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

CO-CABE
COLORADO ASSOCIATION FOR BILINGUAL EDUCATION

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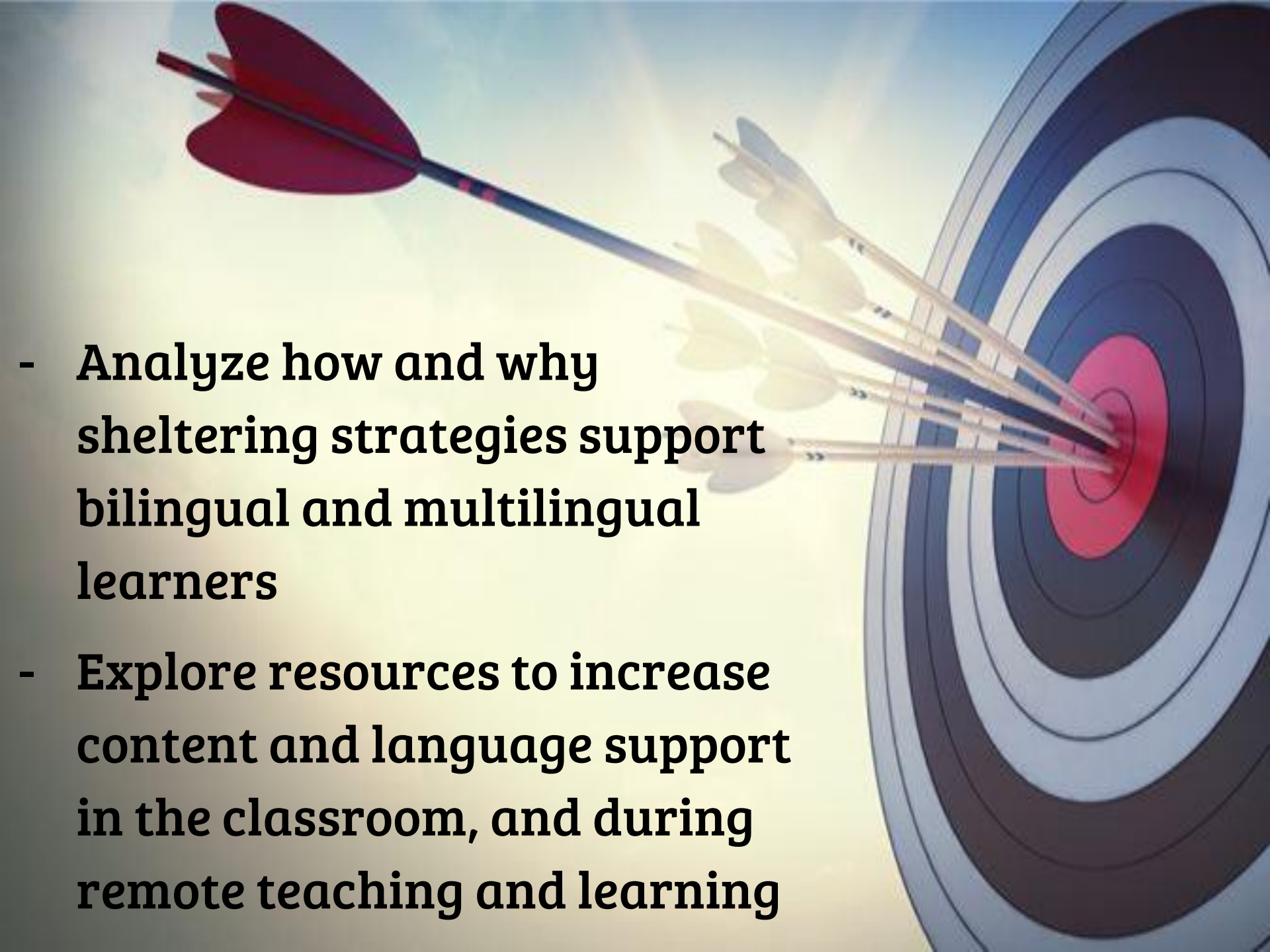
CHAT

cocabe.org/cafe



- 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

AGENDA

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

AGEND A

- **What is Sheltered Instruction?**
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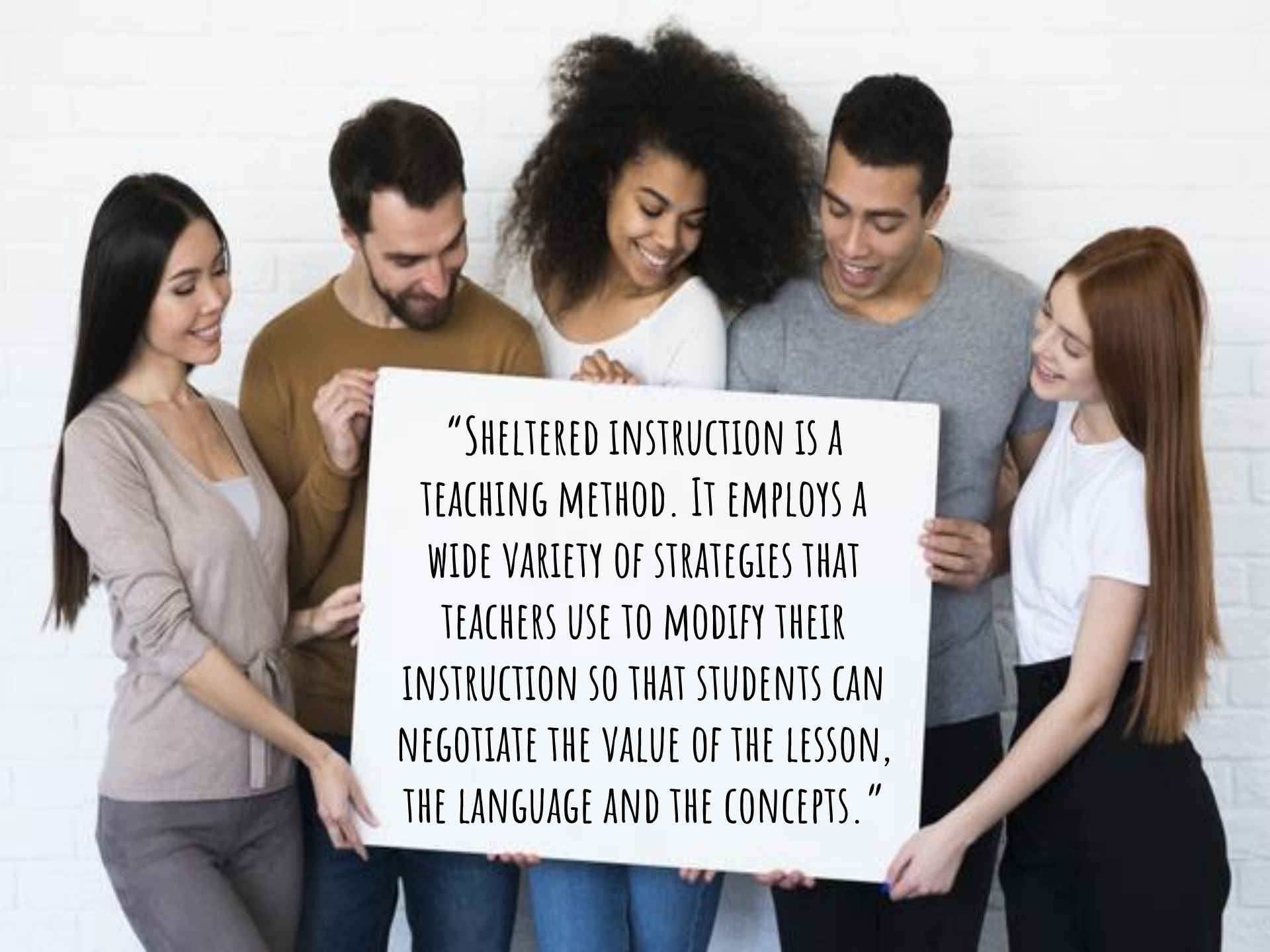
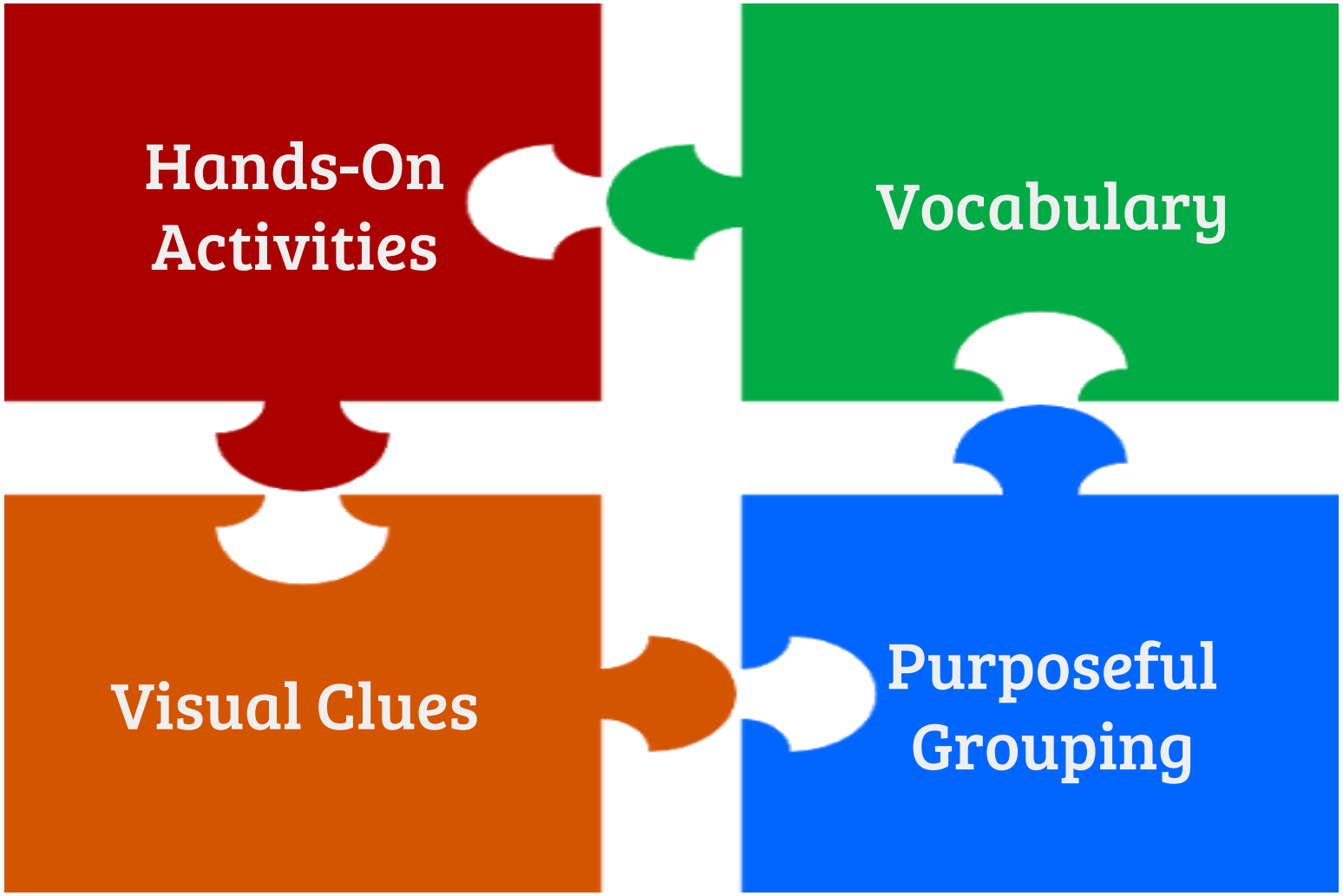
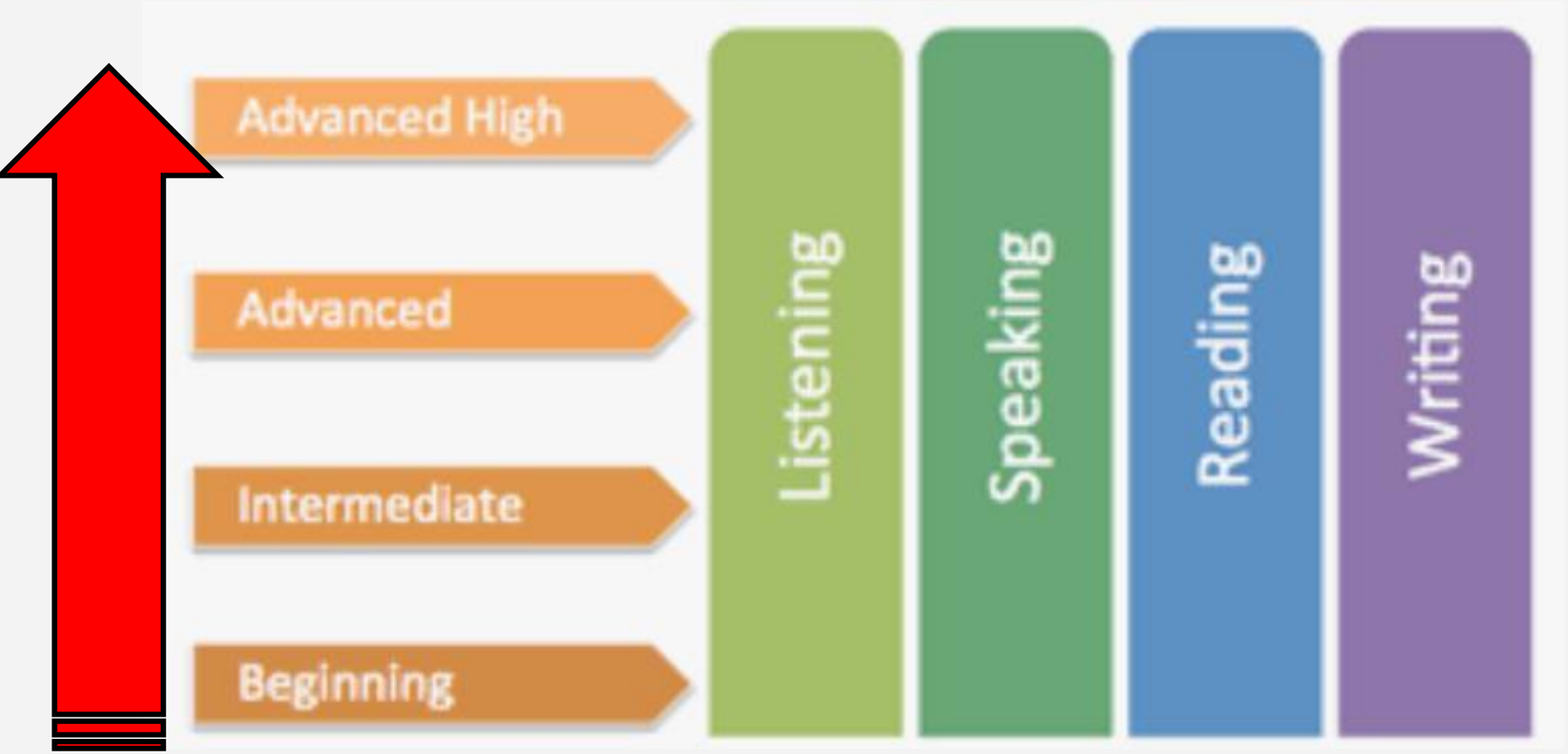

"Sheltered instruction is a teaching method. It employs a wide variety of strategies that teachers use to modify their instruction so that students can negotiate the value of the lesson, the language and the concepts."

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.

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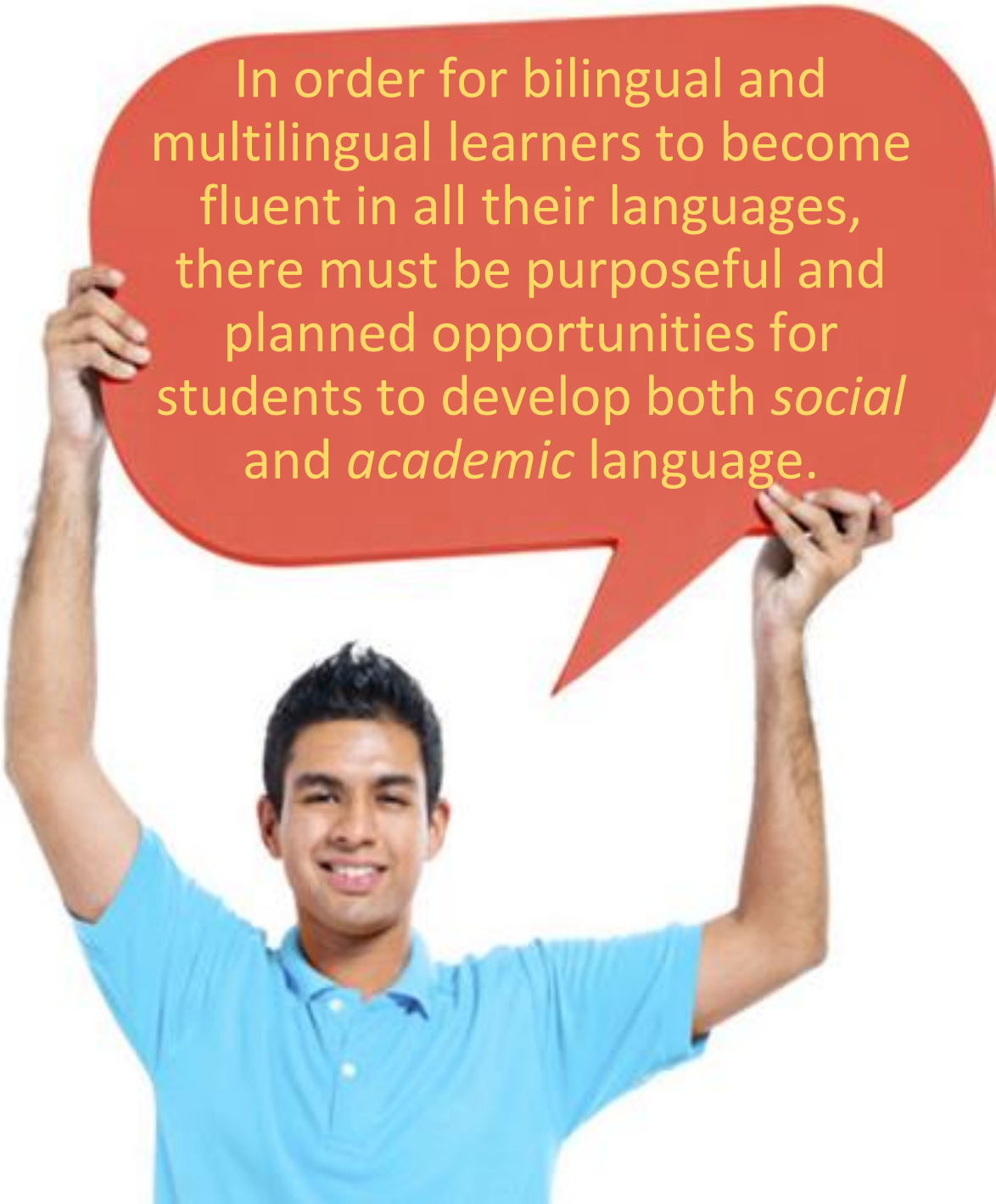
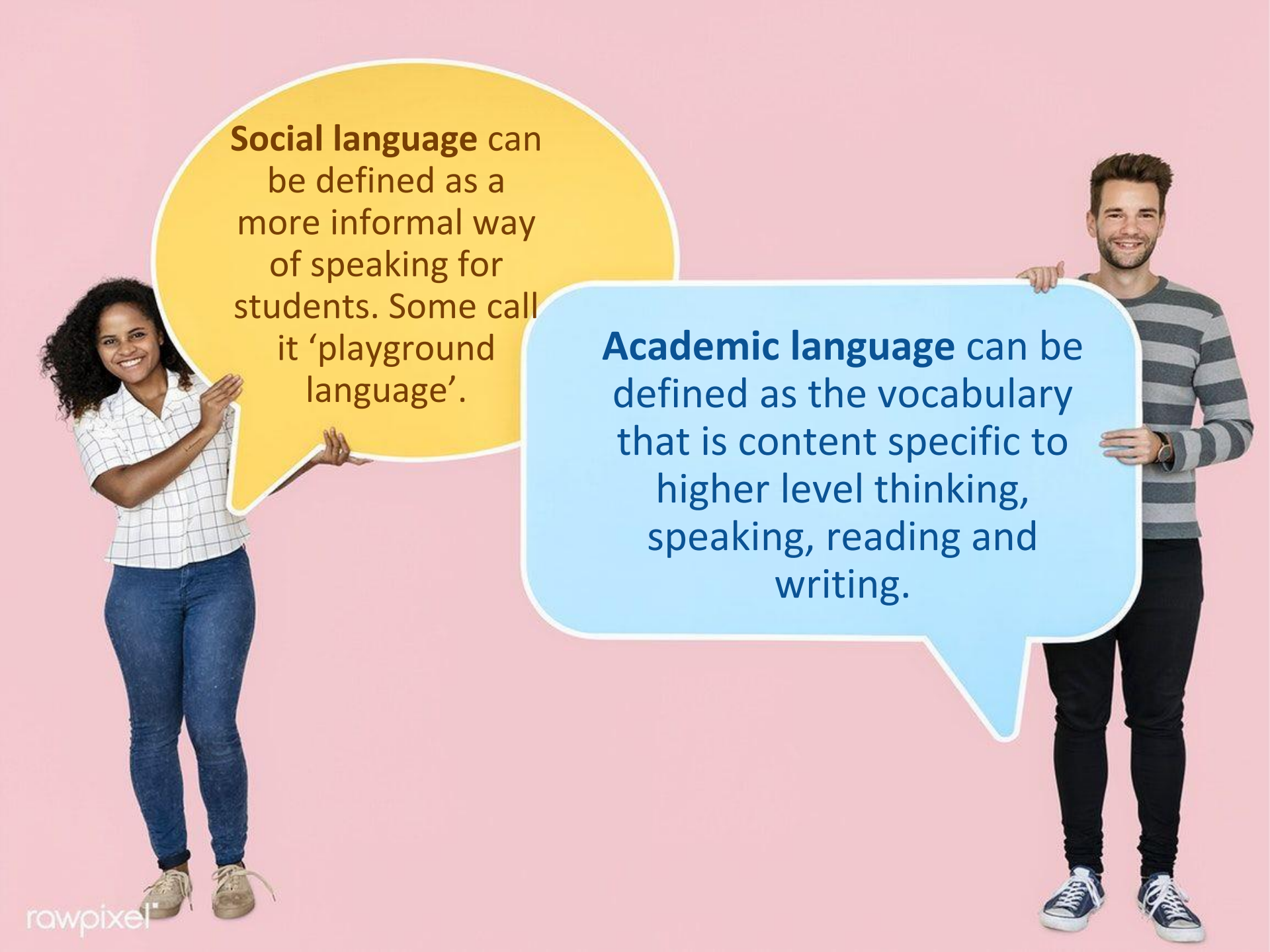
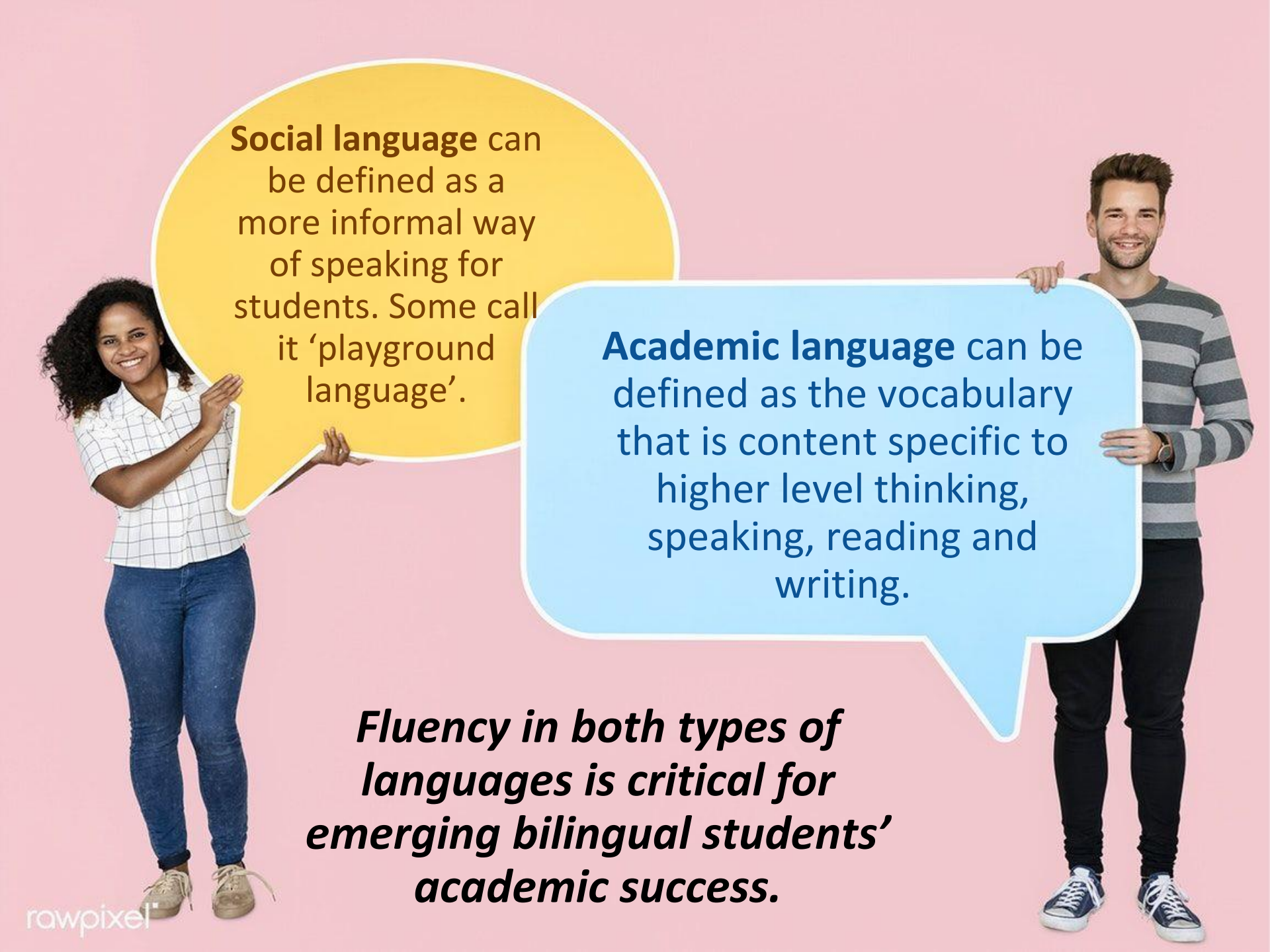
Why is it important to provide language supports to all students during Content Instruction?

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




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.
rawpixel


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.
rawpixel

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- **Sheltering Strategies for In-Person and Remote Learning**
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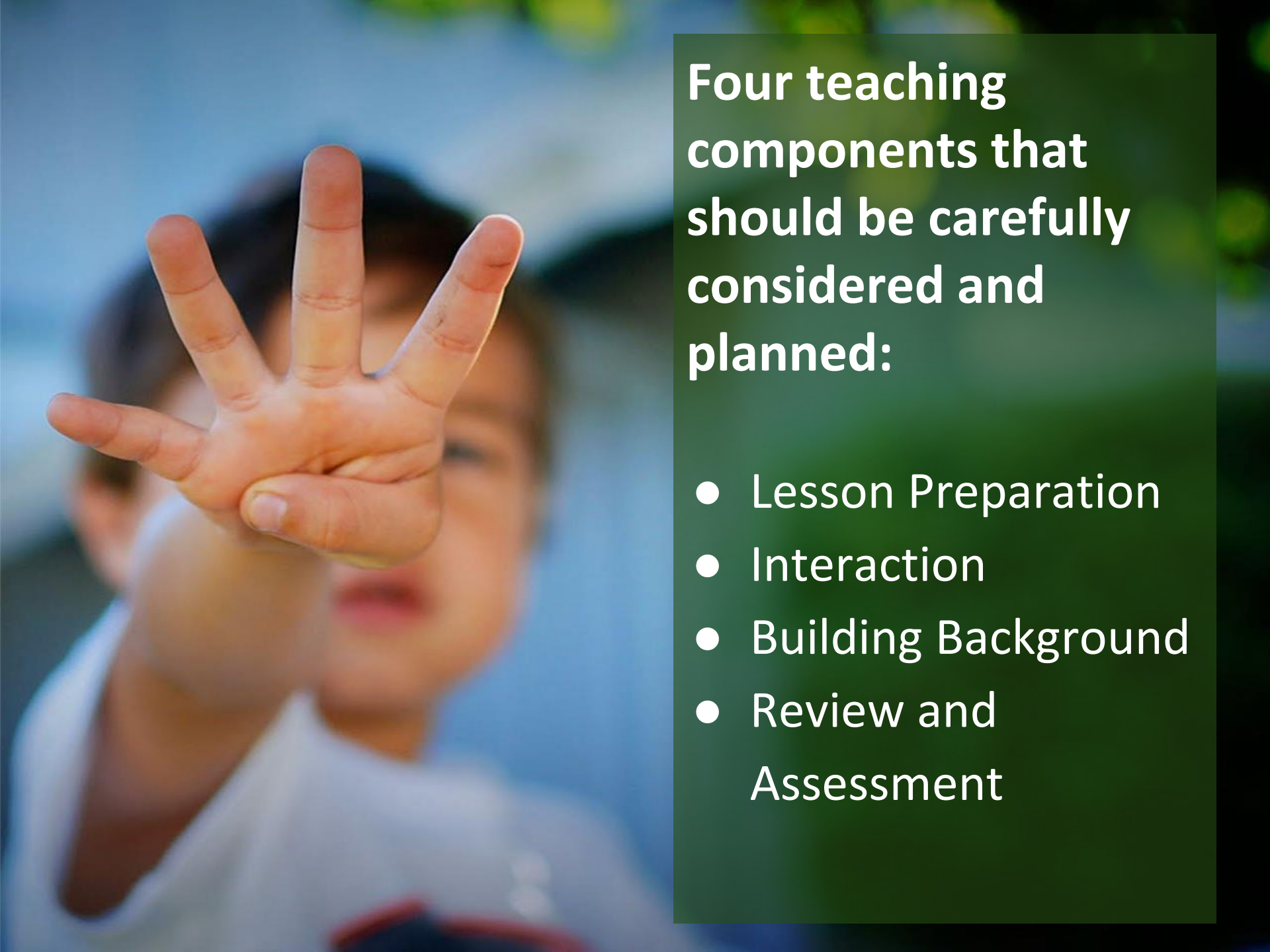
20-21

~~Plan A~~

~~Plan B~~

Plan C



Four teaching components that should be carefully considered and planned:

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

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- What is Sheltered Instruction?
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  - Building Background
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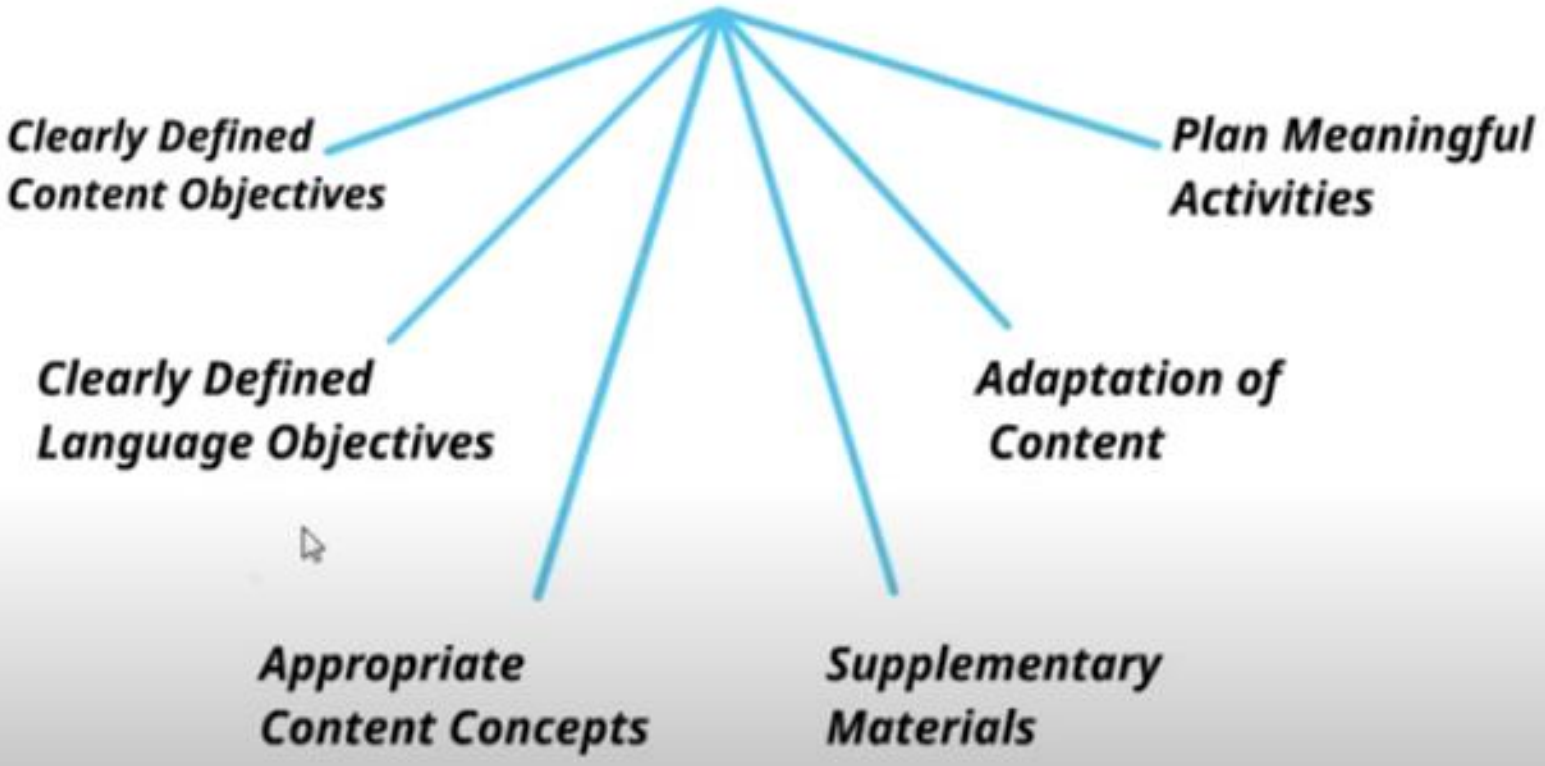
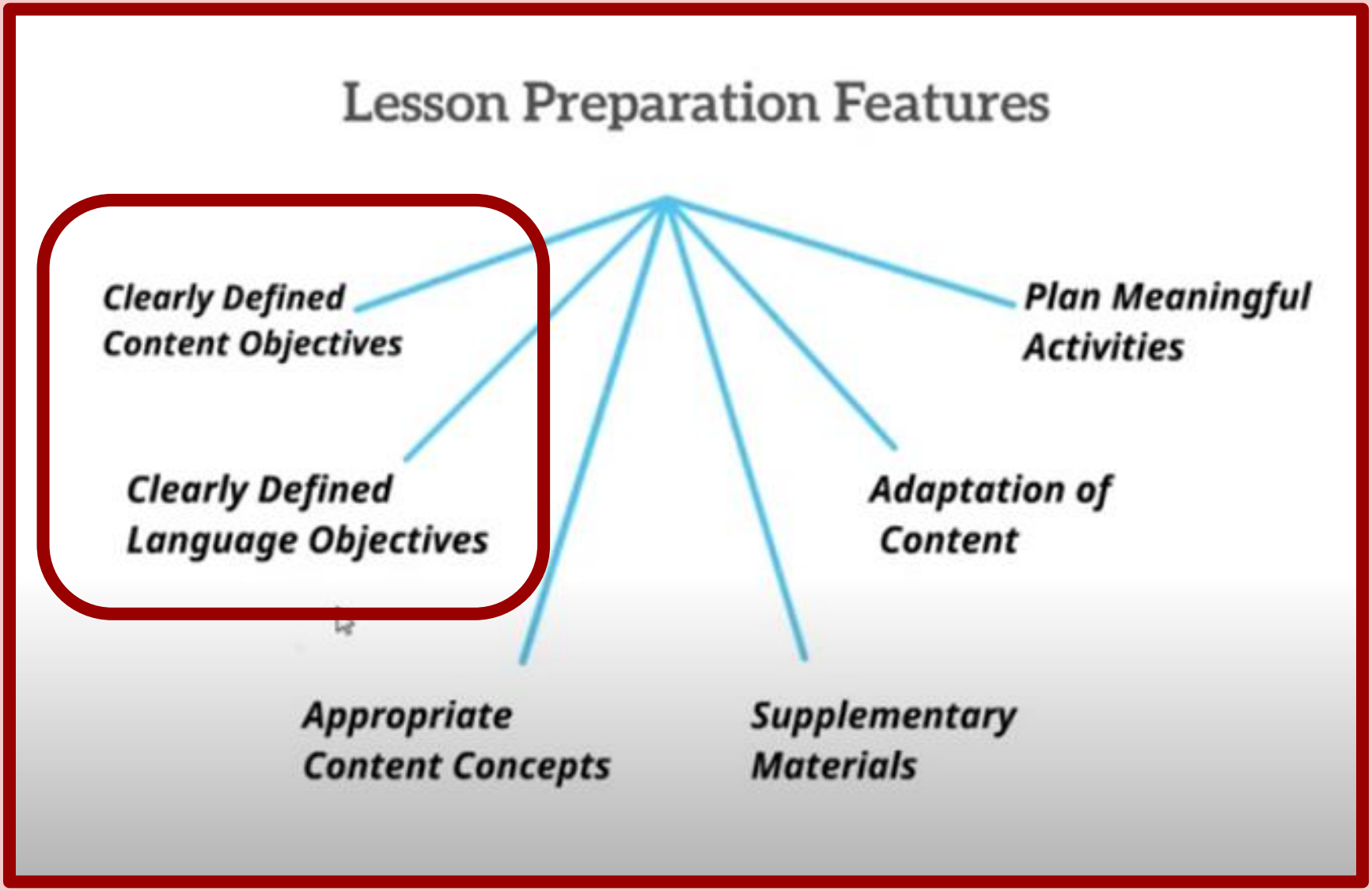
Lesson Preparation

Lesson Preparation Features




Lesson Preparation Features
Clearly Defined Content Objectives
Clearly Defined Language Objectives
Appropriate Content Concepts
Supplementary Materials
Adaptation of Content
Plan Meaningful Activities

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”

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

	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

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**

WIDA™

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.)			

CLOs – Cont.

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CLOs – Cont.

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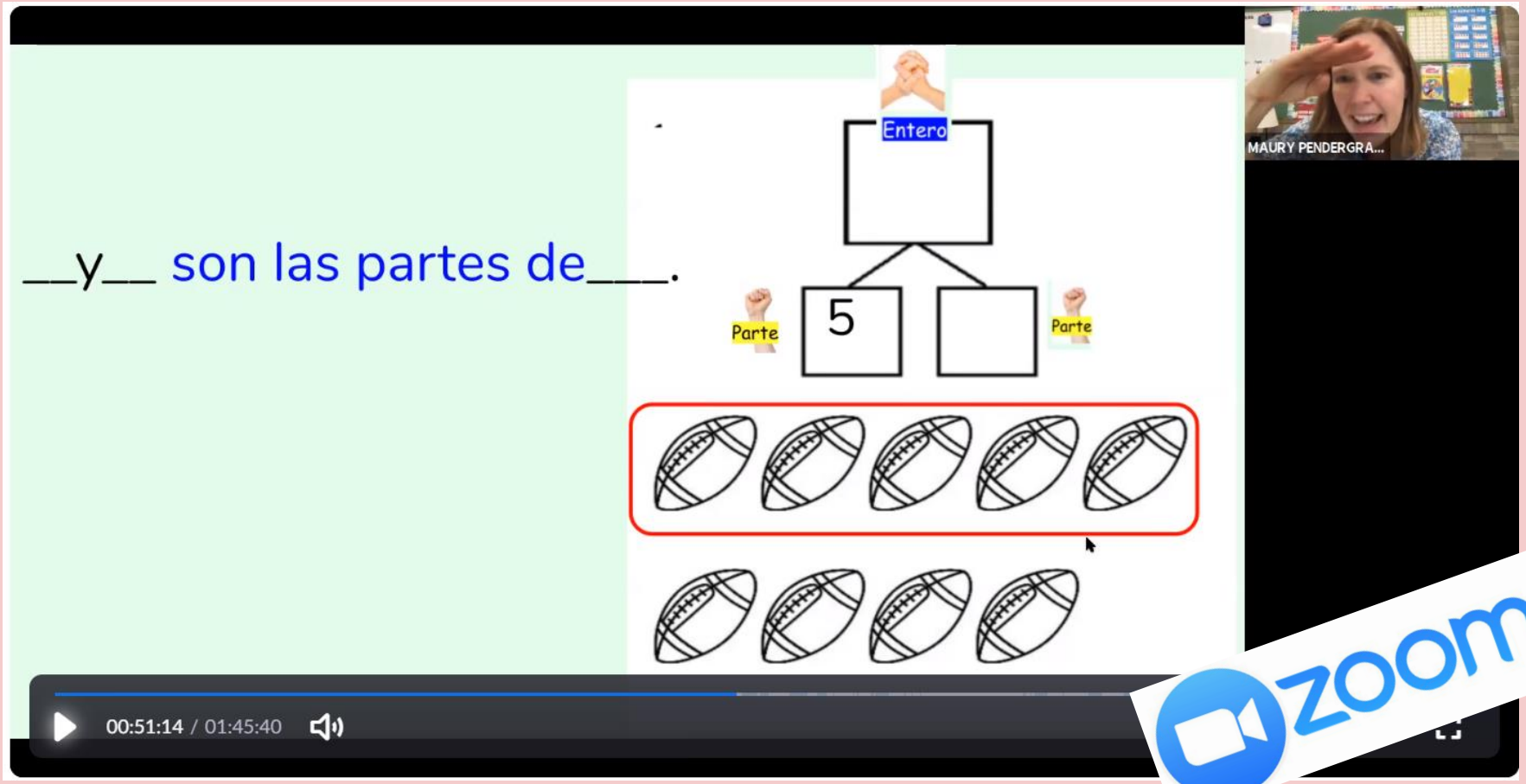
CLOs – Cont.

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.)	**Grammatical structures practiced or addressed in the lesson:** (adjectives, past tense, compound sentences) OR vocabulary development	**Task or Topic of the lesson**	**Graphic –** graphic organizers, maps, timelines, tables, color coding, video clips, role play **Sensory** – manipulatives, pictures, sentence frames **Interactive** – work in partners, trios, groups, native language, mentors

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

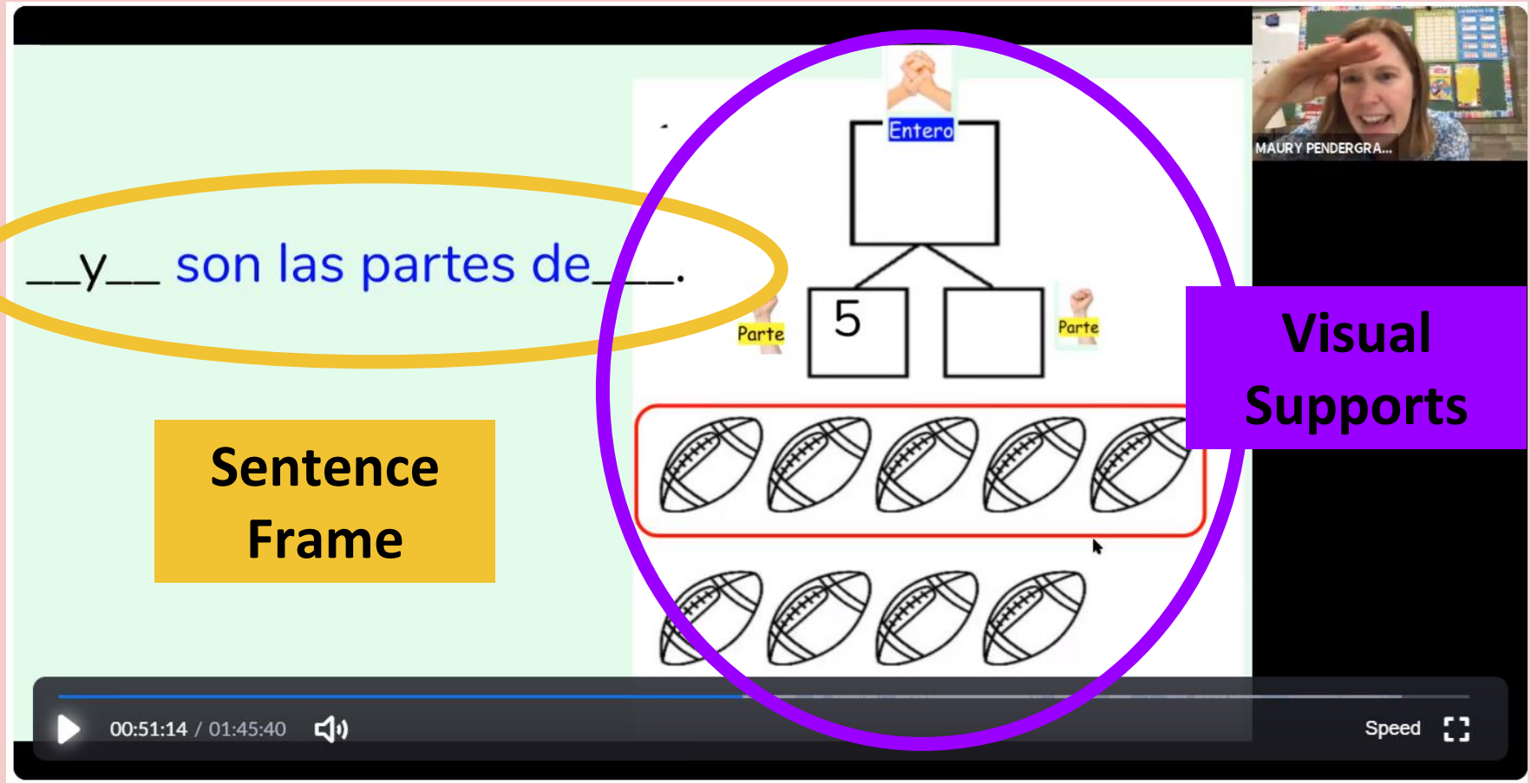
- La palabra ‘partes’



Function

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

- La palabra ‘partes’ **Form**

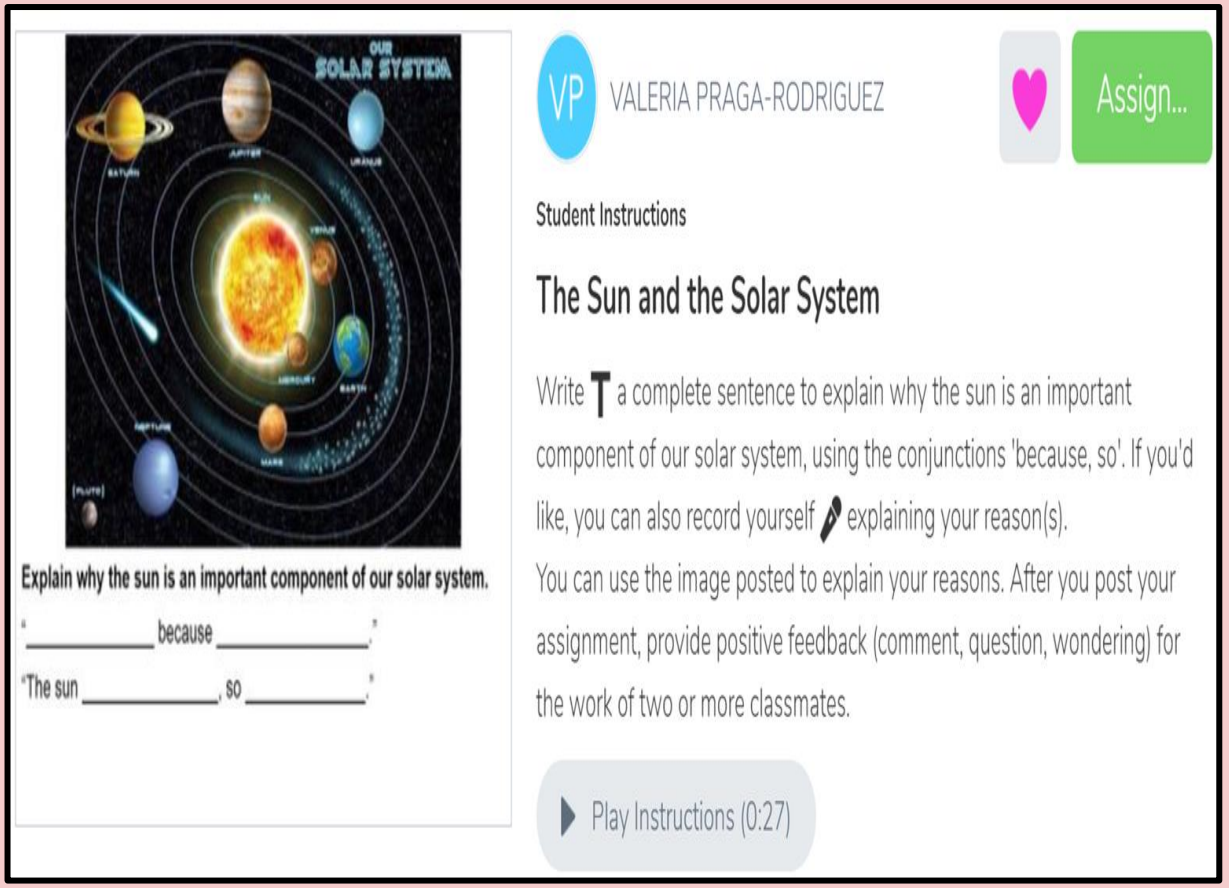


For Asynchronous Activities

Seesaw

schoology

Google Classroom



For Asynchronous Activities

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

"_____ because _____."

"The sun _____, so _____."

VP VALERIA PRAGA-RODRIGUEZ

Assign...

Student Instructions

The Sun and the Solar System

Write 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) (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:		: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

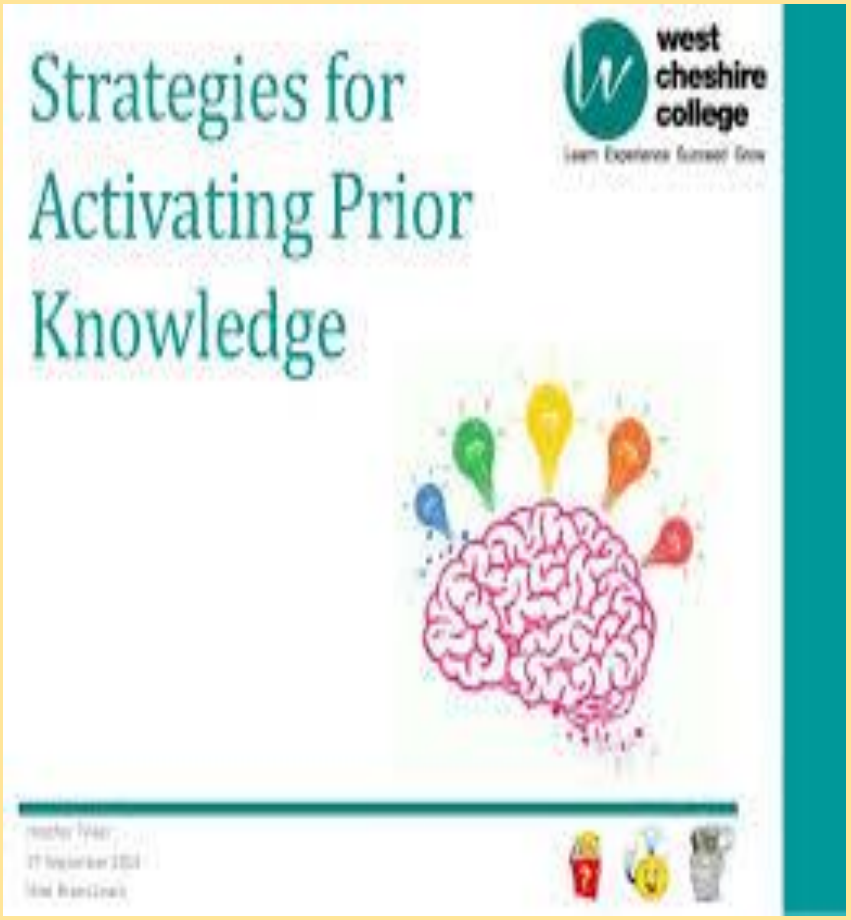
- Linking concepts to students' background experiences

- Helping students make connections between past learning and new concepts of the lesson.

- Vocabulary development is critical for emerging bilinguals' academic language fluency

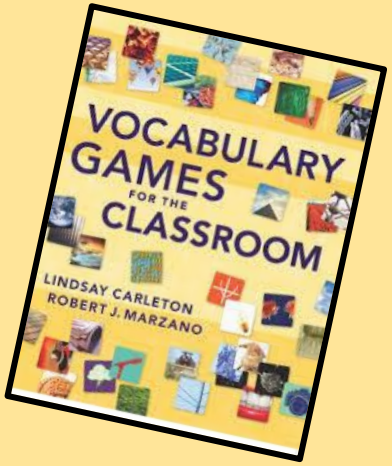
Instructional Approaches to Activating Prior Knowledge

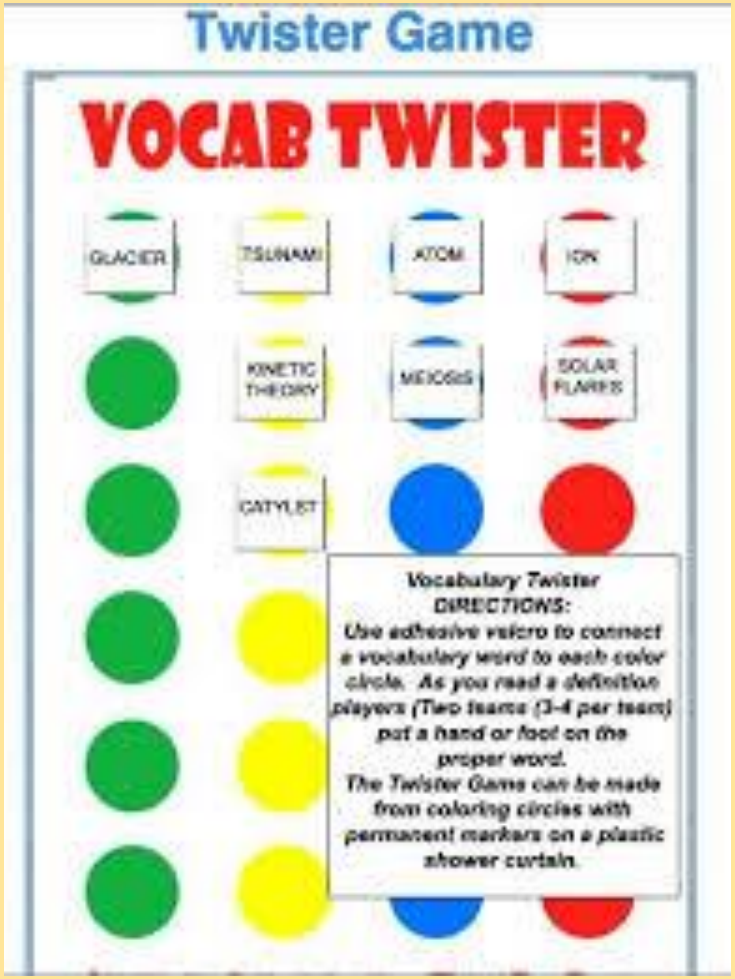
Spend	Spend instructional time asking questions, showing videos, photos, and images of anything that will add clearer understanding of topic being studied.
Read	Read stories explaining background information.
Have	Have students interview others who may have information about topic of study.
Provide	Provide 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

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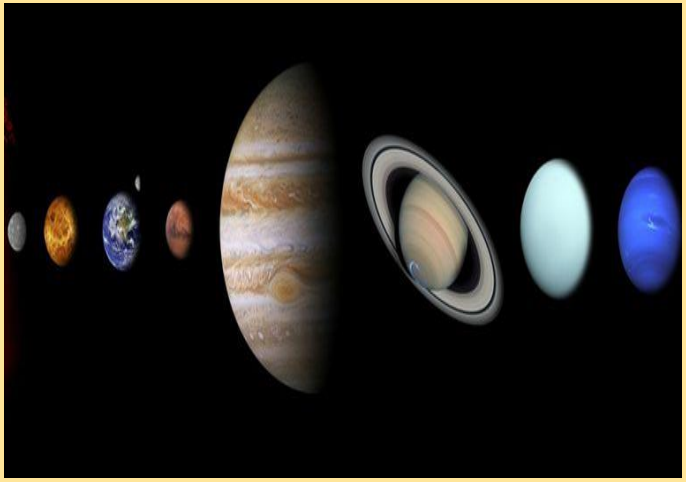
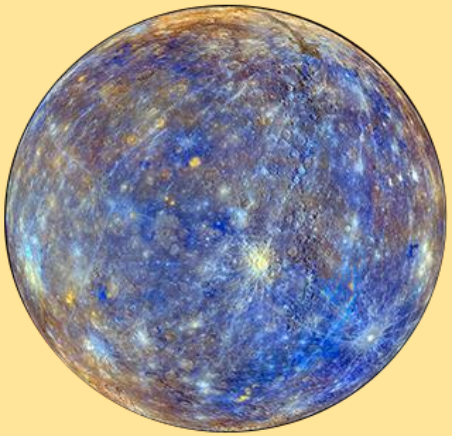
FOR ACTIVE CLASSROOMS

Seesaw

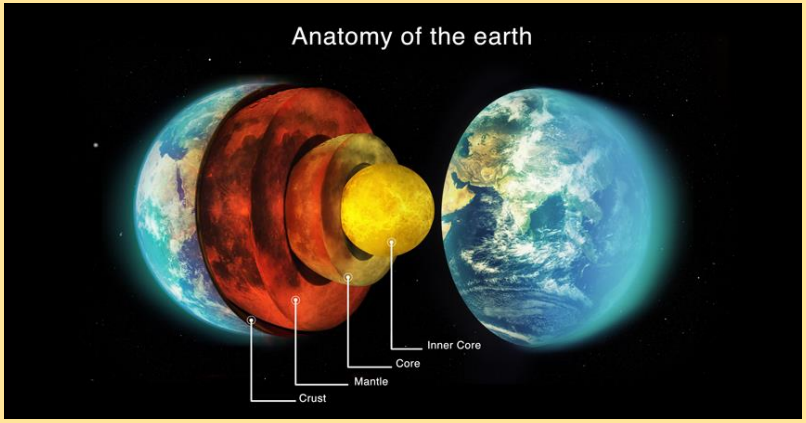
zoom
Breakout
Rooms
Simpletivity

Breakout Rooms

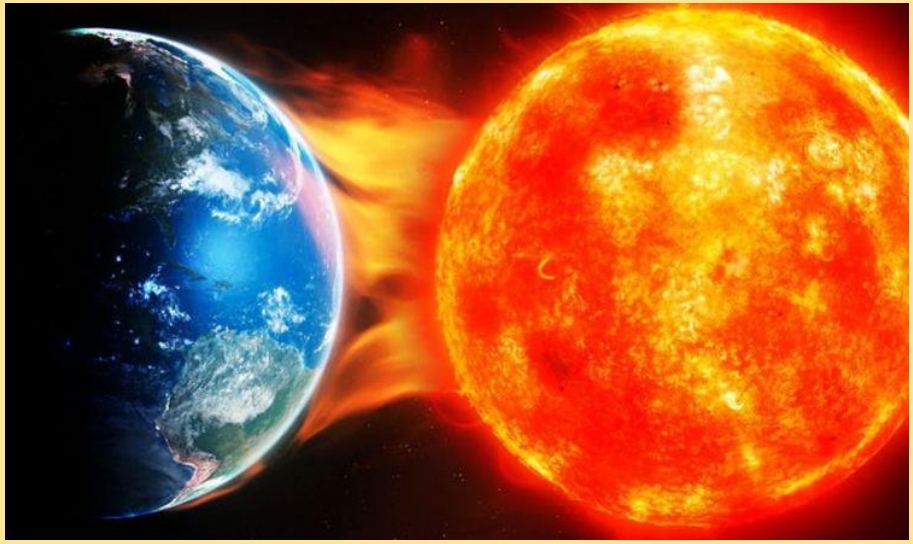


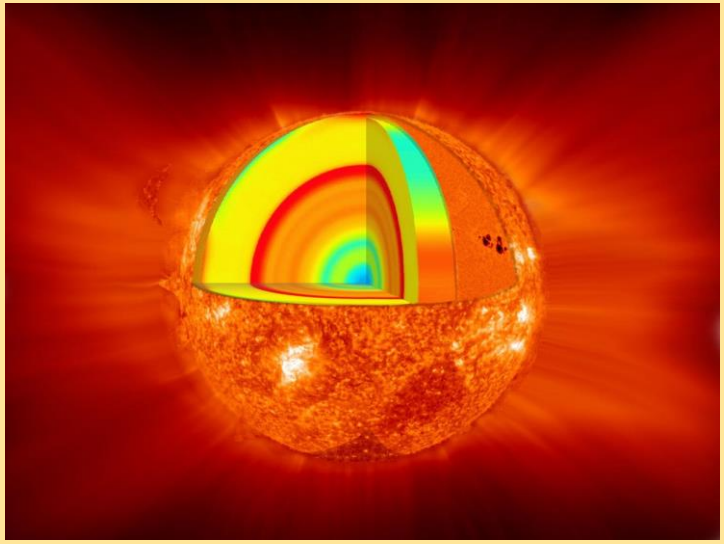


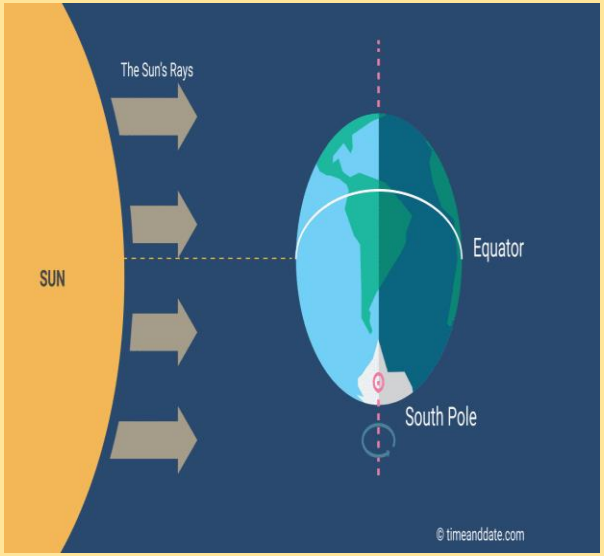
I notice _____, which might mean _____.



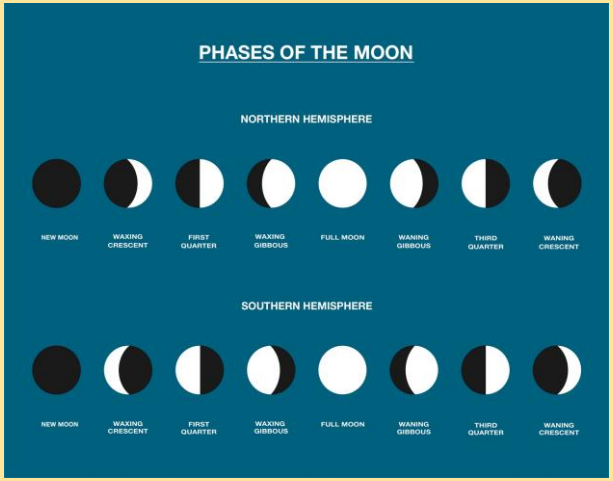
Based on the images, I predict _____ .



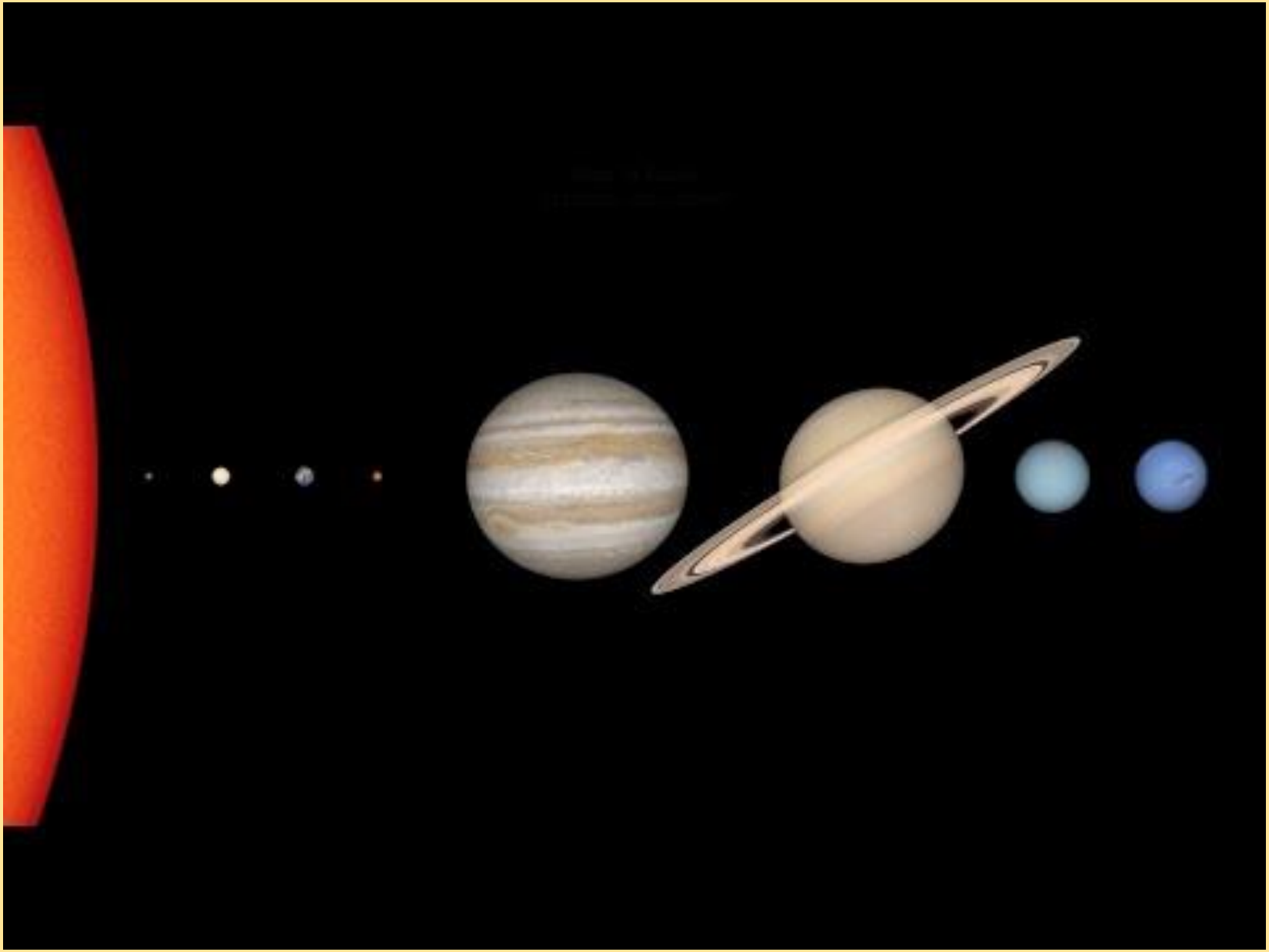




_____ makes me wonder _____.



I believe _____ because _____.



What do you think you know about the Solar System?	What do you want to learn about the Solar System?

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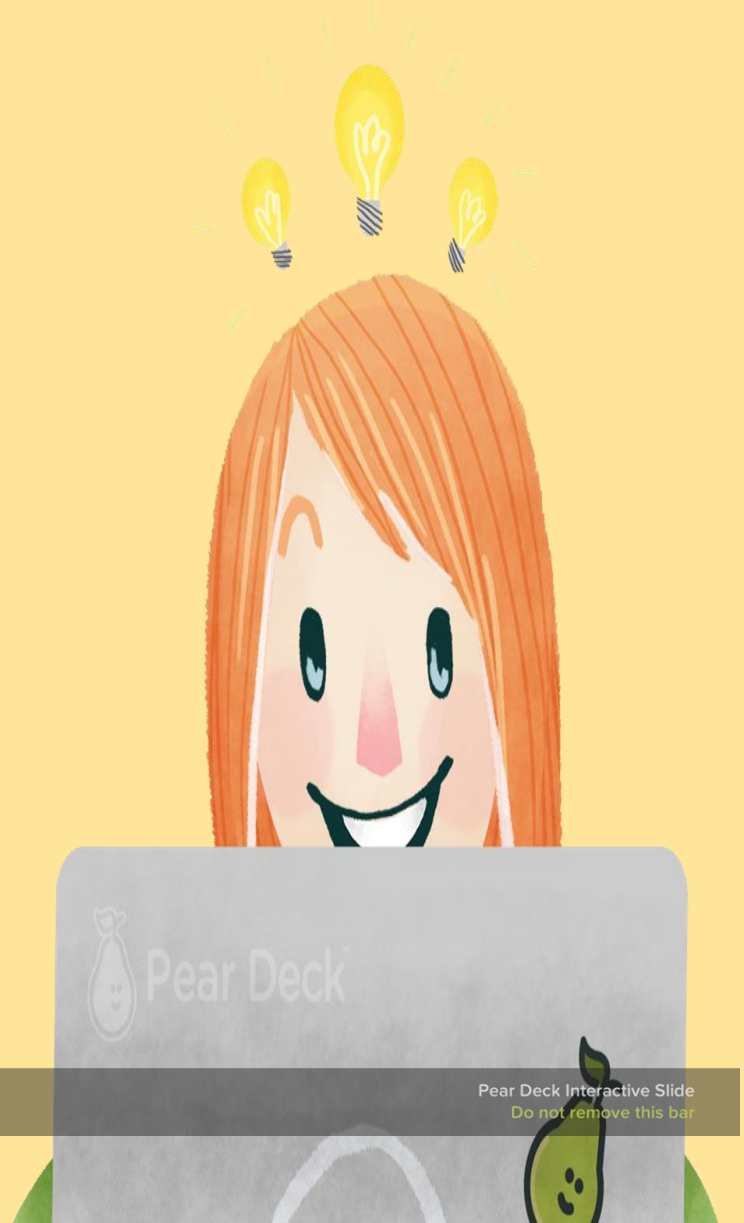
Google Docs Pear Deck™ FOR ACTIVE CLASSROOMS	

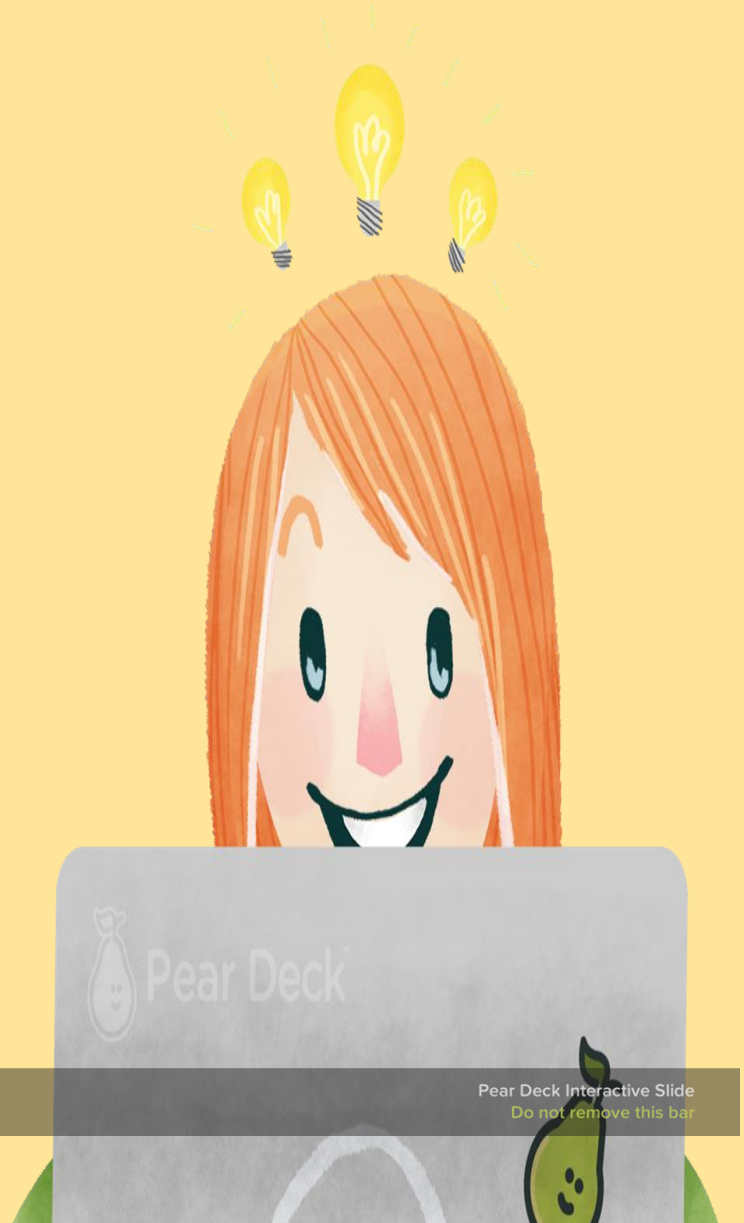
What do you think you know about the Solar System?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

What do you want to learn about the Solar System?



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Interaction

Interaction

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

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- Teacher Should Encourage Elaborated Responses About Lesson Concepts

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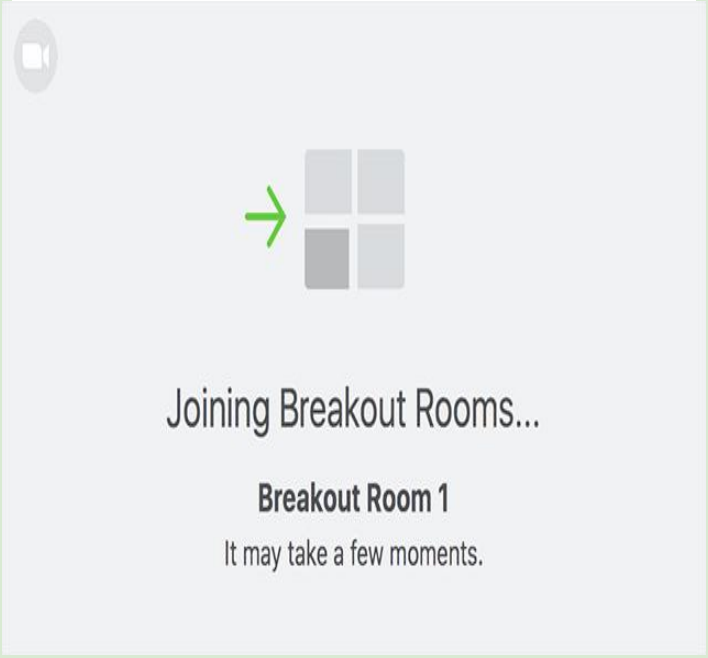
Interaction

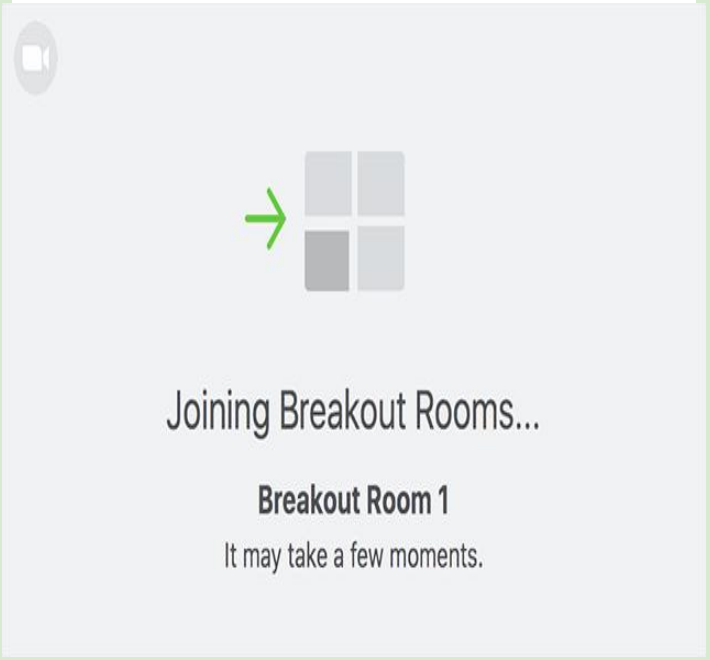
- Frequent Opportunities for Interaction & Discussion Between Teacher/Student & Between Students
- Teacher Should Encourage Elaborated Responses About Lesson Concepts
- Grouping Configurations Support Content & Language Objectives
- Sufficient Wait Time for Student Response
- Ample Opportunity for Students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

zoom


Joining Breakout Rooms...
Breakout Room 1
It may take a few moments.

Breakout Rooms
in Google Meet

zoom



Breakout Rooms

in Google Meet

Wait Time

Sentence Stems

I observed _____

I noticed _____

I think____ because _____

I am curious about _____

When I _____, then _____

It reminds me of _____ because _____

Synchronously

Asynchronously

Seesaw

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

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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

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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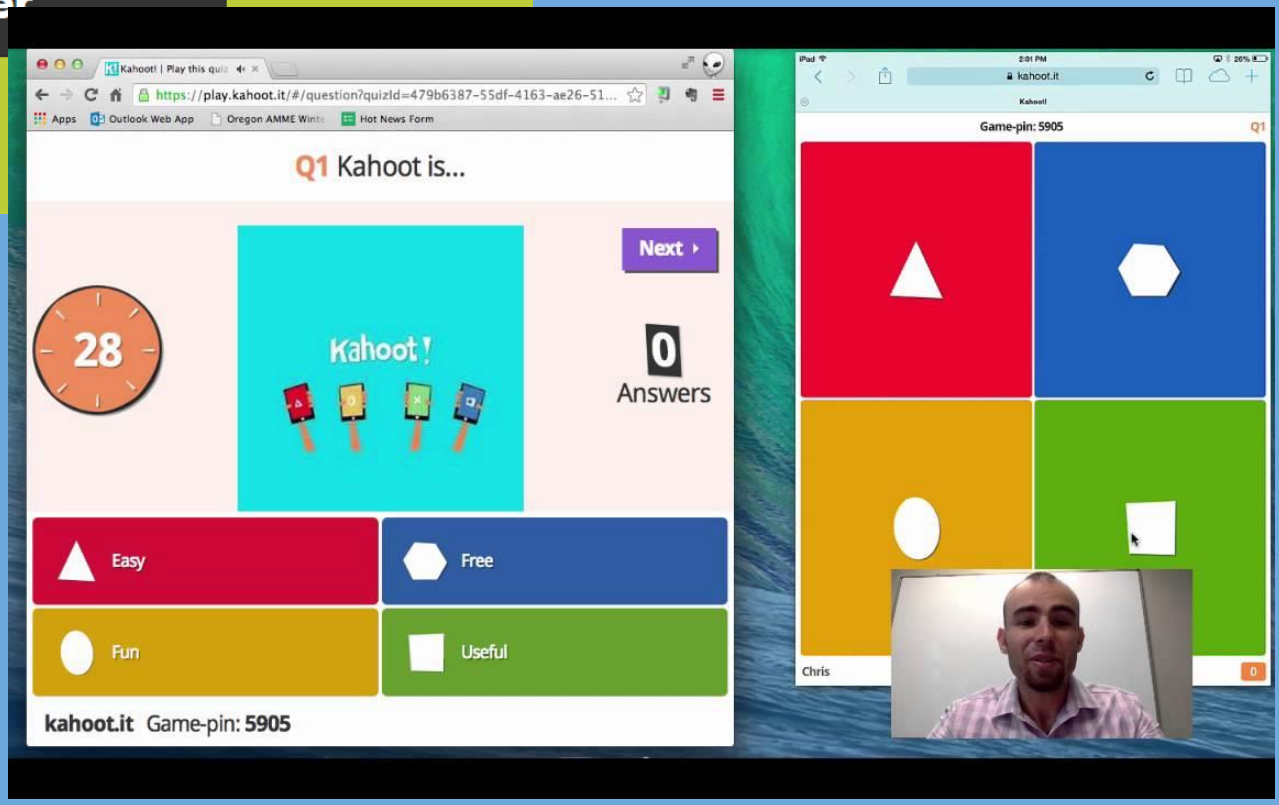
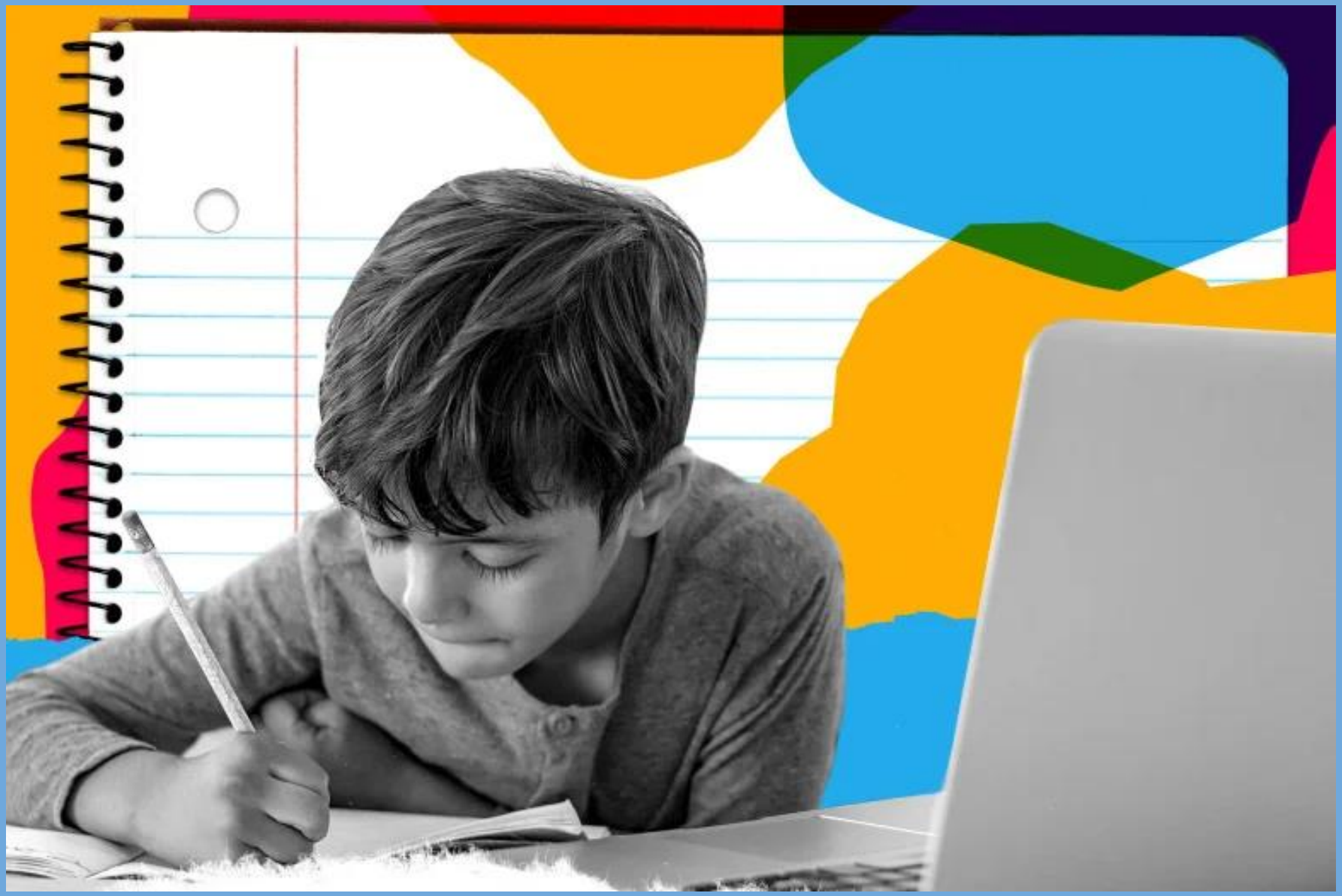
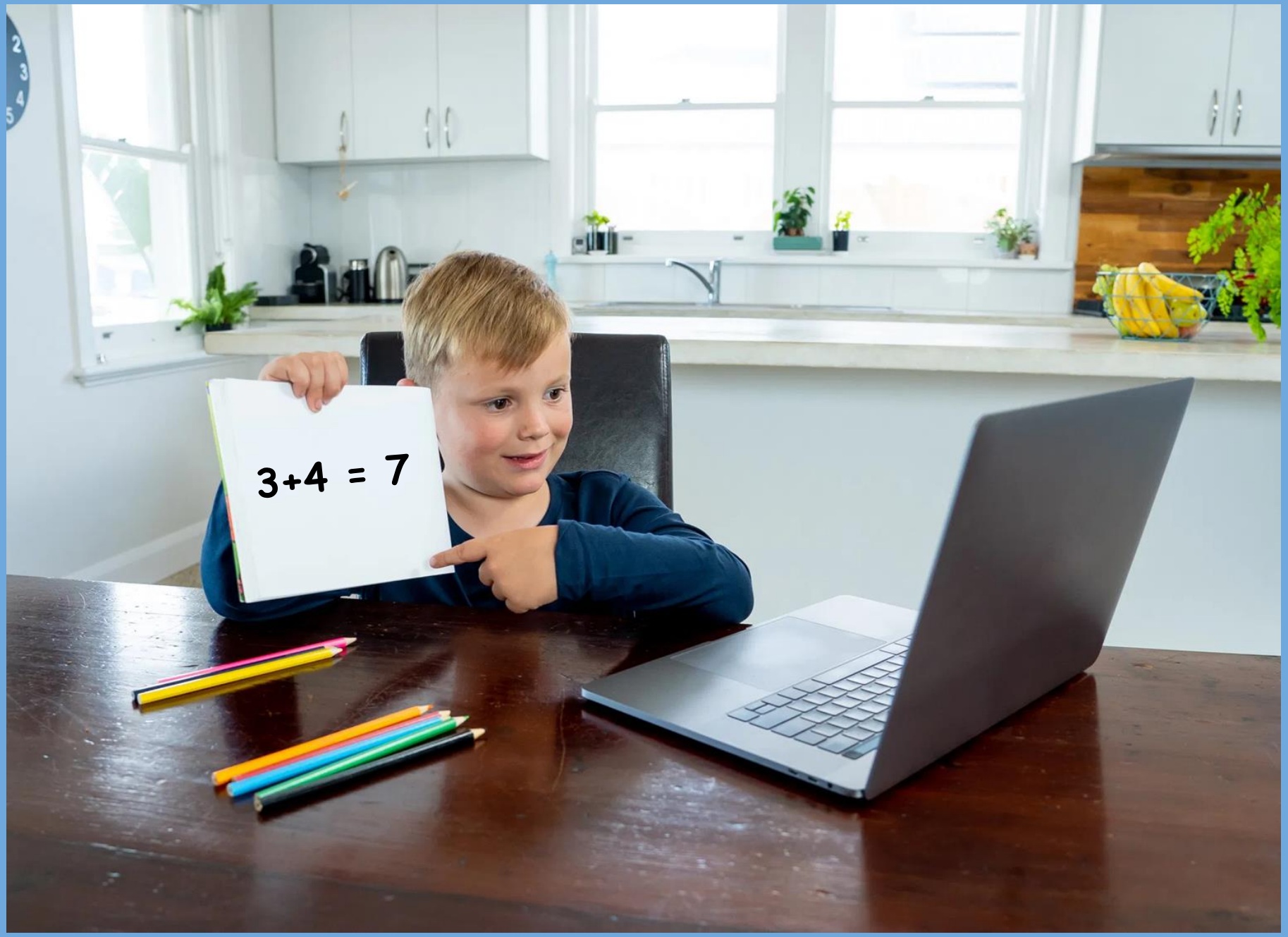
Kahoot!

Game PIN

Enter



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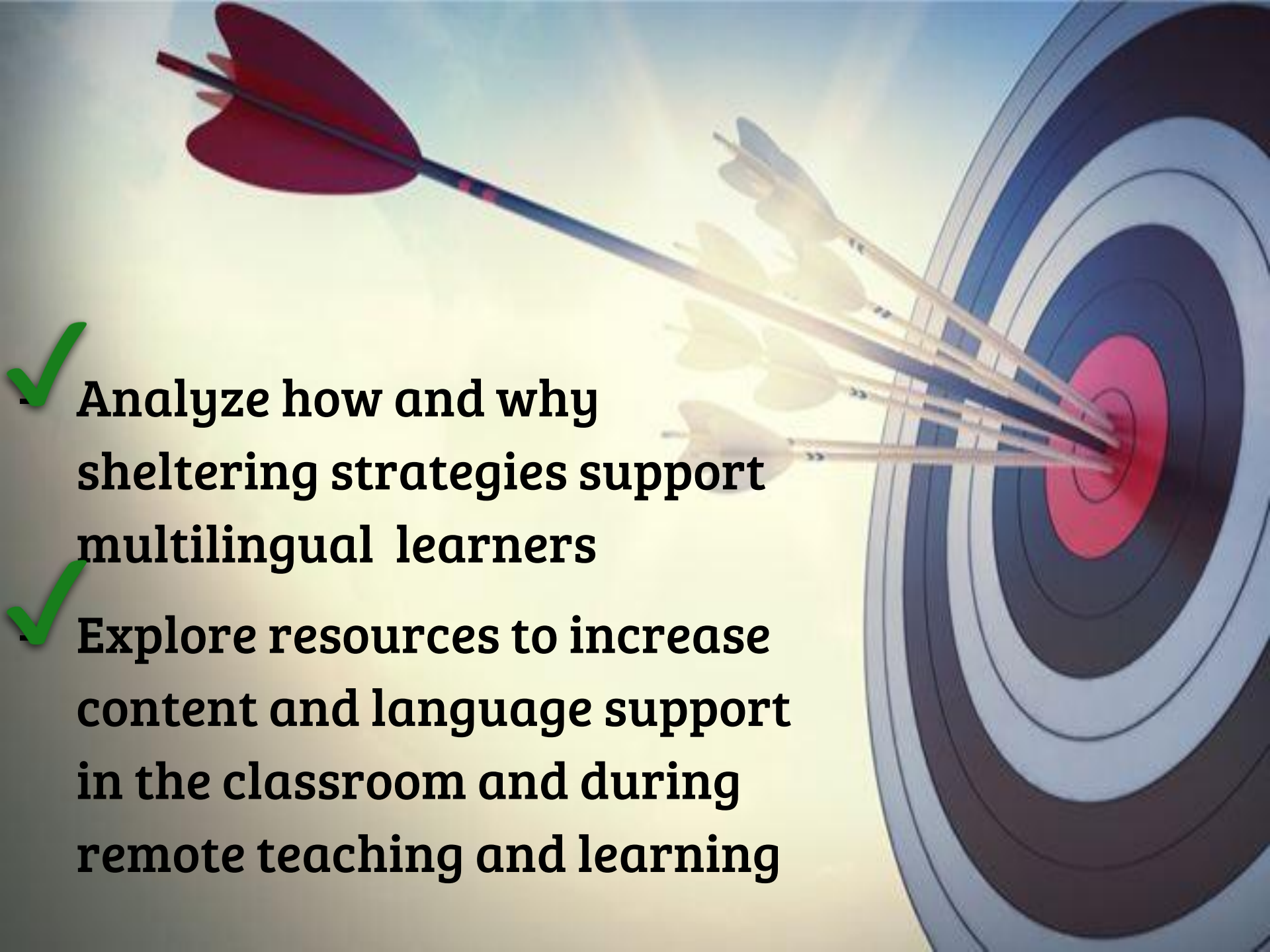

- Analyze how and why sheltering strategies support multilingual learners
- Explore resources to increase content and language support in the classroom and during remote teaching and learning

Gracias!

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