

Sheltered English Instruction

**Focus:
Comprehensible Input**



Sheltered English Instruction Professional Learning

A 3-day Learning Collaborative Learning Experience

DAY 1:

- Know Your Students
- Making Content Comprehensible

DAY 2:

- Building Background
- Collaboration

DAY 3:

- Strategically Planning Academic Language Objectives
- Assessment for ELLs & WIDA



Let's get into the right mindset.

You may **NOT** use any words that contain the letter **T**.





Group Reflection

What supports might have helped you feel more successful in this activity?

A word bank of terms that could be used.

More think time to work out thoughts and ideas before speaking



Let's try that again...

Stand up - Hand up - Pair up

- Work with your partner to write a response together to the prompt below.
- Complete your responses as best you can within 2 minutes.
- You may NOT use any words that contain the letter “o”.

Prompt: Show your understanding of energy flow in an ecosystem by describing a food chain.



Group Reflection

- What was different from this round of the activity from the first?
- What might be some instructional implications?
- How did working with a partner impact your language production and engagement with the task?

Writing allowed for more think time to plan responses.

Working with a partner allowed to pull on more resources.

Having a visual to reference of a food chain would have helped.

Giving extended time would be helpful for responses.



Instructional Implications:

Linguistic Ability \neq Cognitive Ability





Together we will...

Content Objectives	Language Objectives
<ul style="list-style-type: none">● Demonstrate understanding of sheltered english instruction.● Identify aspects of content areas that are hard for language learners to understand● Examine language acquisition theory.	<ul style="list-style-type: none">● Orally define sheltered english instruction.● Discuss and implement strategies and techniques for comprehensible input.● Discuss in groups/pairs the factors that affect second language acquisition



An Educator's Mantra

Time is a luxurious commodity.

- **So we are strategic.**

We are purpose-driven.

- **So we plan accordingly.**

There is a method to the madness in everything we do.

- **The devil is in the details.**



But first, let's review.

- Factors affecting second language acquisition
- ELL typologies
- Stages of second language acquisition
- Stages of culture shock
- Cultural background

K now
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What is sheltered English instruction?

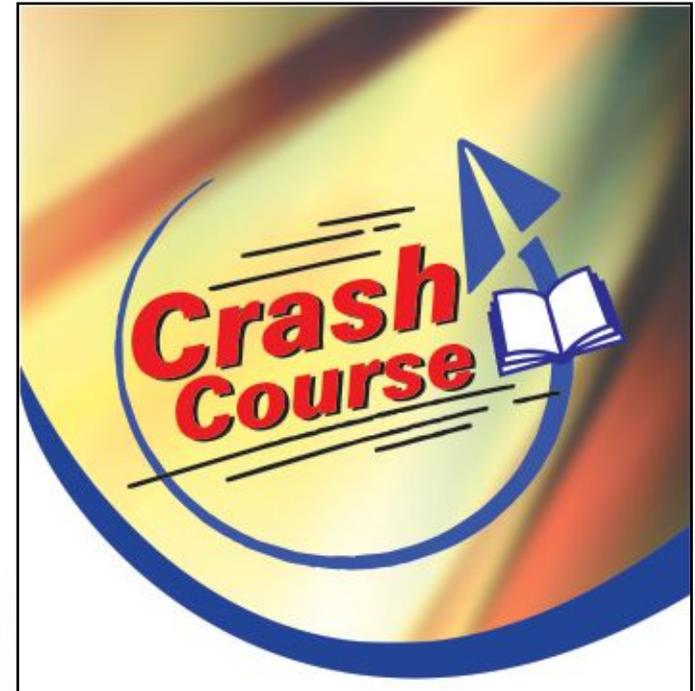
- A means for making grade-level academic content (e.g., language arts, science, social studies, math) more accessible for English language learners while at the same time promoting their English language development
- This approach combines second language acquisition strategies with content area instruction.
- Teaches academic subject matter and its associated vocabulary, concepts, and skills by using language and context to make the information comprehensible to ELLs.



Second language acquisition theory

Krashen's Five Hypothesis

1. The Acquisition-learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis





Affective Filter Hypothesis

Certain affects may 'raise' the affective filter, resulting in:

- Low motivation
- Poor self-confidence
- High anxiety

and prevent the acquisition of comprehensible input.





Affective Filter Hypothesis



- Think of one word to describe 'that teacher' who brought **up** your affective filter.



- Think of one word to describe 'that teacher' who brought **down** your affective filter.



Lesson example



- ¿Cómo te hace sentir esta pintura? ¿Por qué?
- ¿Qué crees que está pasando en esta pintura y por qué?
- ¿Cuál es el objetivo del artista en esta pintura? ¿Cómo lo sabes?

Lesson example



1. HOW DOES THIS PAINTING MAKE YOU FEEL? WHY?
2. WHAT DO YOU THINK IS HAPPENING IN THIS PAINTING AND WHY?
3. WHAT IS THE ARTIST'S OBJECTIVE IN THIS PAINTING?

Suggestions?

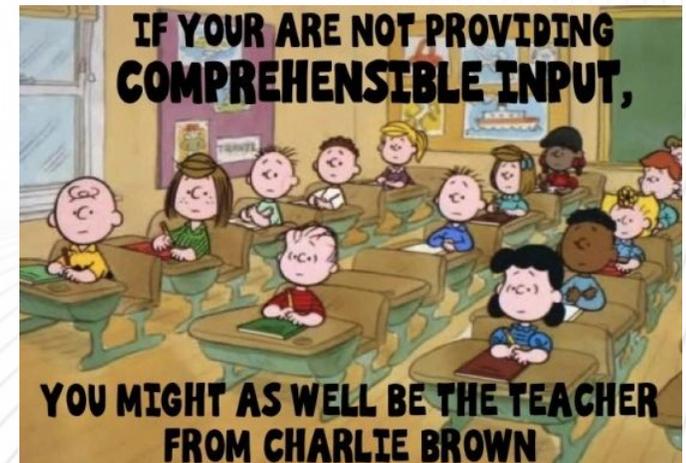


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The Input Hypothesis

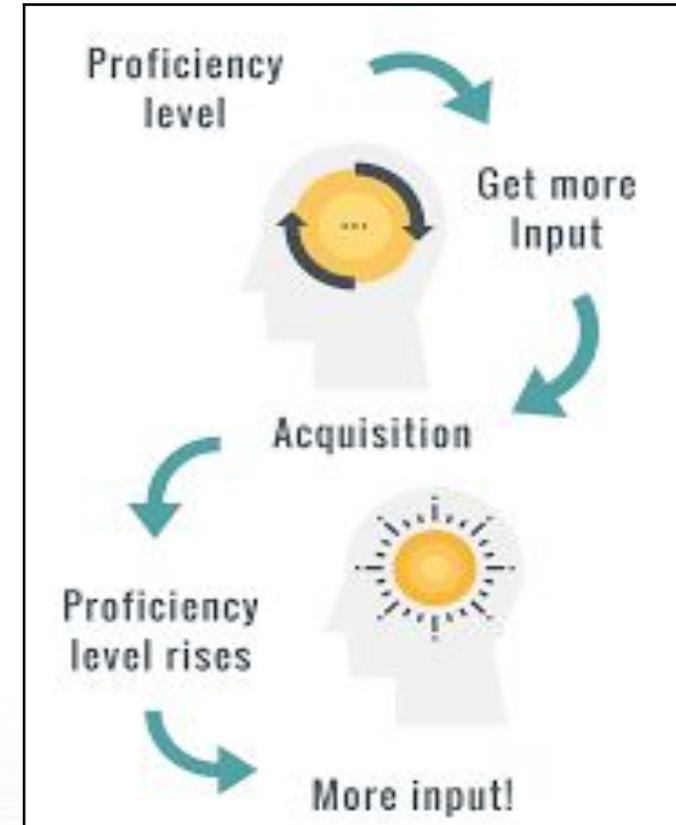
- We acquire language only when we receive comprehensible input
- We must move from i to $i+1$
 - The i represents the language, context and knowledge we currently possess
 - The $+1$ represents new knowledge or language structures





Making Content Comprehensible

1. Speech appropriate for students' proficiency levels
2. Clear explanation of academic tasks
3. Variety of techniques used to make content concepts clear
4. Cultural perspectives considered





Wait Time

In a review of studies on wait time, it was revealed that after a teacher asks a question, students must begin a response within an average time of _____ second(s). If they do not, the teacher repeats, rephrases, asks a different question, calls on another student, or answers the question himself/herself.

What is your estimate of what goes in the blank above?



Appropriate Speech

1. Rate: Does...talking...really...slowly...help?
2. Enunciation: Whadja do yeserdy?
3. Complexity of Speech: When he blew his top at the gala, he projected an echinated object into the frenzied crowd.
4. Sarcasm: Of course you know the answer.





Clear Explanation of Academic Tasks

1. Step-by-step instructions
2. Provide a model or example
3. Think aloud
4. Oral and written directions
5. Check for comprehension (rephrasing)



Variety of techniques used to make content concepts clear...

- Model the task
- Preview the material
- Highlight key words and teach them in advance!
- Make an outline of the key points
- S.M.A.R.T. Word walls
- Show an example of a completed project
- Hands-on activities
- Bring in realia
- Use facial expressions and body language
- Graphic organizers
- Use manipulatives
- Strategic use of native language with bridge to English key language





Let's apply our learning...

Step 1: On your index card...

1. Think about an academic task that you are going to ask your students to perform during their next lesson
2. Write out clear, precise, and complete directions for this academic task (use short, direct sentences)

Step 2: Sharing and refining...

1. Field test your directions with the group members.
2. Adjust directions according to the feedback you receive.
3. Reflect on additional modifications or enhances you could add to the explanation.
4. **On the back of you card,** summarize your understanding of the importance of providing clear instruction to language learners.

Where the Wild Things Are Comprehensible Input Techniques

Overhead



Use the overhead to illustrate the use of organizers, implement LEA techniques, or even perform a shadow-puppet show based on the story.

Pictures



Not only can pictures promote emergent literacy & sight word recognition, they can also help children connect concepts with their lives

Demonstration



Re-enacting various elements of the story can tie science, social studies, math, and fine-arts concepts into the overall ELA-Reading lesson.

Timelines



Timelines can be used to sequence story events, works by an author, students' reading progress, etc provide a wonderful visual representation to aid in comprehension & retention.

Graphs



Graphs of all shapes & sizes can be used with reading lessons. For example: Who liked this book? How many books by each author have we read? What type of 'wild things' did we find?

Maps



Children can tie the story into geography by predicting where Max traveled, creating maps, and of their home or neighborhood, and discussing & comparing the various terrain found in the book.

Realia



Give children plenty of opportunity to experience the real thing through books, puppets, costumes & even re-enactments of the actions & emotions of characters

Hands-on Learning



Provide a variety of books for the children to use. They practice their own reading & writing skills, and can compare differences among the texts.

Modeling



Teachers can model reading and comprehension strategies through shared & guided reading activities.

Multi-media



Using a variety of multi-media tools will not only be a ton of fun, it will also make the content come to life!



The Comprehensible Input Planning Pledge

- A. Plan to explain an idea/concept or model a strategy (with visuals, of course).
- B. Plan to pose a H.O.T. question (higher order thinking).
- C. Plan to provide students with think/processing time.
 - a. Turn and talk for 30 seconds or 1 minute.
 - b. Quick Write for 1 minute, then turn and talk for 1 minute.
 - c. Visit their clock appointment for lengthier response for 3-5 minutes.
- D. Plan to ask for share outs (remember wait time!).
- E. Plan to restate responses, using more formal language.

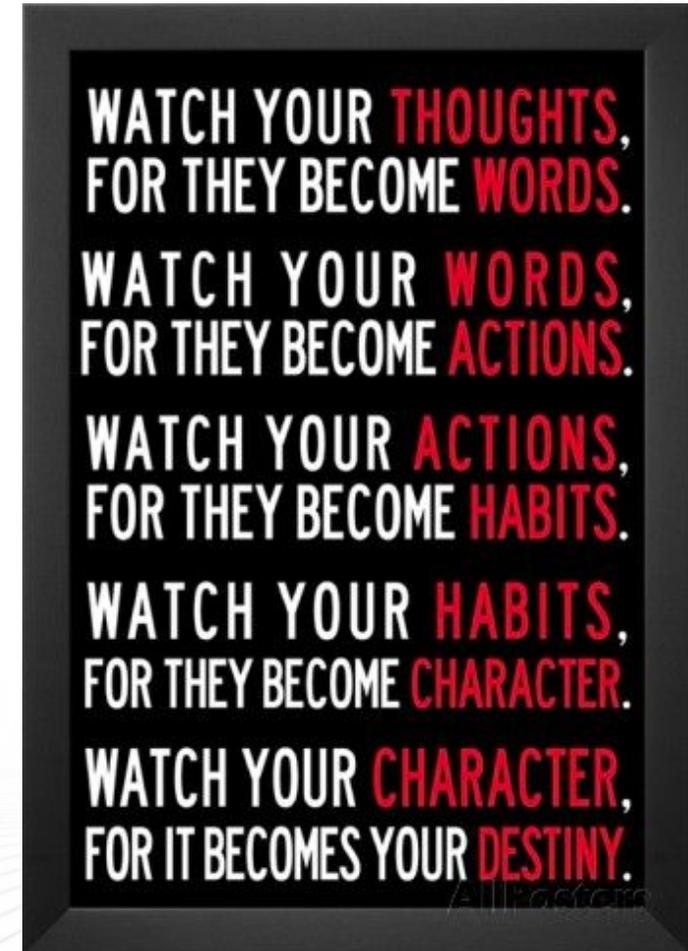




Cultural perspectives considered

1. Task vs. relationship oriented
2. Individually vs. collectively oriented
3. Egalitarian vs. Status oriented

*Authentic Respect fosters motivation,
which in turn lowers the affective filter,
which in turn leads to greater learning!*





What did we accomplish?

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