

## Sheltered Instruction Lesson Planning Reference

<b>Language Objectives</b>				
<input type="checkbox"/> Listen for	<input type="checkbox"/> Retell	<input type="checkbox"/> Define	<input type="checkbox"/> Compare	<input type="checkbox"/> Summarize
<input type="checkbox"/> Persuade	<input type="checkbox"/> Write	<input type="checkbox"/> Describe	<input type="checkbox"/> Explain	<input type="checkbox"/> Discuss
<input type="checkbox"/> List	<input type="checkbox"/> Log	<input type="checkbox"/> Read	<input type="checkbox"/> Answer	<input type="checkbox"/> Ask
<input type="checkbox"/> Rehearse	<input type="checkbox"/> Find the Main Idea	<input type="checkbox"/> Tell	<input type="checkbox"/> Converse	<input type="checkbox"/>
<b>Lesson Preparation</b>				
<input checked="" type="checkbox"/> Videos	<input checked="" type="checkbox"/> Manipulatives	<input checked="" type="checkbox"/> Visuals (charts, graphs)	<input checked="" type="checkbox"/> Models	<input checked="" type="checkbox"/> Realia
<input checked="" type="checkbox"/> Demonstrations	<input checked="" type="checkbox"/> Related Literature	<input checked="" type="checkbox"/> Hi-Lo Readers	<input checked="" type="checkbox"/> Graphic Organizers	<input checked="" type="checkbox"/> Outlines
<input checked="" type="checkbox"/> Study Guides	<input checked="" type="checkbox"/> Audio Texts	<input checked="" type="checkbox"/> Marginal Notes	<input checked="" type="checkbox"/> Statements to Rate	<input checked="" type="checkbox"/> Sentence Starters
<input checked="" type="checkbox"/> Guide-O-Rama	<input checked="" type="checkbox"/> Adapted Texts	<input checked="" type="checkbox"/> Adapted Assignments	<input checked="" type="checkbox"/> Native Language Texts	
<b>Adapted Text:</b> <i>highlight vocabulary, add a word bank, graphic organizers, time-line, add illustrations, reduce or amplify</i>				
<b>Building Background</b>			<i>(content, process, structure)</i>	
<b>Link to Experience</b>		<b>Link to Previous Learning</b>		<b>Introduce Key</b>
<b>Vocabulary</b>				
- Raise a Question		- Oh Yesterday!		- Word Cards with Pictures
- Group Brainstorm		- KWL Chart		- Photographs/Video
- Exploratory Activity/Video		- Before & After Statements		- Real Objects
- Circle Map		- My Predictions		- Predict - O- Gram
- Graffiti Write		- Minute Write/ Journaling		- Use in Context
- Bring Something		- Reference Previous Visuals		- Exclusive Brainstorming
		- Anticipation Guide		- Act it Out
				- Self-Selection
<b>Vocabulary Development</b>				
➤ Charades	➤ Team Tokens	➤ Example/Non-Example	➤ I'm Thinking of a Word	➤ Content Word Wall
➤ Fill in the Blank	➤ Four Corners	➤ Worderpillar	➤ Word Web	➤ Personal Dictionary
➤ Word Sort	➤ Word Study Book	➤ Related Texts	➤ Concept Definition Map	➤ Cloze Sentences
➤ List-Group-Label	➤ Word Generation	➤ Self-Assessment	➤ Vocabulary Games	➤ Notecard
<b>Synonym</b>				
➤ Who am I?	➤ Cloze Crossword	➤ Trash-Can	➤ Graffiti Pictures	➤ Nursery Rhymes
➤ List-Read-Add	➤ Word Tents	➤ Word Tag	➤ Pictionary	➤ Links
➤ Bingo				
<b>Comprehensible Input</b>				
Models	Demonstrations	Visuals	Gestures	Body Language
Speech	Sentence Strips	Wait Time		
<b>Meaningful Activities</b>				
⚙ Story Strip	⚙ Brochure	⚙ Graphic Organizer	⚙ Chant, Song, Rap, Poem	⚙ Interview
⚙ News Article	⚙ Poster	⚙ Create a Product	⚙ Diorama, Model, Mural	⚙ Reader's Theater
⚙ Jeopardy	⚙ Simulation	⚙ Experiment	⚙ Conduct a Survey, Graph	⚙ Letter/ Email
⚙ Role Play	⚙ PowerPoint	⚙ Puppet Show	⚙ Debate	⚙ Community Project
⚙ Conference	⚙ Journaling	⚙ Character Diary	⚙ Story Mapping	
<b>Student Interaction</b>				
Jigsaw	Line-Up	Snowballs	Written Conversation	A's Info/ B's Info
Let's Talk About ___!				

‡ Wallpaper	‡ Clock Buddies	‡ Information Gap	‡ Famous Person	‡ Semantic Feature Analysis
‡ True/False	‡ Table Text	‡ Big Wheel	‡ Tents	‡ Find Someone Who
‡ Think, Write, Pair, Share	‡ Partner Rating	‡ Debate		‡ Character Dialogue
<b>Review/Assessment</b>				
⊙ Thumbs Up/Down	⊙ Number Wheel	⊙ Response Board	⊙ Response Cards	⊙ Self-Assessments
⊙ The Big Five	⊙ Ticket Out	⊙ Numbered Heads	⊙ Word Chain	⊙ Add to your Schema
⊙ Out into the World				

## Activity Descriptions

### Lesson Preparation

**Guide-O-Rama** – A teacher-created reading guide which lists page numbers and clues, questions, and think-alouds.

**Hi-Lo Readers** – Texts that are high interest, low readability

### Building a Background

**Raise a Question** – The teacher asks a question which fosters debate and/or allows students to draw on experiences.

**Group Brainstorm** – Student groups brainstorm ideas or words related to the concept.

**Graffiti Write** - Students write or draw concept-related ideas on chart-paper posted throughout the room.

**Bring Something** – Students are asked to bring something from home that relates to the concept and describe it aloud.

**Oh Yesterday!** – Student groups write answers to 4-5 review questions posed by the teacher. One student from each group stands and says “Oh Yesterday we....” in their most expressive voice.

**Before and After** – Teacher-created three column chart. Column one and three contain identical response choices, column two contains questions. Students respond to questions before and after reading to see how their viewpoints changed. (Packet pg. 53)

**My Predictions** – Teacher-created list of story events with before and after columns. Students indicate whether or not they think an event will happen in the story/text before reading and check their predications after reading. (Packet pg. 54)

**Anticipation Guide** – Teacher-created. Students agree or disagree with content-related statements using a scale of 1-4 and discuss their choices with a partner. (Packet pg. 52)

**Predict-O-Gram** – Teacher-created list of vocabulary words, characters, nouns, and verbs (with pictures) that will appear in the text. Before reading, students use the words and pictures to tell a predictive story to a partner. Or, students sort given words into categories such as characters, setting, Problem, Action, and Solution. (Packet pg. 53 and 57)

**Exclusive Brainstorming** – Groups of students generate words with a given (root, prefix, suffix) and predict definitions.

**Self-Selection** – Students select vocabulary words they feel may be essential. After learning about the concept, students add to their list and share with the class, who agrees on a class vocabulary list.

### Vocabulary Development

**Team Tokens** – Students form groups of 5 and then count-off 1-5. The teacher displays this list: Student 1 - definition, Student 2 - picture, Student 3 - synonym, Student 4 - antonym, Student 5 – sentence. The teacher displays a vocabulary word or gives each group a different word. Teams will have five minutes to work together. Each student is responsible for writing down their answer with their groups help. When five minutes is up, the teacher calls a student number. The first student with that number who stands reads what they have written and, if correct, earns a token for

their team. Students with tokens must remain seated for the remainder of the game. The teacher continues to call various student numbers and award tokens until no tokens remain.

**Example/Non-Example** – The teacher displays a word and makes statements which either fit the word or do not fit the word. If the statements fit, students say the word. If not, students say nothing. This activity can be student-led.

**I'm Thinking of a Word** – Display all vocabulary words (or use word wall). Teacher/student leader says "I'm thinking of a word that means....." The first student who guesses the word takes the next turn.

**Fill in the Blank** – The same as above, only teacher/students say a sentence with "blank" instead of the vocabulary word.

**Four Corners** – A 4-square chart which includes: concept, picture of concept, sentence, definition. (Packet pg. 65)

**Concept Definition Map** – Packet pg. 64

**Worderpillar** – Using colored circles, students create a word worm which shows the definition, synonym, antonym, picture, or sentence

**List-Group-Label** – Students list concept related words, group them into categories, and label the categories.

**Who am I?** – Students from groups of 3-5. The teacher writes vocabulary words on note-cards and tapes the note-cards to one group member's back. The teacher calls out a rule: "definition", "fill in the blank", "synonyms", "antonyms", "picture" or "act-it-out" and sets a timer for one minute. Group members must get the student to guess the word only by giving clues that follow the rule before time runs out.

**Trash-Can** – Put word definitions, synonyms, antonyms, and cloze sentences in a small trash can with a swinging lid, as well as some note-cards with a picture of Scooby-doo or another famous character. Display vocabulary words on the board. Students take turns picking from the trash can and stating which word matches the card chosen. If correct, the student keeps that card. If a character card is picked from the can, the student says "Rut-Ro" and must put all of their cards back in the can. This game can also be played with sight words.

**Graffiti Pictures** – Post many pieces of chart paper around the room, each with a vocabulary word written at the top. Students walk around and draw pictures or write one related word on each poster.

**Nursery Rhymes** – Choose a few nursery rhymes and print copies. Students choose a rhyme and modify it to include vocabulary words and synonyms, antonyms, etc. to make a new version of the rhyme. Students present their rhymes.

**Notecard Synonyms** – Post sentences that include vocabulary words. The vocabulary words should be written on note-cards, with a synonym written underneath. Have students create their own note-card sentences.

**List – Read – Add** – Students create a list of possible vocabulary words before reading/learning, then add to their list during/after reading or learning about the concept.

**Word Tents** – Give students folded note-cards. Students should set them up like tents and write a vocabulary word on both sides. When the teacher calls out a definition, synonym, antonym, or sentence, students raise the matching tent and say the vocabulary word.

**Word Tag** – Make several "word tag" necklaces with vocabulary words written on note-cards and string. Begin with all of the words on your own neck. When a student uses a word during discussion, hand them the necklace with that word. Each time a student uses a vocabulary word in context, the necklace is handed off to them. Tag! You're it!

**Links** – Hand out strips of white paper (about 2 inches x 15 inches). Students write a vocabulary word on one strip. On the other strip, students write about a personal connection, which might include a sentence using the words I, me, my, our, we. Students link the two strips together by stapling strips into a circle and linking them together.

## **Student Interaction**

**Jigsaw** – Groups students. Assign each group member a different activity/assignment or have them count-off. Group members meet with others in the class who share their same topic/assignment to work on the task. Members then report back to their group and present what they learned.

**Line-Up** – Students form two equal lines. Lines face each-other so that each student is partnered. Students take steps to the left or right to form new partners. Students on the ends partner with each other.

**Snowballs** - Students write a response on blank paper, crumble the paper, and toss it simultaneously. Each student finds a “snowball”, adds to what is written, and tosses it again. Tosses can be repeated as many times as necessary.

**Written Conversations** – Student pairs find a quiet place to sit with one pencil and lined paper. Students converse through writing about a given topic or questions. No talking!

**A’s Info/B’s Info** – Create an A version and a B version of content information (chart form). Student A finds a Student B and partners so both students can complete the chart. (Packet pg. 69,71,72)

**Let’s Talk About !** - Draw a face with 4-5 speech balloons on a blank piece of paper. Number the balloons. In the balloons, write content/story questions. Students walk around the room until the teacher calls a number. Students then partner, and answer that question together. Repeat for the remaining questions.

**Wallpaper** – Group students. Give each group a piece of chart paper and a text/page number/topic/article. Groups may only draw pictures to represent the information. Each group presents their information to the class.

**Clock Buddies** – Hand out “clock buddies” sheets. Students find a partner to fill each time slot and partners write each other’s name under that time. Call a time to pair students for discussion or activities.

**Information Gap** – For use with charts showing content information or graphs. Add speech balloons to the top of the worksheet which contain questions about the content.

**Famous Person** – Use the “Let’s Talk About \_\_\_!” procedure, focusing on questions about a famous person.

**Semantic Feature Analysis** – Create a chart with content-related words in the first column (e.g. people in our community) and features along the top (help people, work in schools, men, women, call in emergencies, etc.)

**True/False** – Give each student a TRUE note-card and a FALSE note-card. Read statements and have students respond by holding up one of the note-cards.

**Table Text** – Group students. Give each group one piece of lined paper. The group must answer a question, discuss an idea, or debate by passing the paper and writing. No talking!

**Big Wheel** – Follow the same procedures as “line-up” but form an inner circle and an outer circle.

**Tents** – Students create 4-5 note-card tents displaying content words (e.g. moon phases, animal names, short vowel sounds, presidents, etc.) The teacher calls out a clue (e.g. half light, half dark, has hooves, says /a/, was a democrat) and students simultaneously raise the appropriate tent and say the word/letters on the tent.

**Find Someone Who** – Create a chart listing various content questions. Students walk around to find someone who can answer one of the questions correctly. Students write the name of the person who answered the question correctly in that space.

**Think, Write, Pair, Share** – The teacher poses a question. Students write their response, pair with a peer, and share.

**Partner Rating** – With a partner, students read content-related statements written by the teacher and rate their agreement on a scale of 1 (strongly disagree) to 5 (strongly agree).

## **Web Resources**

### **Free**

[www.highlightskids.com](http://www.highlightskids.com) – Click on Story Soup or Science in Action

[www.timeforkids.com](http://www.timeforkids.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.readingquest.org](http://www.readingquest.org) – Social Studies

[www.freology.com](http://www.freology.com) – graphic organizers and more

[www.fcrr.org](http://www.fcrr.org) – free vocabulary centers, reading instructional materials, assessments, and progress monitoring

[www.readingresource.net](http://www.readingresource.net) – free printables

[www.vocabulary.com](http://www.vocabulary.com) – free word lists for content areas and novel studies

[www.vocabulary.co.il](http://www.vocabulary.co.il) – online games

<http://www.esltower.com/vocabularyteachers.html> - printable vocabulary exercises with pictures

#### **For Purchase**

[www.readinga-z.com](http://www.readinga-z.com) – subscription required – leveled text, native language text.

[www.marcycookmath.com](http://www.marcycookmath.com)

[www.learninglinks.com](http://www.learninglinks.com)