Up the Bar

Sheltered English Instruction
Focus on Comprehensible Input

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Let’s get into the right mindset.

You may NOT use any words that contain the letter ‘T”

The Plan

Together we will...

Define sheltered English instruction

Engage in a crash course on second language acquisition.

Explore how to make input more comprehensible.

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The Golden Rule – Know Your Students

- What FACTORS may be contributing to/detracting from their second language acquisition?
- Which of the 4 Typologies apply to them?
- At what stage of LANGUAGE ACQUISITION are they?
- Have you noticed their BICS vs CALP? Explain.
- Are they experiencing CULTURE SHOCK? Which level? How can you tell?
- Have you learned about their CULTURAL BACKGROUND?

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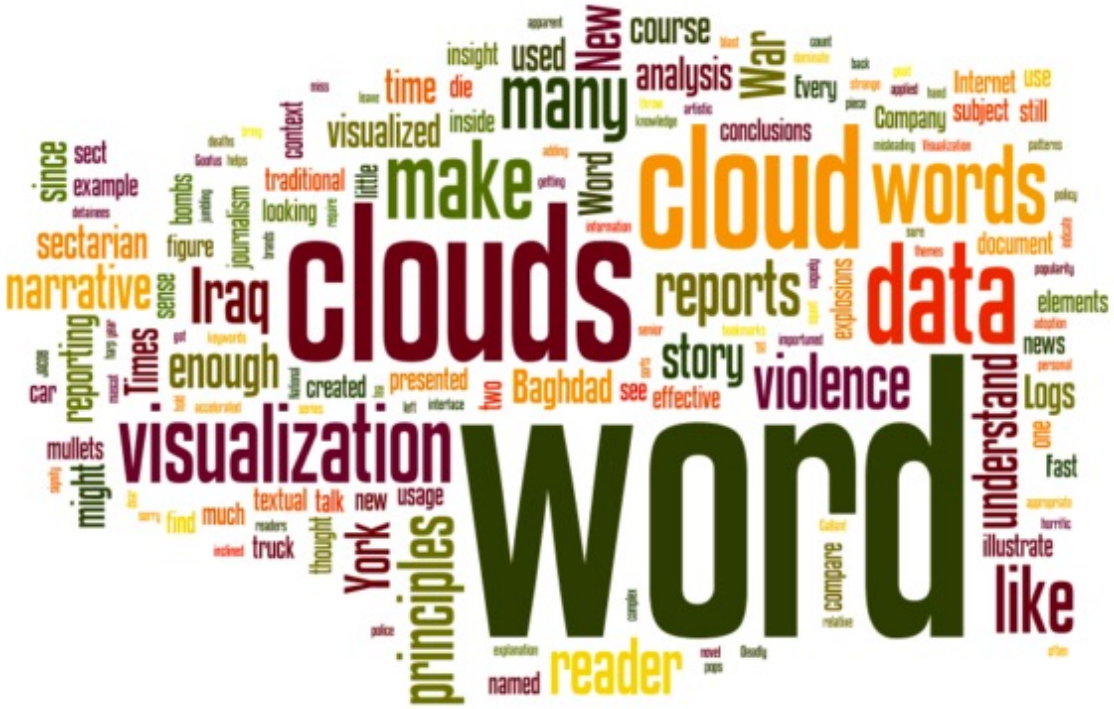
What is Sheltered English Instruction?



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What is Sheltered English Instruction?

- A means for making grade-level content more accessible for ELLs while also promoting English language development.
- This approach combines second language acquisition strategies with content area instruction.
- Sheltered English Instruction teaches academic subject matter and its associated vocabulary, concepts, and skills by using language and context to make the information comprehensible to ELLs.

Is Sheltered English Instruction the Silver Bullet?

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In folklore, the silver bullet is supposed to be the only kind of bullet for firearms that is effective against a Werewolf, witch, or some monsters.

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Frustration

Boredom

Discipline issues

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Demands from all sides!

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It's close! Sheltered English Instruction is…

- Solid teaching ACROSS the content areas
- Differentiated instruction
- Collaborative learning
- Strategies for reading comprehension
- Problem solving strategies
- Engaged, active, dynamic learning environment
- Research based, best practices

PLUS…

A focus on promoting language development!!

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A quality of life issue

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Sheltered Instruction Observation Protocol

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice
- Lesson Delivery
- Assessment

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Time to roll up our sleeves!

And keep our eyes on the prize!

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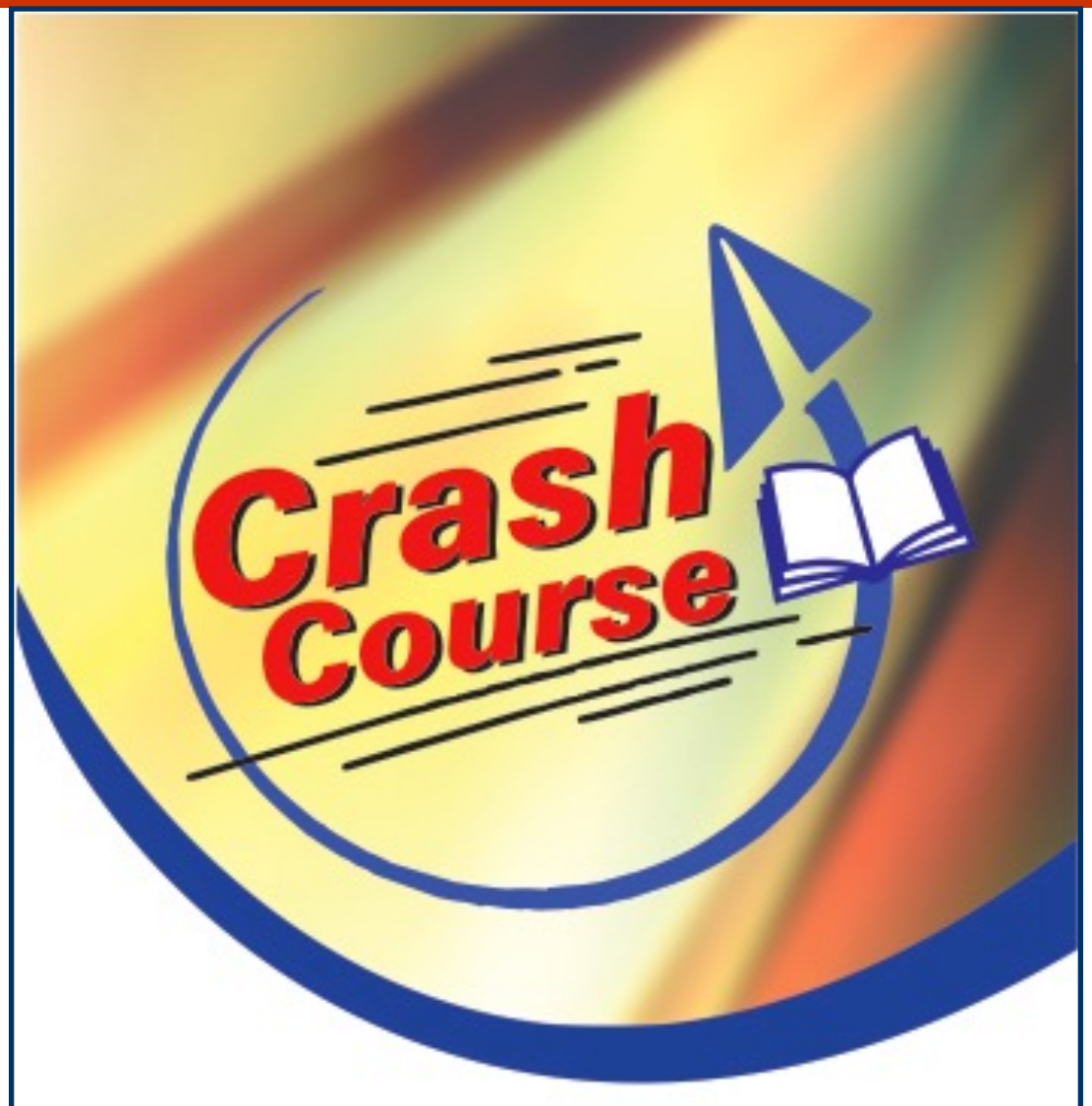
Second language acquisition



Clock buddies

1. Find a person with whom you can work.
2. Shake hands, make eye contact, and introduce yourself.
3. Ask the person to be your 9am appointment.
4. Repeat steps1-3 until you have made 9, 12, and 3pm appointments.

Note clear explanation of academic tasks!

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The Affective Filter Hypothesis

Certain affects may ‘raise’ the affective filter, resulting in a mental block

- Low motivation
- Poor self-confidence
- High anxiety

and prevent the acquisition of comprehensible input.

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The Reality

We aren't always taught
'how to learn efficiently'

1. One word to describe 'that' teacher.
2. One word to describe your favorite teacher and how s/he helped you to learn.

Quick Write

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Share your thoughts with your 9am appointment

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Raised vs lowered affective filter

- A raised affective filter often leads to apathy, disengagement, poor performance, failure to progress and low confidence in many learners.

- A lowered affective filter often leads to appropriate risk taking, engagement, improved performance, progress, and increased confidence in many learners.

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Cause for pause…

"…why should we not calmly and patiently review our own thoughts, and thoroughly examine and see what these appearances in us really are?"

- Plato

Survey Prediction

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The Comprehensible 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

I don't mean to be sesquipedalian, but did you purchase the echinated animal before defenestrating it? Ouch!

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Sheltered Instruction Observation Protocol

- Lesson Preparation
- Building Background
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- Interaction
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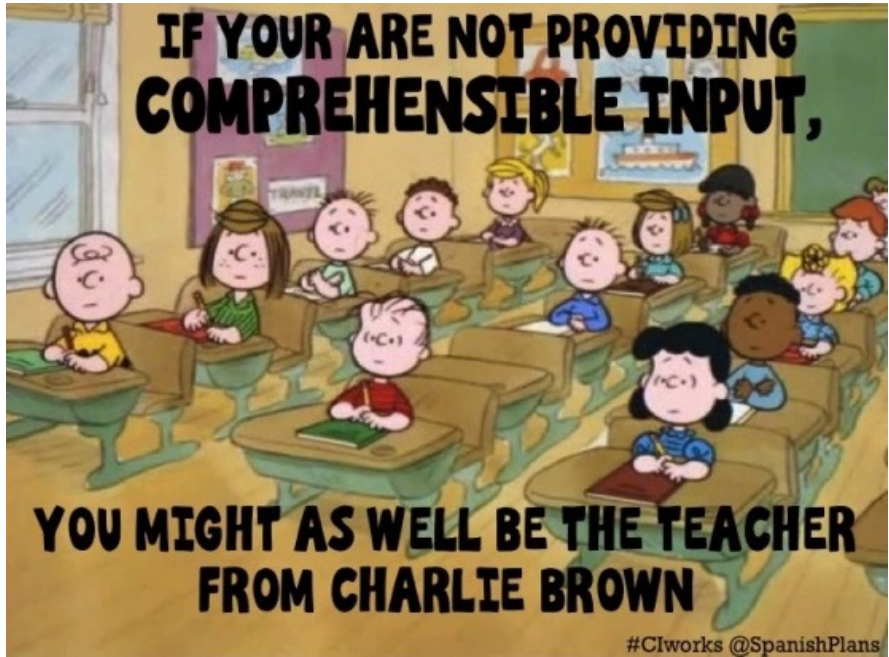
Features of Comprehensible Input

- Speech appropriate for students' proficiency levels
- Clear explanation of academic tasks
- Variety of techniques used to make content concepts clear
- Cultural perspectives considered



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Appropriate Speech

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

*Cooperative learning allows peers to process academic content through the more accessible social language (BICS – basic interpersonal communication skills).

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The Comprehensible Input Pledge

1. Explain an idea/concept or model a strategy
2. Pose a H.O.T. question (higher order thinking)
3. Provide students with think/processing time
   - Turn and talk for 30 seconds or 1 minute
   - Quick Write for 1 minute then turn and talk for 1 minute
   - Visit their clock appointment for lengthier response for 3-5 minutes
4. Ask for share outs (do wait time!)
5. Restate responses.

Level the playing field by growing quiet voices!

* Note clear explanation of academic task

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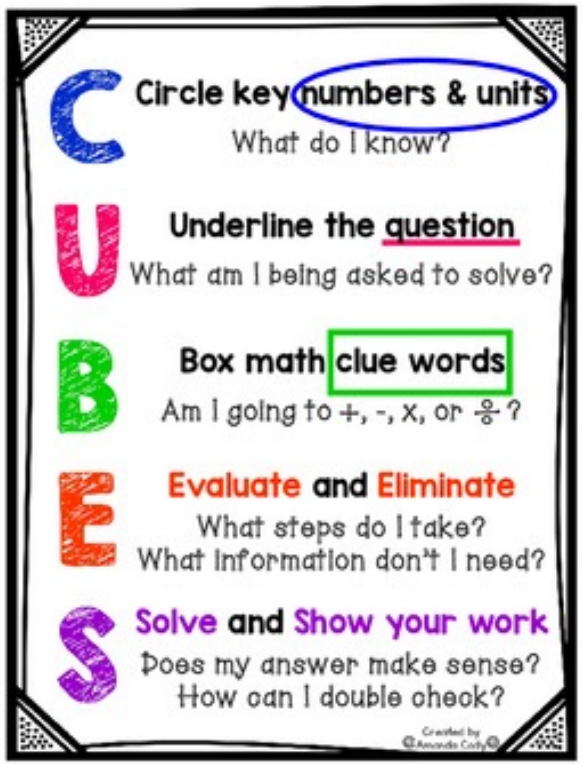
Clear explanation of academic tasks

- Step-by-step instructions
- Provide a model or example
- Think aloud
- Oral and written directions
- Check for comprehension (rephrasing)



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IDIOMS ABOUT HAPPINESS

Be a barrel of laughs
To be fun, funny, and pleasant.

Let one's hair down
To relax and enjoy themselves.

Feast your eyes on
To take great pleasure in looking at someone or something

Full of the joys of spring
Very happy, enthusiastic and full of energy

Have a ball
To have a very enjoyable time

Have a whale of a time
To enjoy yourself very much

More fun than a barrel of monkeys
A very good time; a pleasant occasion

With bells on
Eagerly, willingly, and on time.

Have the time of your life
Enjoy yourself very much

TESL COM

Symphony in Slang!

Cartoon extraordinaire !

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IDIOMS ABOUT LAW & POLITICS

Caught Red-Handed
Apprehended while committing a crime

Five-Finger Discount
Shoplifting

Foul Play
Crime, typically murder

Throw The Book At
Prosecute legally as strongly as possible

Stick It to the Man
Do something that frustrates those in authority

Shot Across the Bow
A warning of more serious actions to come

Up in Arms
Angry, protesting (usually said of a group)

Scorched Earth
Ruthless, extremely destructive

Pin Someone Down
Demand a decision or clear answer

TESL COM

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

Tree Max Boat

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

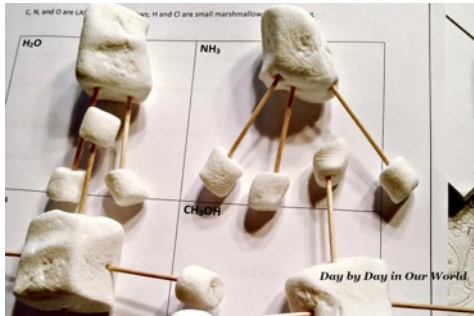
Teachers can model reading and comprehension strategies through shared & guided reading activities.

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!

Variety of techniques used to make content concepts clear

- Model the task
- Preview the material
- Make an outline of the key points
- Word wall
- Use manipulatives
- Show an example of a completed project
- Hands on activities
- Learn the Six C's of motivation
- Use facial expressions and body language
- Graphic organizers
- Highlight key words AND teach them in ADVANCE!
- Do Numbered Heads for accountability and clarity
- And last, but not least, model the task!



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Academic language in context

Instructions: Fill in the missing words with your knowledge of science and English sentence structures.

Weather Forecasts

SUMMARY

Weather Observations:

- Meteorologists are people who study the _____ and make weather maps.

Forecasting Weather:

- Meteorologists gather _____ about current weather and make predictions about future _____ patterns.
- A station model shows weather conditions at _____ specific location on Earth's surface by using symbols _____ record meteorological data.
- On weather maps, isotherms are _____ that connect points of equal temperature.
- An isobar _____ a line drawn on a weather map that _____ points of equal atmospheric pressure.

Comprehensible input strategies

Modeling

Hands- On

Realia

Pictures

Overhead Projector

Demonstration

Multi Media

Timeline

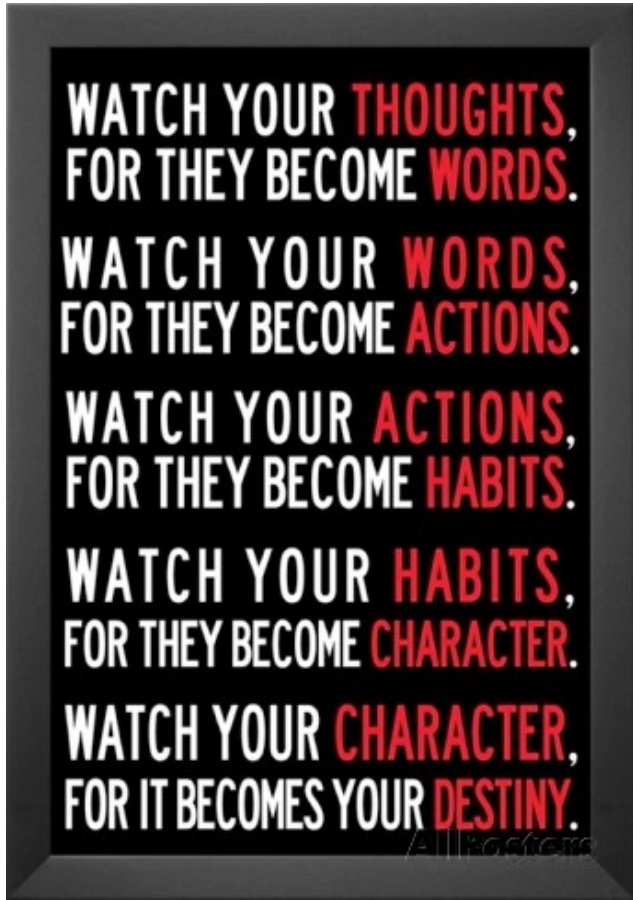
Maps

Graphs

Cultural perspectives considered

- Task vs. relationship oriented
- Individually vs. collectively oriented
- Egalitarian vs. Status oriented

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



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Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment

- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students' background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaning and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students' lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
• Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs	• Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper	• In a whole group • In a small group • With a partner such as *Turn-and-Talk* • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as *Think-Pair-Share* • Interactive websites or software • With a mentor or coach	• Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as *What? When? Where? How? Why?* • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including *Wait Time*

Strategies for Comprehensible Input

Comprehensible Input			
10. Appropriate Speech 11. Clear Explanation 12. Concepts clarified through a variety of techniques	• Adapted Dictogloss • Adapted Reading Experience Approach • Bookmarks • Concept Personification Role-Play • Everyone Gets a Chance • Fishbowl • Flip Books • Framed Outlines • Graphic Organizers (ID relationships) • Guided Listening	• Homographs, Homophones, & Synonyms • Idiom Match-Up • Imaging • Information Gap Instructions (1 way task) • Interactive Reading Guide • Mnemonic Strategies • Move It	• One-Way Information Gap Question Task • Recast • Reformulation • Taped Text • Text Identification • Think Aloud • Two-Way Information Gap Task • Visuals • Vocabulary Cards

Lesson plan time!

- How will you modify your speech?
- How will you clearly explain academic tasks?
- What techniques will you use to ensure that content concepts are clear?
- What cultural perspectives will you take into consideration?

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What did we accomplish today?

- We defined sheltered English instruction.
- We were introduced to second language acquisition theory.
- We explored the Sheltered English Instruction component of Comprehensible Input.

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Ticket Out the Door

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Anyone can look cool,
but awesome takes practice