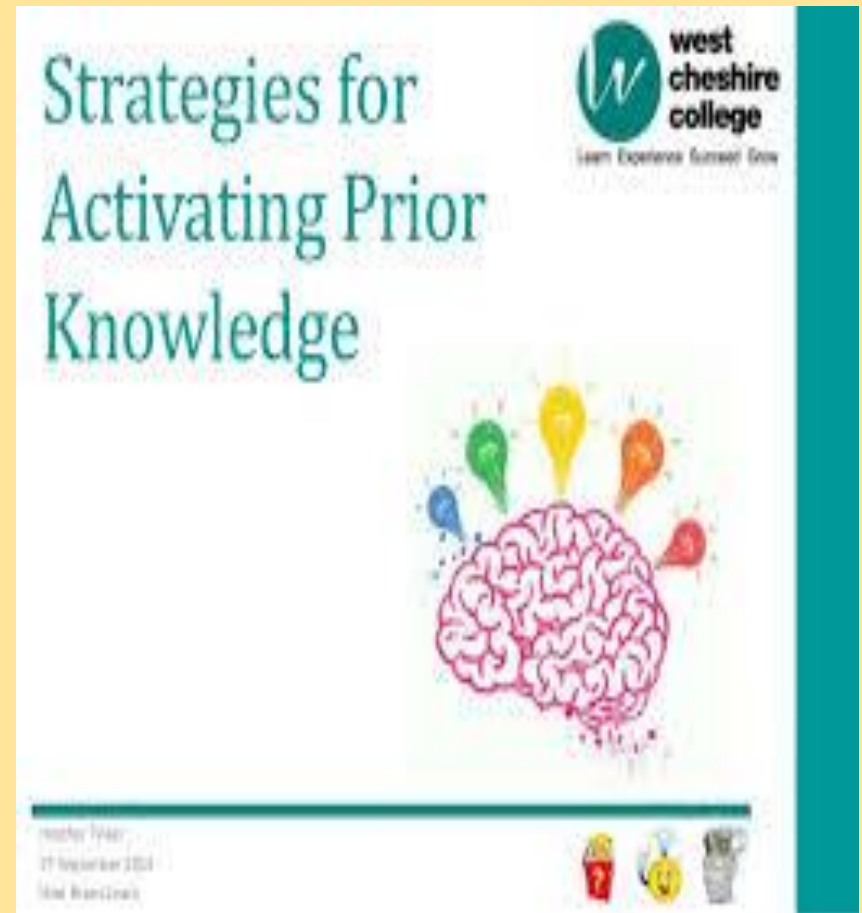


Building Background

- Linking concepts to students' background experiences
- Helping students make connections between past learning and new concepts of the lesson.
- Vocabulary development is critical for emerging bilinguals' academic language fluency

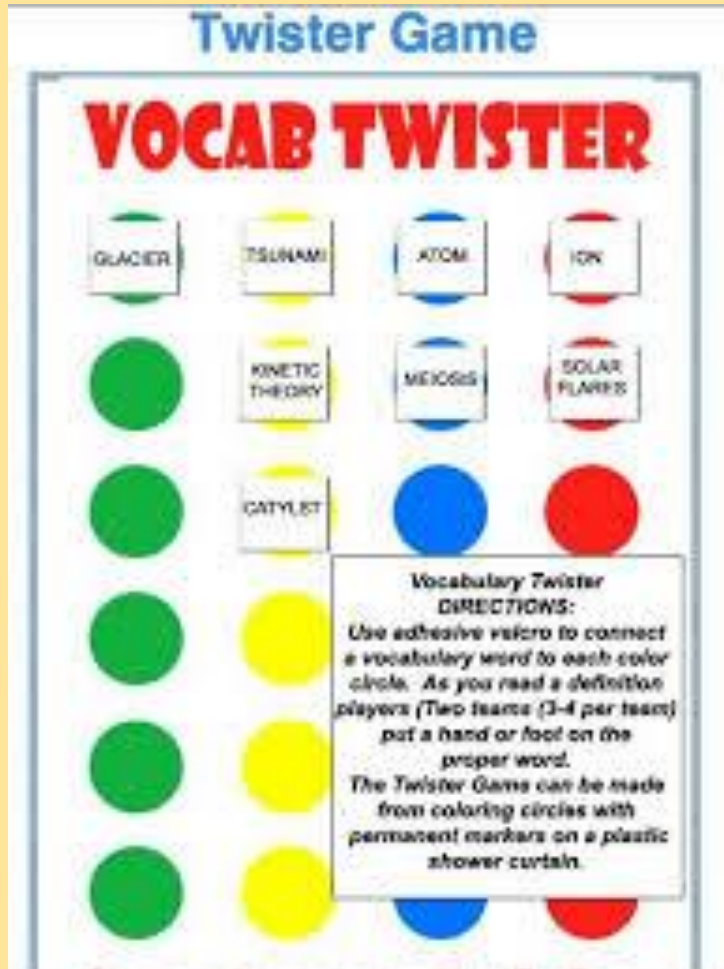
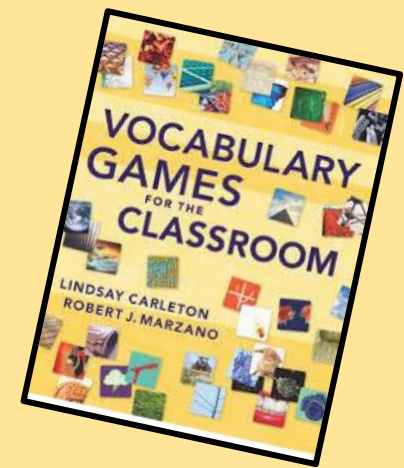
Instructional Approaches to Activating Prior Knowledge

Spend	Spend instructional time asking questions, showing videos, photos, and images of anything that will add clearer understanding of topic being studied.
Read	Read stories explaining background information.
Have	Have students interview others who may have information about topic of study.
Provide	Provide any materials in the heritage language of the students, that can provide background information in the language that they understand.



Credit Dr. Vicki Nilles

Pre-Teach Vocabulary



Teaching important vocabulary before covering specific content is an important aspect of expanding background experience

It is important for L2 learners to be given background on the vocabulary that heritage English speakers already possess

Intentional vocabulary instruction is related to reading comprehension and is effective practice for all students not just L2 learners

Students will begin to develop a core vocabulary over time

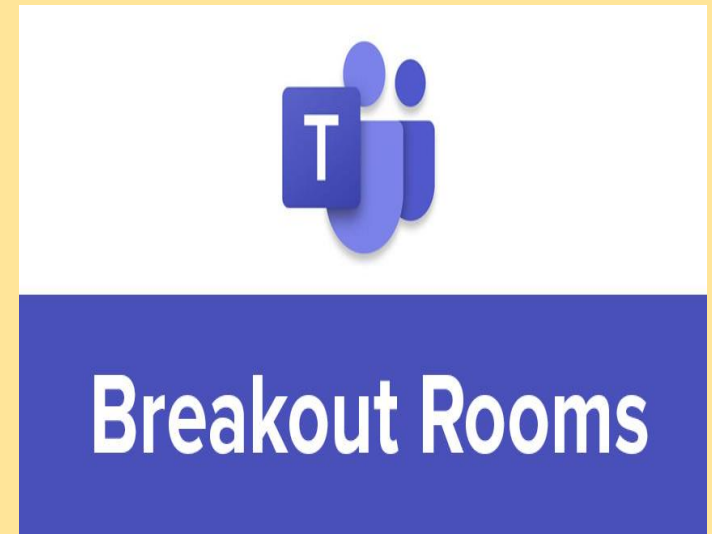
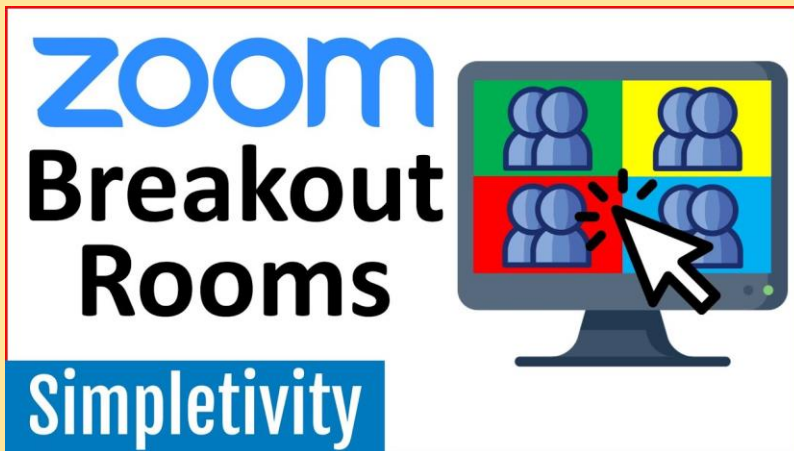
Use hands-on activities, graphic organizers and movement to teach vocabulary to early learners of English!!!!

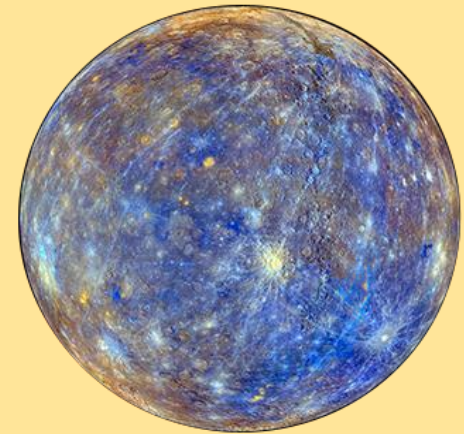
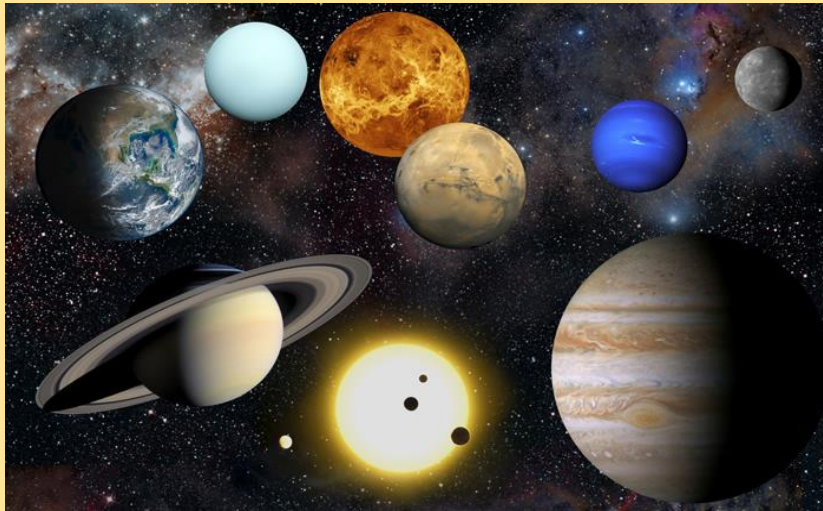
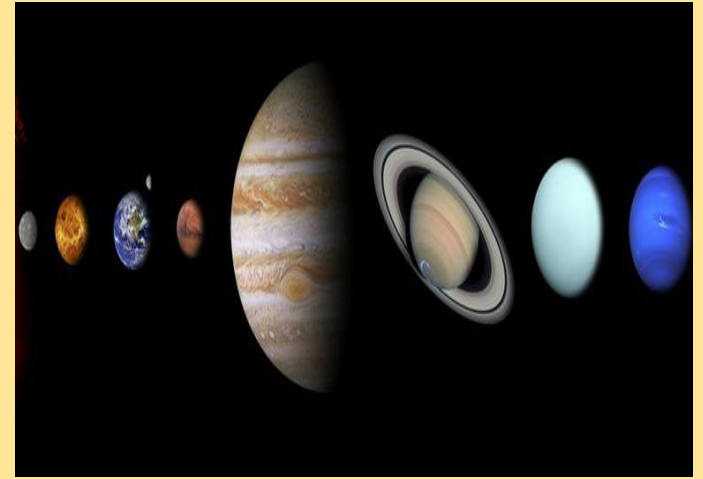
Credit Dr. Vicki Nilles



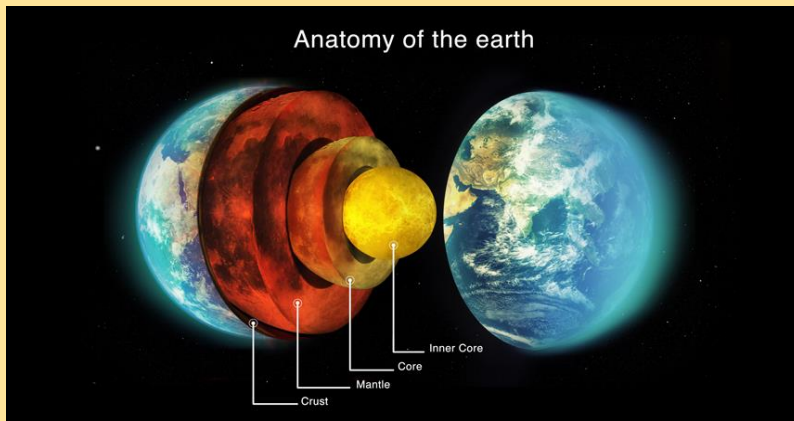


Observation and Inquiry Charts

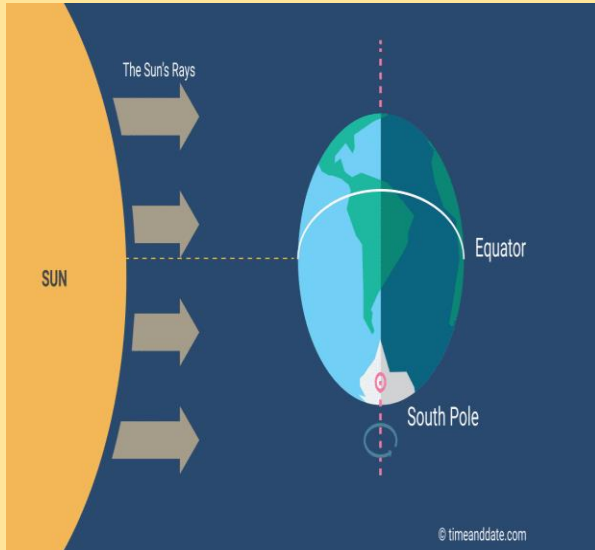
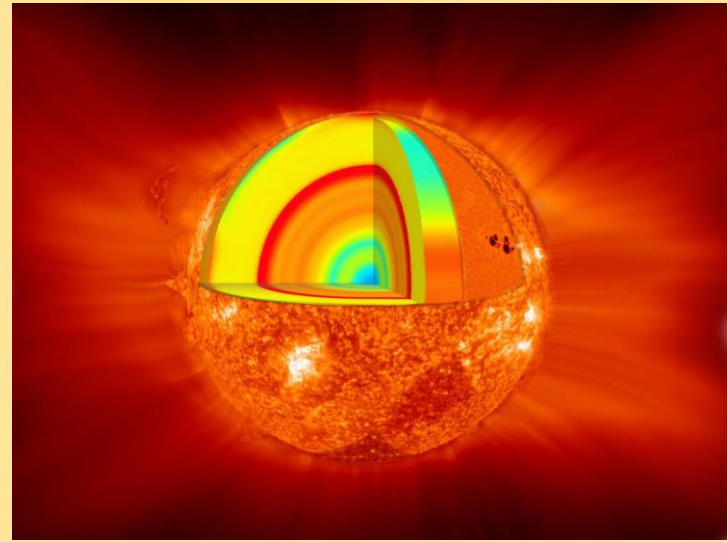
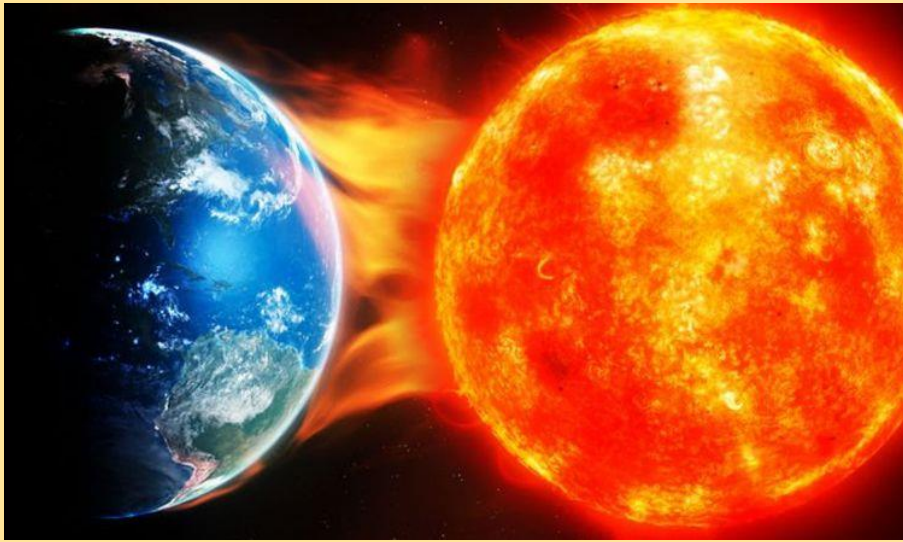




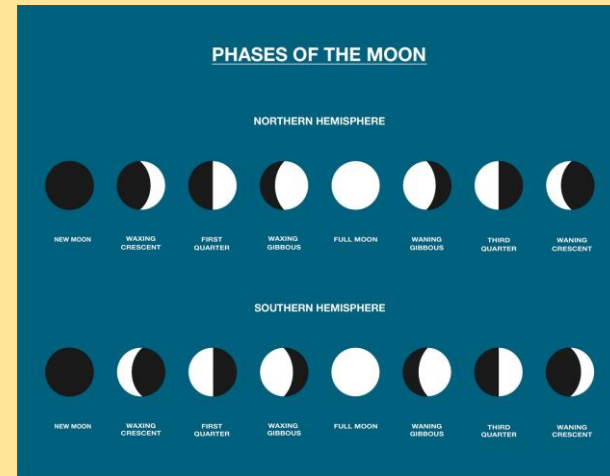
I notice _____, which might mean _____.



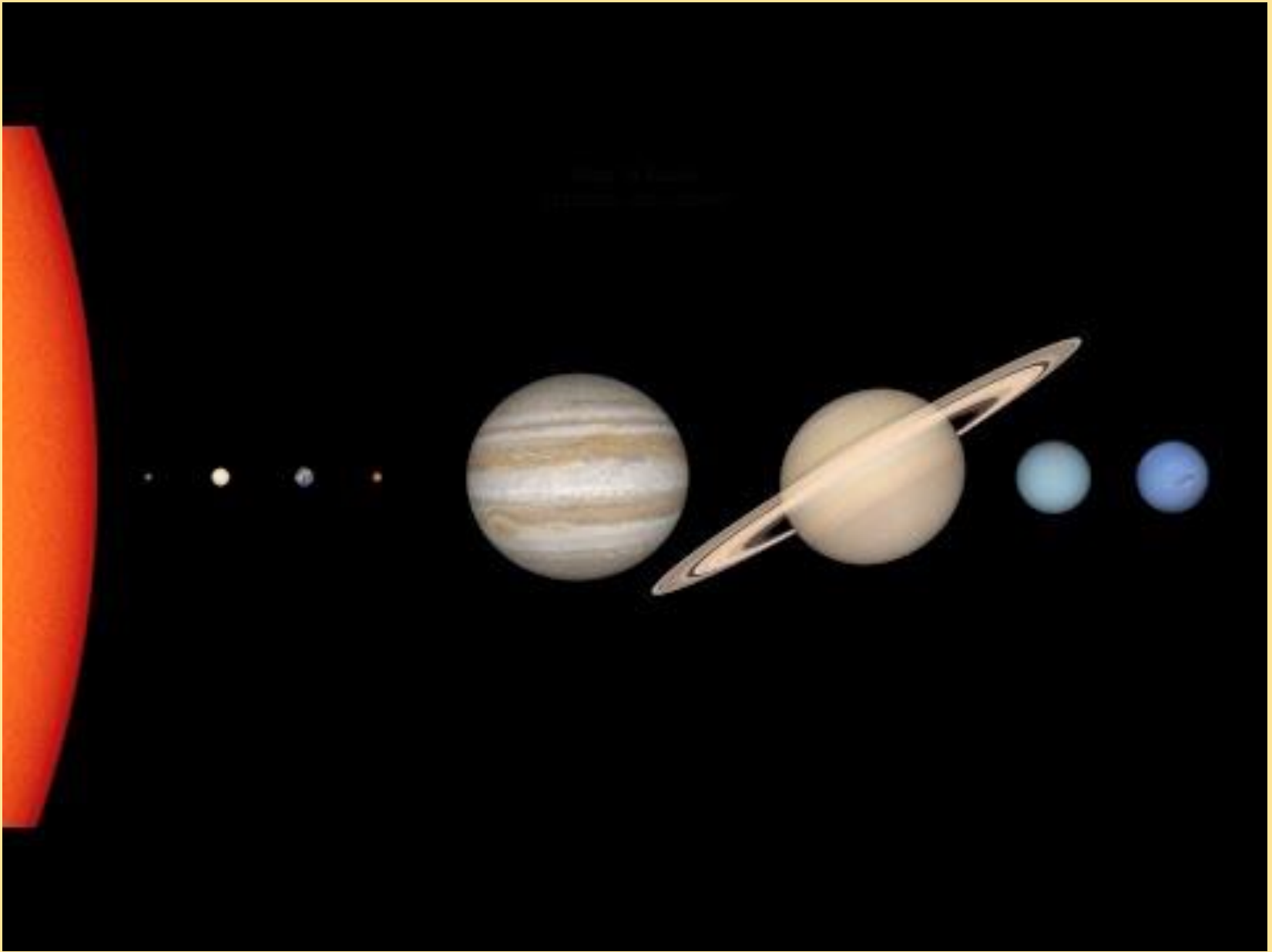
Based on the images, I predict _____.



_____ makes me wonder _____.



I believe _____ because _____.



What do you think you know about the Solar System?

What do you want to learn about the Solar System?

What do you think you know about the Solar System?

What do you want to learn about the Solar System?



Pear Deck[™]
FOR ACTIVE CLASSROOMS

What do you
think you know
about the Solar
System?



Students, write your response!



Pear Deck Interactive Slide
Do not remove this bar

What do you want to learn about the Solar System?



Students, write your response!



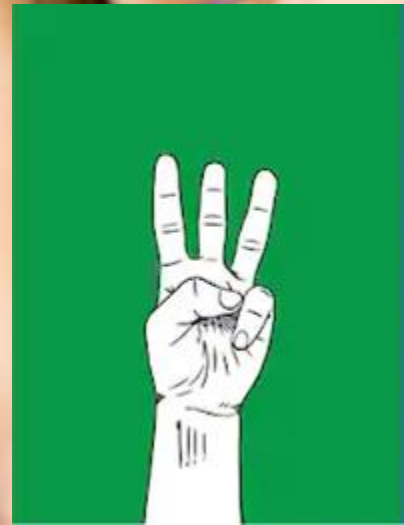
Pear Deck Interactive Slide
Do not remove this bar



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Interaction



Interaction

- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students

Interaction

- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students
- Teacher Should Encourage Elaborated Responses About Lesson Concepts

Interaction

- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students
- Teacher Should Encourage Elaborated Responses About Lesson Concepts
- Grouping Configurations Support Content & Language Objectives

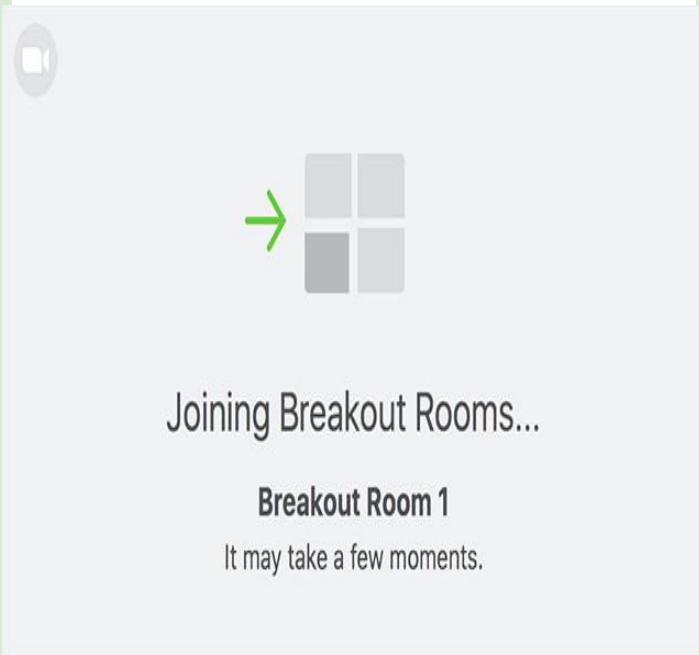
Interaction

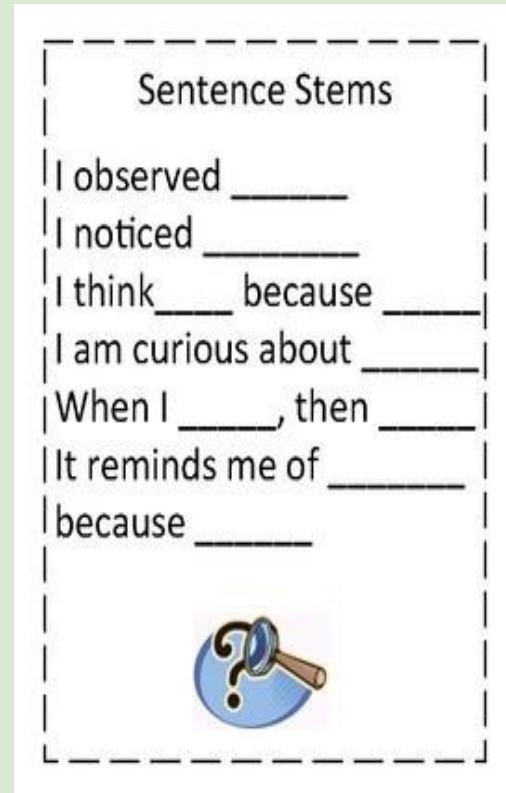
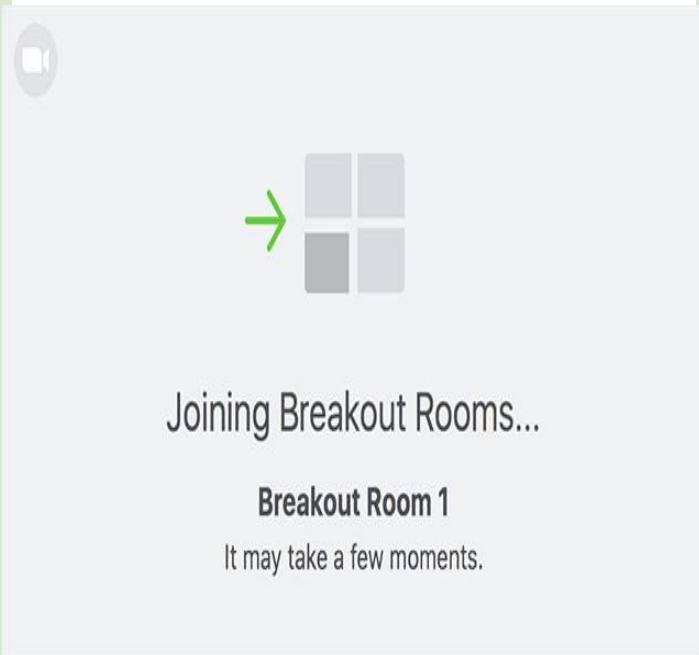
- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students
- Teacher Should Encourage Elaborated Responses About Lesson Concepts
- Grouping Configurations Support Content & Language Objectives
- Sufficient Wait Time for Student Response

Interaction

- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students
- Teacher Should Encourage Elaborated Responses About Lesson Concepts
- Grouping Configurations Support Content & Language Objectives
- Sufficient Wait Time for Student Response
- Ample Opportunity for Students to Clarify Key Concepts in L1 with Aide, Peer or L1 Text







Asynchronously

Synchronously



The Best Comments Help Us Learn Something New

Can you tell me more about ...

I wish I understood why ...

I am curious about ...

Always Be Curious and Respectful

What do you think about ...

Your post reminded me that ...

This is important to me because ...

Conversation Starters, Not Conversation Enders

This made me think of ...

I can relate to this because ...

Have you considered ...

Be Positive and Build Each Other Up!

This was interesting to me because ...

I think you did a great job because ...

I really liked ... about your post. Have you thought of ...



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Review & Assessment



Review & Assessment



Comprehensive Review of Key Vocabulary at least at the beginning of lesson and at the end



Comprehensive Review of Key Concepts of the Lesson



Assessment of Student Comprehension and Learning of Content & Language Objectives

FORMATIVE ASSESSMENT



Informal Ways to Assess Learning



Thumbs up/Thumbs down: Student response to simple yes or no questions regarding mastery of content



Number 1-3 for self-assessment: Students show number of fingers based on their level of understanding of and mastery of lesson objectives



Response Boards: Dry erase boards used to answer a final assessment question specific to content covered. Can be done with partners and small groups.



Number Wheels: Number wheels are made with 0-5 strips listed. Students can use the wheels to quickly respond to questions being asked to demonstrate understanding at the end of chunk of instruction.







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FOR ACTIVE CLASSROOMS

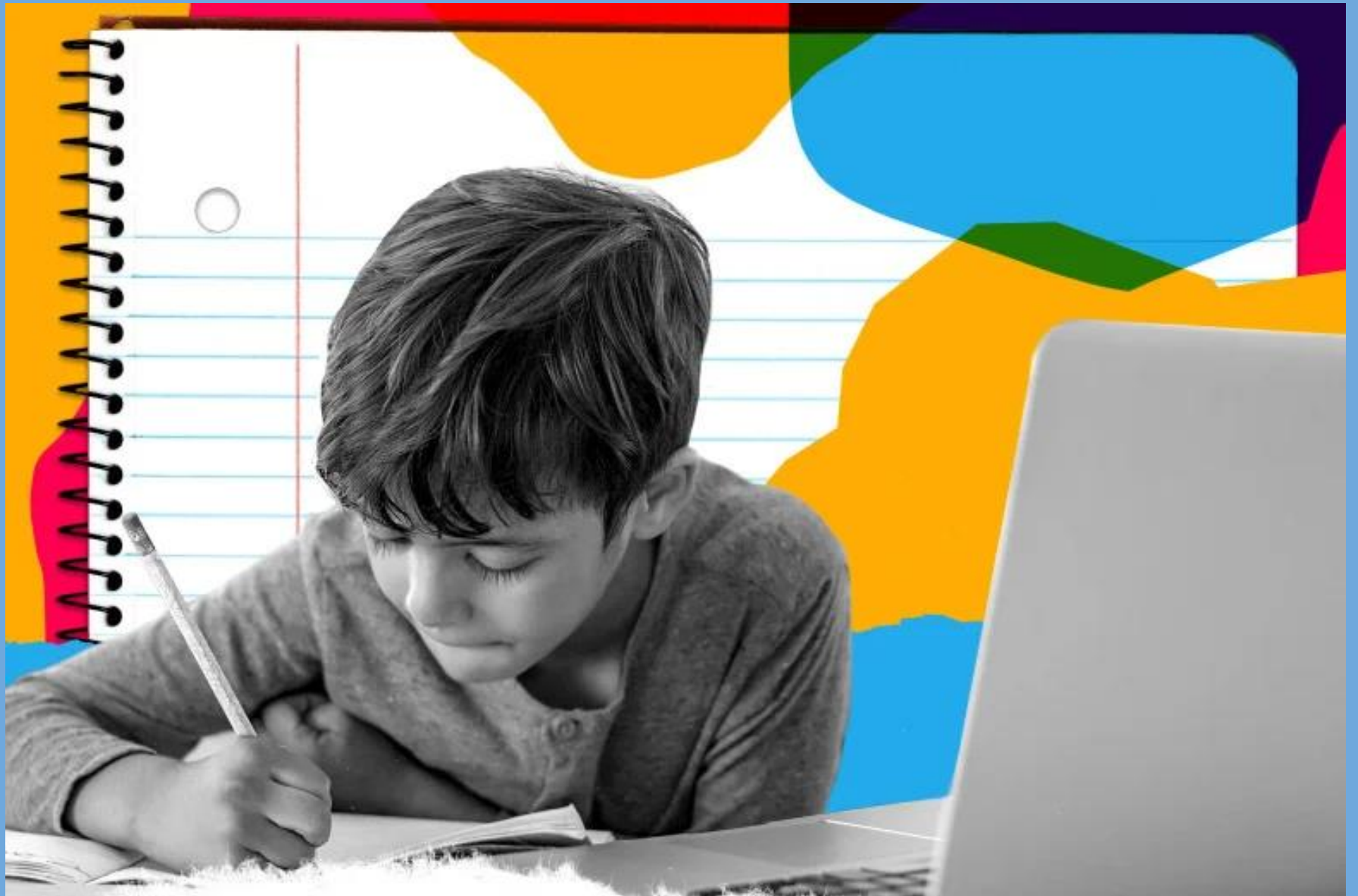
Kahoot!


Game PIN

Enter

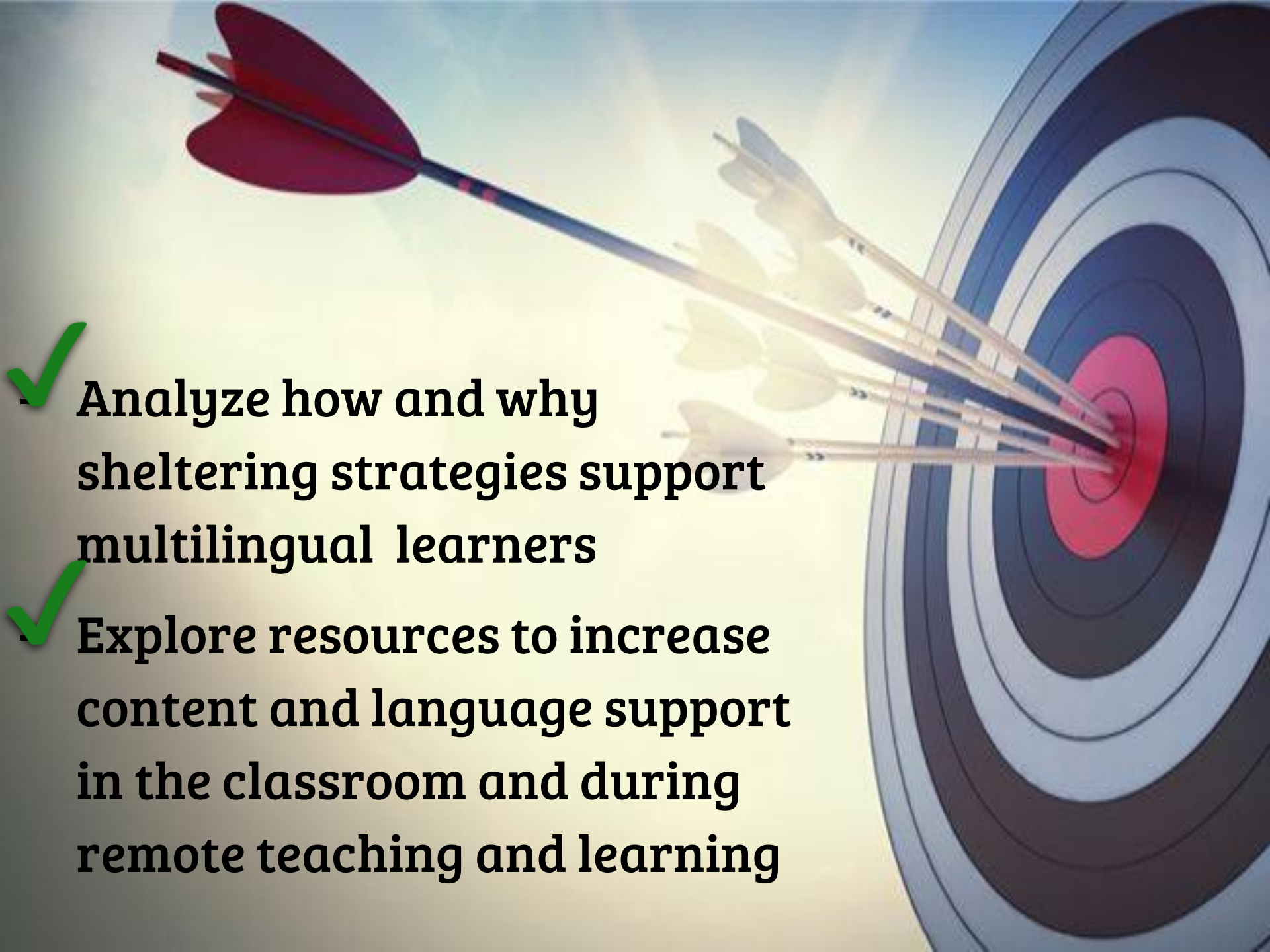
A screenshot of a Kahoot! quiz question displayed on a desktop browser. The browser address bar shows the URL: <https://play.kahoot.it/#/question?quizId=479b6387-55df-4163-ae26-51...>. The question text is "Q1 Kahoot is...". On the left, a circular timer shows 28 seconds. In the center, there is a Kahoot! logo with four mobile phones. On the right, a "Next" button and a score of 0 are shown. Below the question, there are four answer options: "Easy" (red button with a triangle), "Free" (blue button with a hexagon), "Fun" (yellow button with an egg), and "Useful" (green button with a square). At the bottom, the text "kahoot.it Game-pin: 5905" is visible.

A screenshot of a Kahoot! game lobby on an iPad. The screen shows a 2x2 grid of colored buttons: red (triangle), blue (hexagon), yellow (egg), and green (square). A video feed of a man named Chris is visible in the bottom right corner. The text "Game-pin: 5905" and "Q1" are at the top. The iPad status bar shows the time as 2:01 PM and 20% battery.



A young boy with light brown hair, wearing a dark blue long-sleeved shirt, is sitting at a dark wooden table. He is holding a white sign with the equation $3+4 = 7$ written on it. He is pointing at the sign with his right hand. To his right is an open silver laptop. On the table in front of him are several colored pencils. The background shows a kitchen with white cabinets, a sink, and a window. A basket of bananas is on the counter to the right.

$3+4 = 7$



✓ Analyze how and why sheltering strategies support multilingual learners

✓ Explore resources to increase content and language support in the classroom and during remote teaching and learning

GRACIAS!



cocabe.org/survey