

# Project Learning Tree and Project WILD Educator Workshop: Using Sheltered Instruction



## NOTE:

- The slide show corresponds to the written manual.
- Where possible the page numbers and slide numbers have been cross listed.

# This workshop is designed with the following beliefs in mind:

- All students should be presented with suitably challenging curriculum
- Similar levels of achievement will be expected for both second language learners and native English speakers
- Instructional accommodations can and should be made so that every student can learn

# Standards based instruction is guided by the following questions:

- What is the knowledge base?
- What should students know as a result of instruction?
- What should students be able to do as a result of instruction?
- What skills should they acquire?
- What are the instructional activities that will constitute instruction?
- How will students demonstrate what they have learned and what they can do?
- What formative and summative assessments will be used?

# PW and PLT Curricula.....

The PW and PLT curricula are already organized to tie into content area standards. This document is focused on the instructional moment—how the PW and PLT materials can be made even more accessible to second language learners.



# Guiding Questions

## Big Ideas



# GUIDING QUESTIONS

- What are some basic elements of first and second language acquisition that all teachers should be familiar with?
- What is the relationship of students' learning in their first and second languages?
- What are some specific strategies for instruction that allow for differentiation to meet the needs of second language learners regardless of where and how they are served?

# BIG IDEAS - SCHOOLWIDE WORK

- Instruction can be better organized to meet the needs of a linguistically diverse population
- Big ideas and enduring understandings are central elements in curriculum planning in standards based instruction.
- An overall instructional plan needs to include flexible grouping that accounts for students' language proficiency and their need to develop both linguistic and academic skills
- People remember what they learn when they have a chance to practice
- Collaboration with professional colleagues strengthens planning




# Second Language Acquisition

## background info

- Reasons for need or wanting to acquire L2
- Possibilities for using L2 in daily life
- Context in which learners must use the L2
- Personality of the individual (introvert / extrovert)
- Attitudes towards the L2
- Whether learner feels safe to take risks, make mistakes
- Nature of instructional program including access to conceptual development in L1

# Range of Program Structures

- All English Instruction
- Primary language support
  - (Content Reinforcement – No literacy)
- Primary Language
  - (Literacy only)
- Full Primary Language Foundation
  - (Content and literacy instruction in L1 and in English)



Every well implemented program includes instruction in English. All kinds of programs can produce academically proficient English speakers.

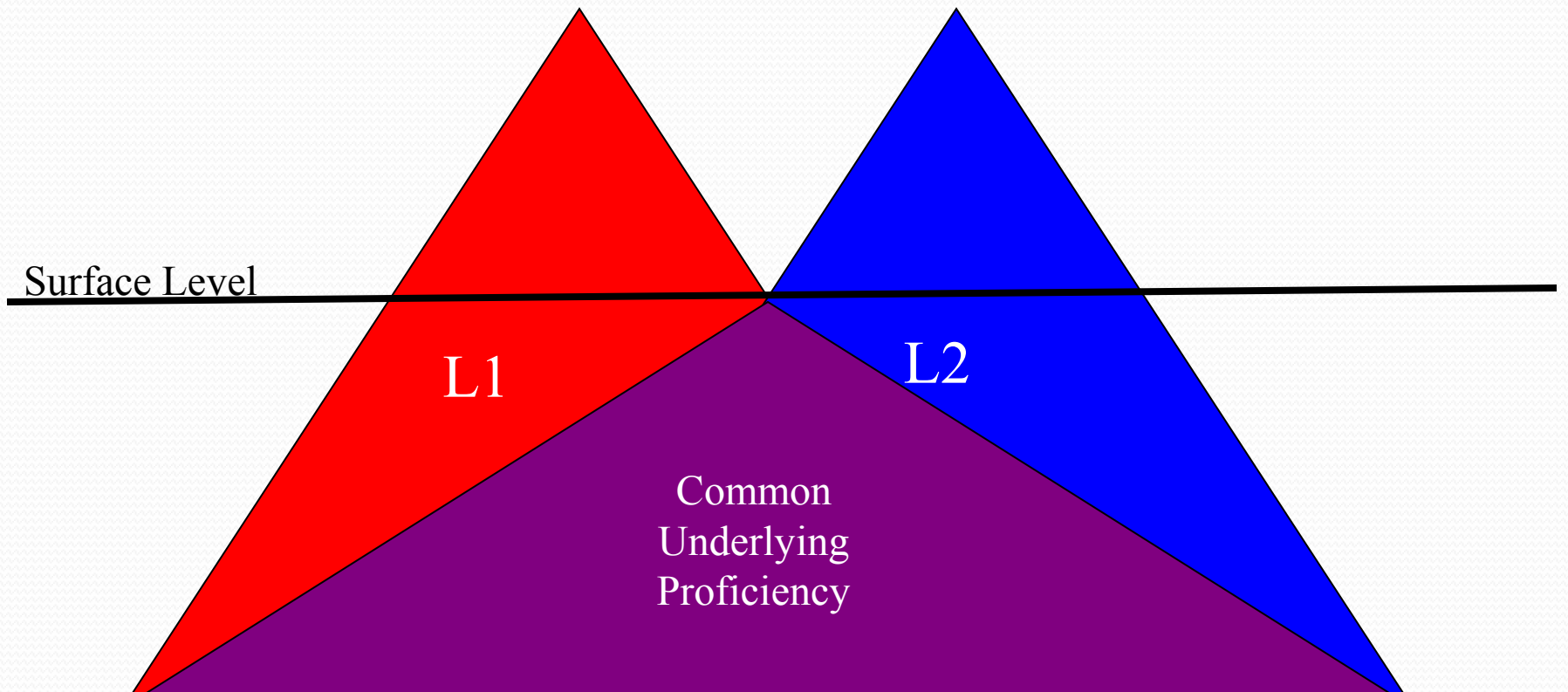
# THEY VARY IN:

- The length of time it will take to learn English
- The extent to which teachers will need to modify their instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

# Common Underlying Proficiency

Once we know something in one language we do not need to relearn it to use it in another. We just need to learn how to *express* what we already know.

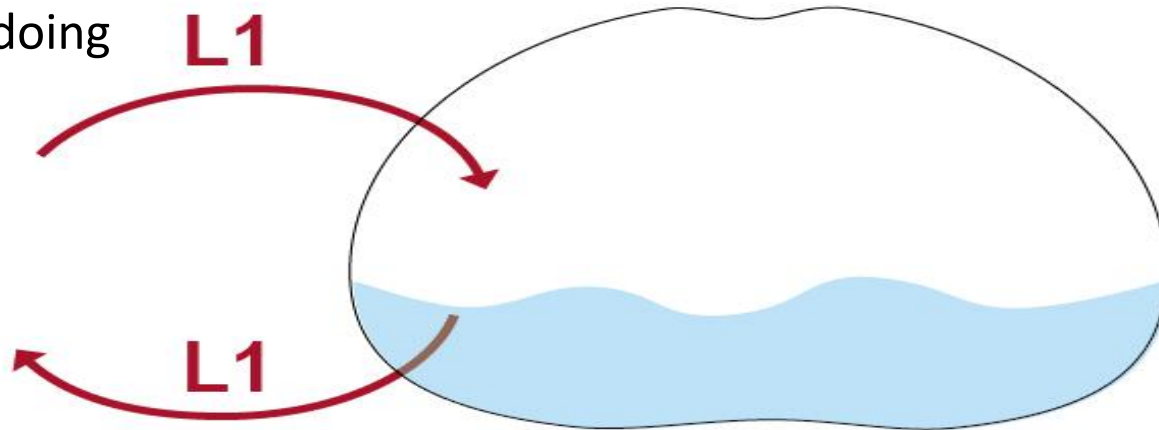
# Common Underlying Proficiency Iceberg Metaphor



# Learning Through the Primary Language

## ***Conceptual Reservoir***

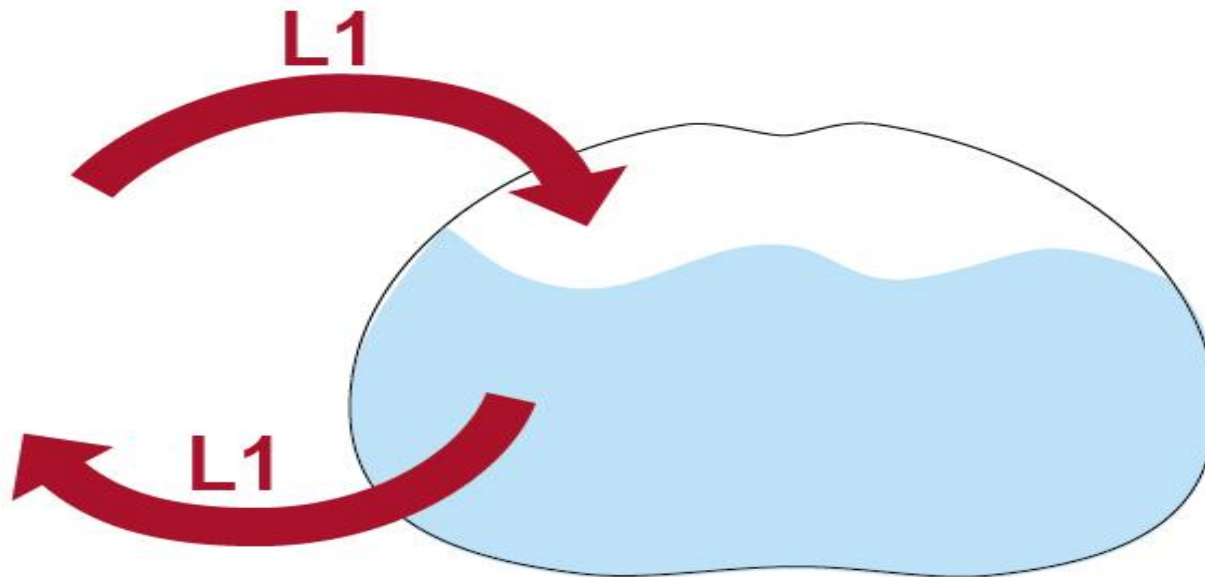
Listening, observing, reading, and  
imitating, doing **L1**



Speaking, writing, artistic expression,  
physical movement, etc.

Deepen the Reservoir → Strengthen the Pathways

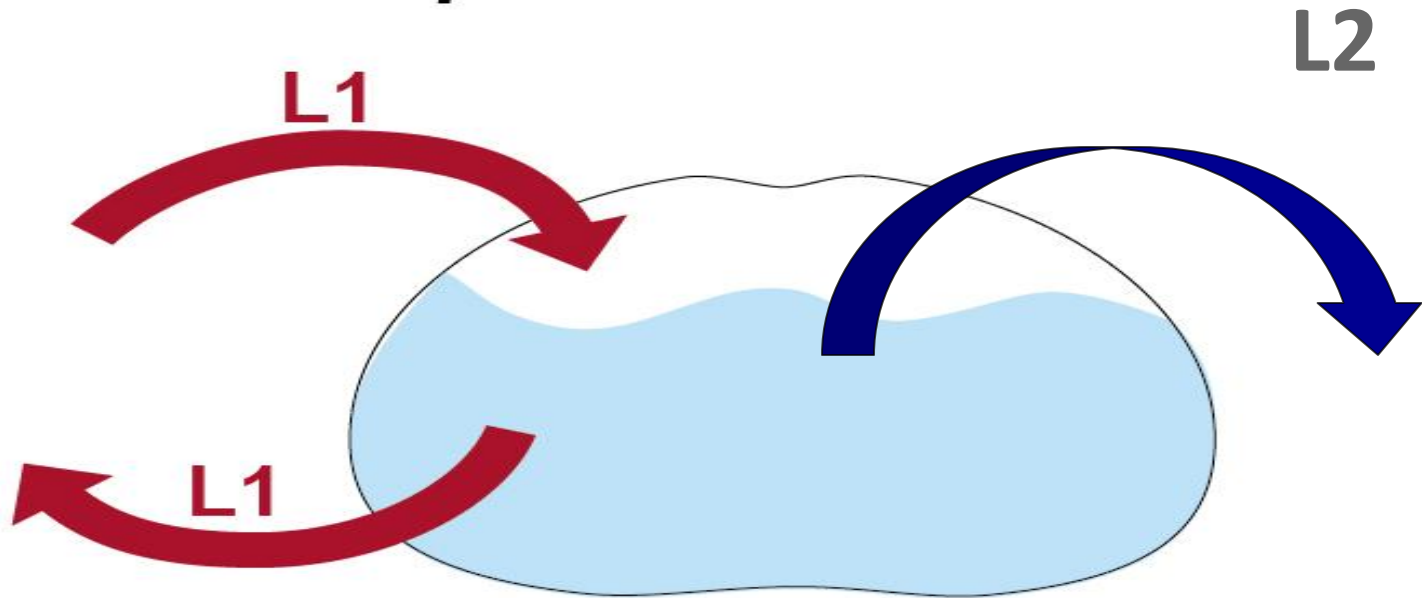
## ***Conceptual Reservoir***





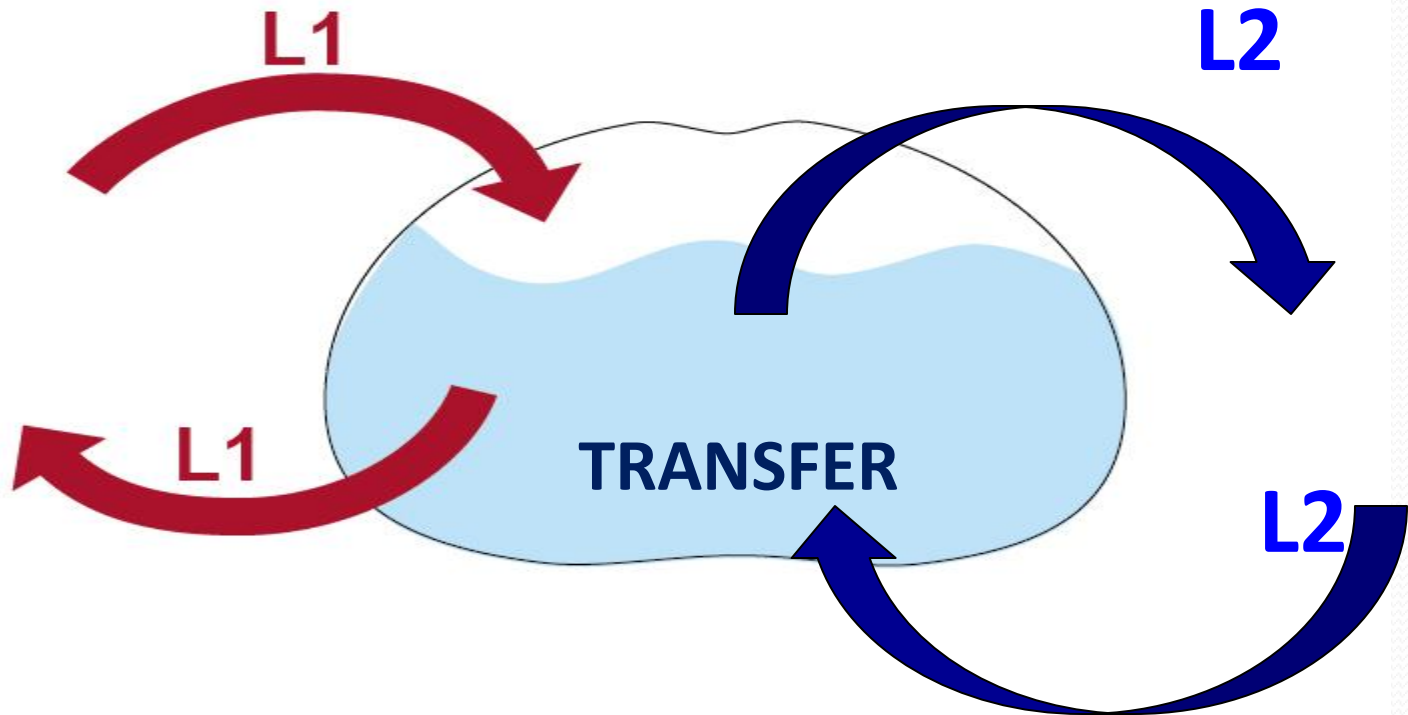
# Learning a Second Language Begins With Representing What is Already Known

## *Conceptual Reservoir*



# Adding to the Reservoir Through a Second Language

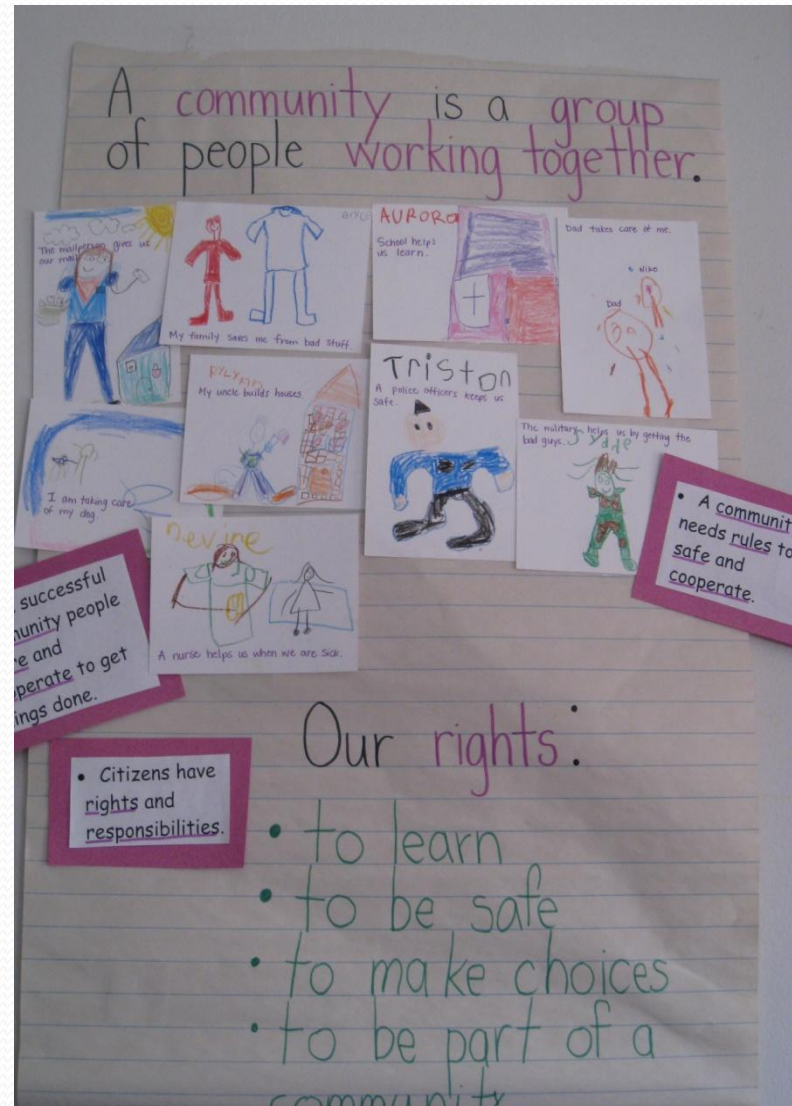
## *Conceptual Reservoir*



# Our Job As Educators

**Fill the reservoir as deeply as possible.**

Assure that students are gaining concepts and knowledge and practicing higher order thinking skills – no matter the context or the language used to do so.



# Another Implication for Instruction:

Students benefit when teachers organize instruction to help them take what they know in one language and express it through the other.



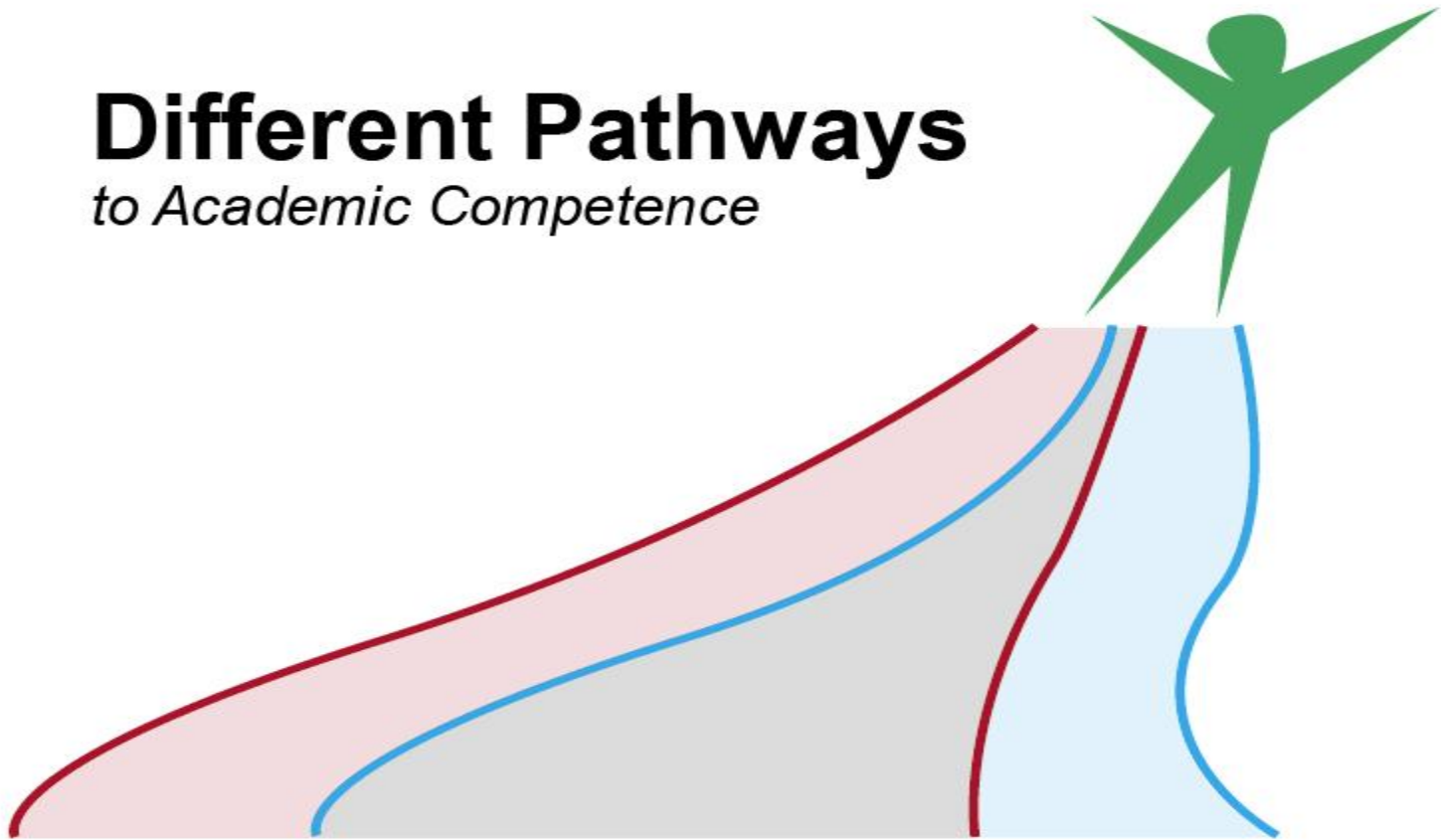
# IT'S YOUR TURN. WITH A PARTNER:

- Recreate the drawing that describes the conceptual reservoir.
- Take turns explaining what it is, and why it is such a critical piece of information for your work as educators.

Most teachers currently use strategies that are based on understandings of how students learn through their first language - the **red road**.

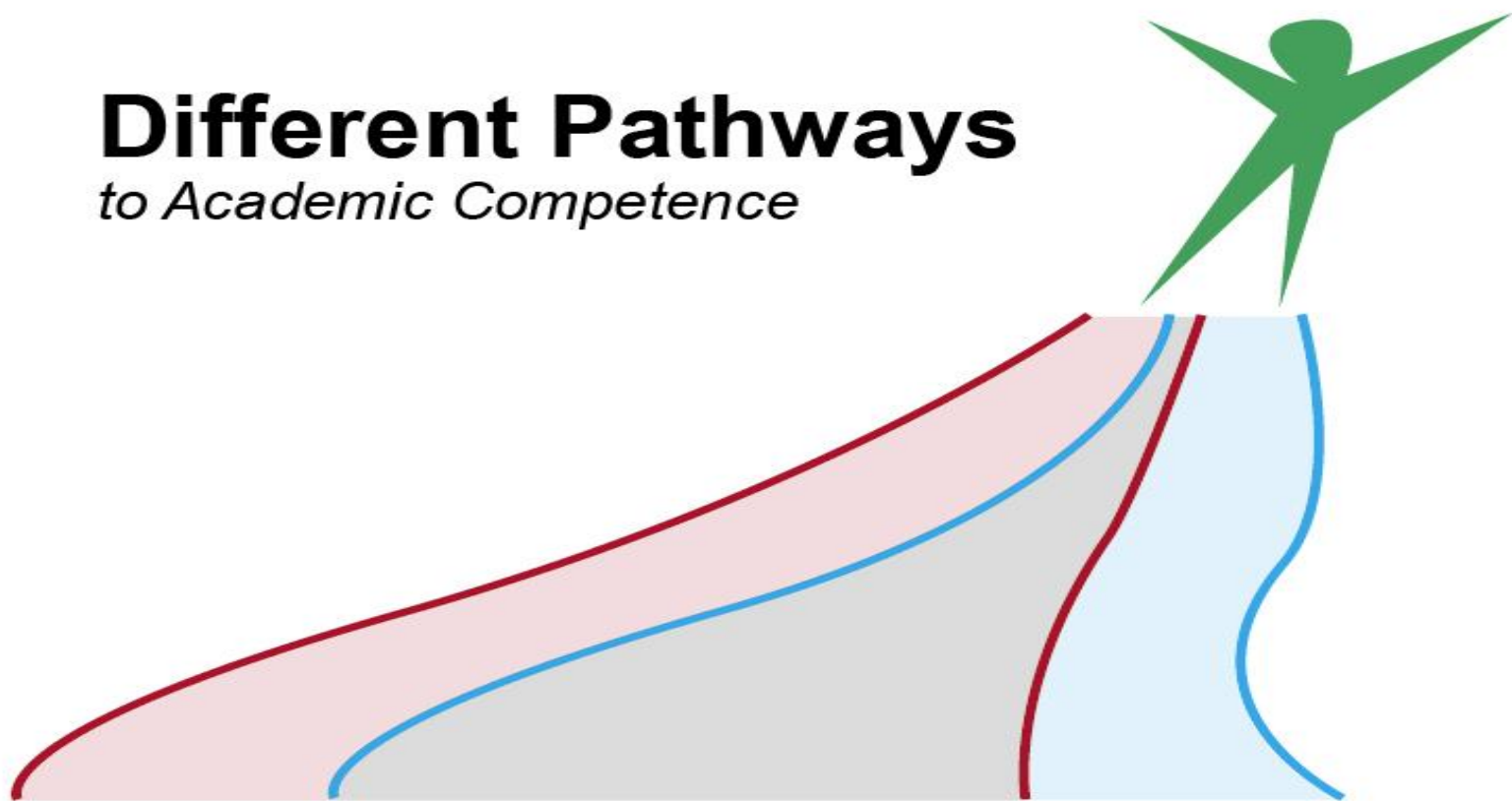
# Different Pathways

*to Academic Competence*



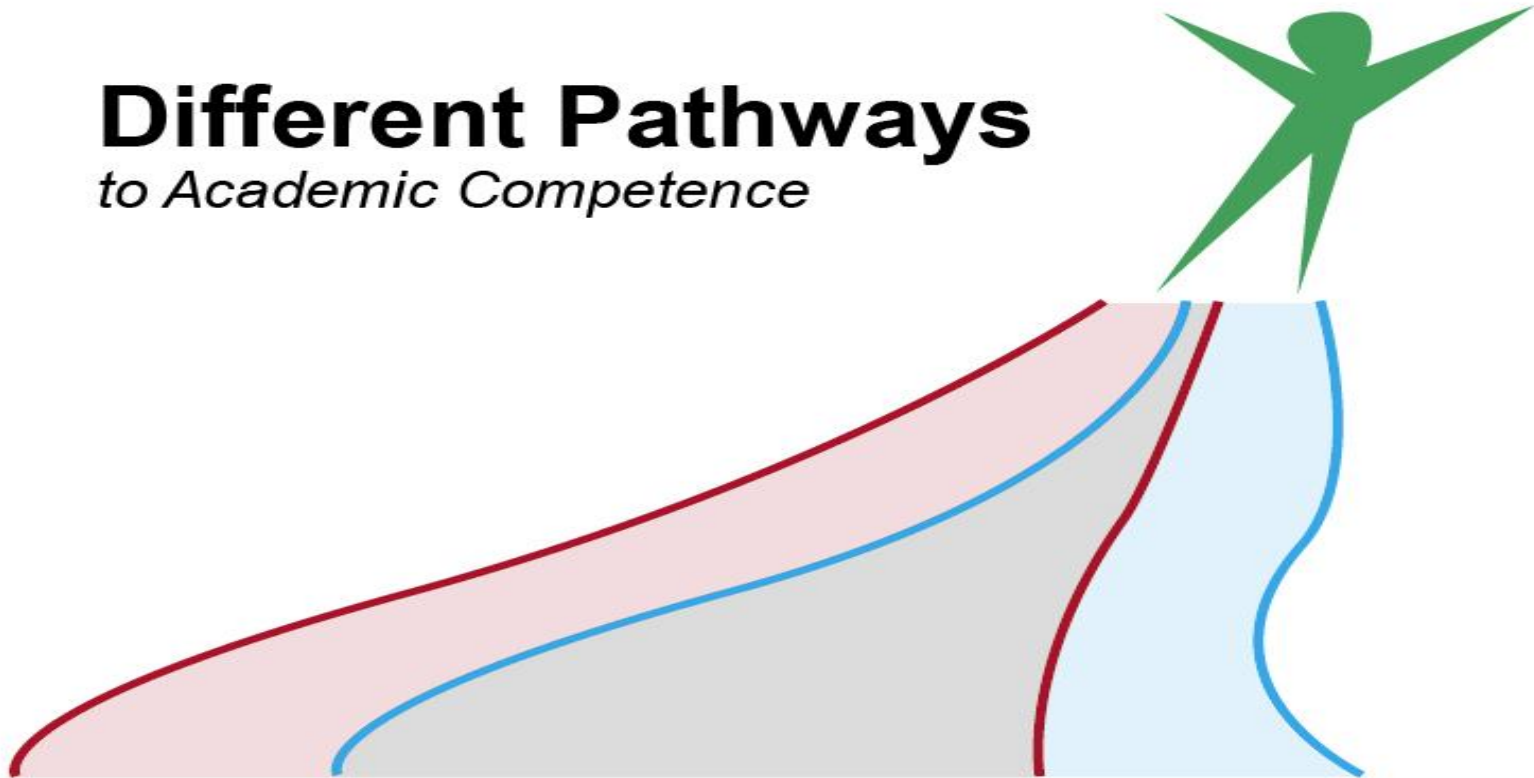
Students learning through their second language are striving to reach the same academic goals as native-English speakers. However, the pathway they follow to get there will be different. In order to be effective, teachers need to utilize strategies that are better suited to the second language pathway - **the blue path**.

## **Different Pathways** *to Academic Competence*



The figure at the end of the road represents academic bilingualism.  
Emerging bilinguals are traveling on both pathways

## **Different Pathways** *to Academic Competence*



**Our role: Make sure students can get there.**




If we organize for the whole school  
based on the understandings that guide  
instruction for ELLs

the blue pathway

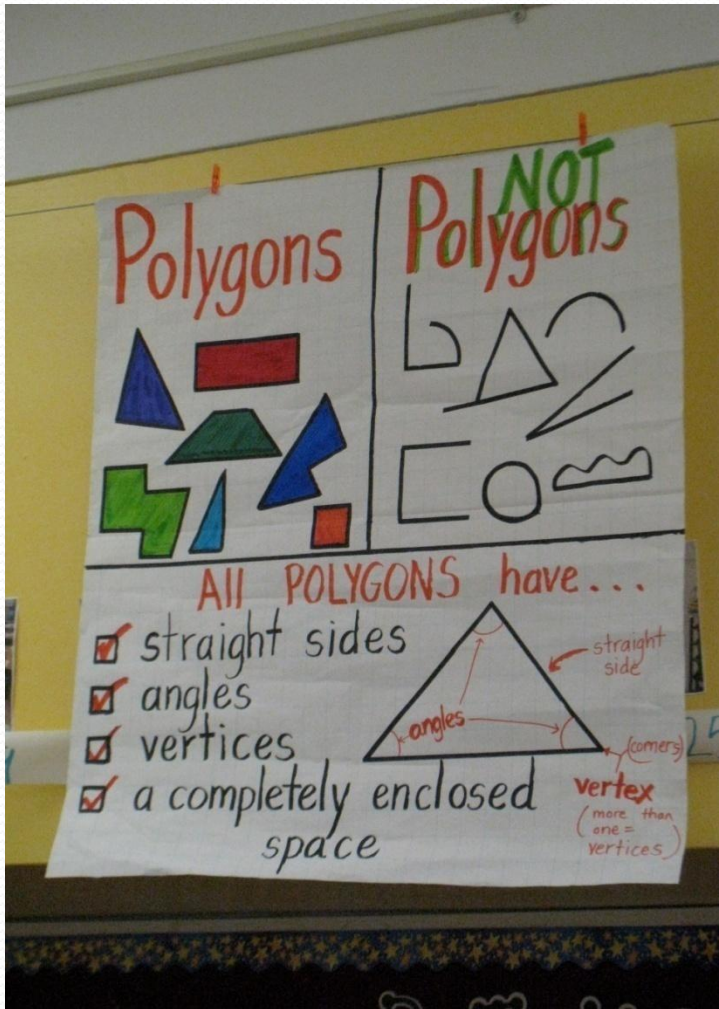
then every child, regardless of language  
background or proficiency, would  
benefit.

Including highly literate native English  
speakers!



How is academic competence  
best developed  
in linguistically diverse settings?

# Dimensions of Academic Work and Literacy



Content &  
Conceptual  
Understandings

Oral Communication  
(listening &  
speaking)

Interaction with text  
(reading & writing)

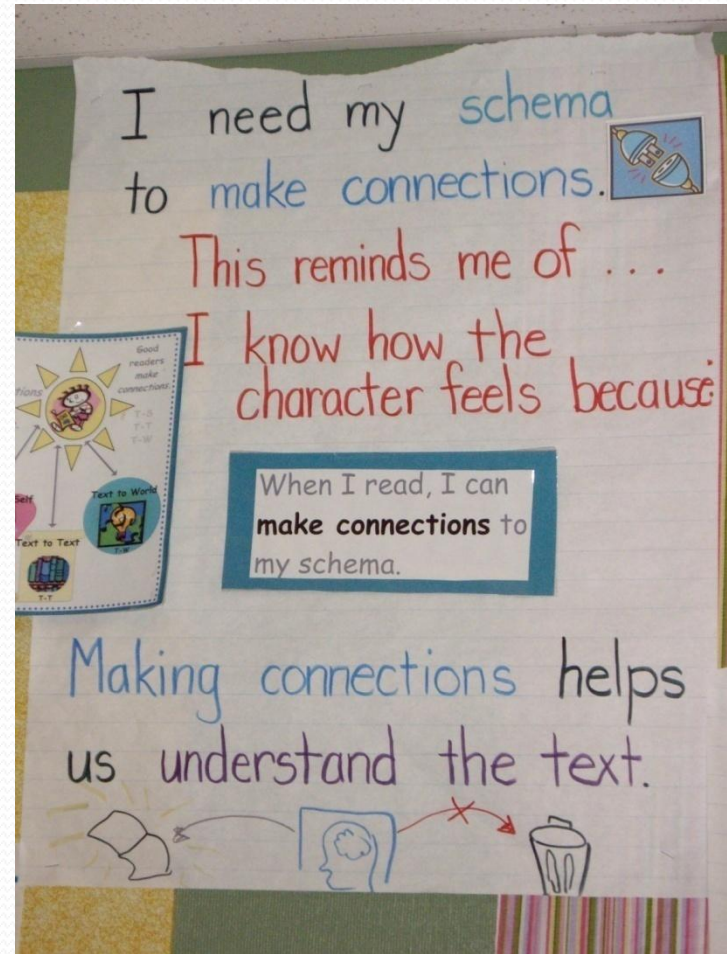
# What do you already know about sheltering?

- Sheltering is...

# A New Way To Think About “Sheltering”

Make intentional connections among:

- The conceptual understandings
- How we talk about the ideas
- How the ideas are represented in text
- Using visual images, movement, modeling, and demonstration



# STUDENTS NEED TO BE ABLE TO

Talk about

Interact with

Act on

Read about

Write about

Connect to

The important ideas of instruction

# ELEMENTS OF A SHELTERED CLASSROOM

Decide on the most important concepts keep coming back to them using all strategies possible using:

**A VISUAL APPROACH:** Show what you are talking about

**GUARDED VOCABULARY:** Decide on the most important terms and repeat them frequently

**COOPERATIVE LEARNING:** Encourage learners to work together

**A HANDS-ON APPROACH:** Use of manipulatives and task-oriented projects

# Physical Environment

- “If everything on the wall was in Hebrew, would you be able to figure out the learning?”
- Balance between just enough and too much
- Invite interaction
- The most abstract concepts should be what we represent visually!



# What can Teachers do to Shelter their Instruction?

- Simplify the input
- Check frequently for understanding
- Use contextual clues
- Prepare for the second language learners of English

# Grouping and Re-Grouping

- Homogeneously by Primary Language
- Homogeneously by Second Language
- Heterogeneously in Integrated Groups

\*\*Ideally-every grouping, every day

# Standards Based Instruction (Specifically for ELLs)

- **High expectations**-access to grade level content
- **Backwards planning**
- **Language** dimension and language demand
- **Differentiated** instruction

By making a firm commitment to standards based instruction, you will be....

Delivering the curriculum so that all students **understand** the instruction and can **make use** of the information.

# High Expectations

- “It’s not about teaching what’s easy, it’s about teaching what is most important.”
- All students deserve the right to **equal access** of grade level content, regardless of their language background.
- Same doesn’t mean equal...

# Backwards Planning

## BACKWARDS PLANNING: THE CORE OF STANDARDS BASED INSTRUCTION

What should students know and be able to do as a result of instruction?

Standards

### Evidence

What will we use to determine to look for the success criteria?

Assessment, Driving Questions

### Learning Experiences

What activities will guide students to the essential learning?

Activities-means  
(Text and Task Analysis Rubric)

Culminating Activities in Mind from the Beginning...

# Big Ideas & Enduring Understandings

## WHAT ARE THEY?

- Big ideas & essential knowledge - not necessarily specific facts.
- The organizing framework for lesson planning in a standards-based approach to instruction.
- The bottom line in content area instruction for second language learners



# Big Ideas & Enduring Understandings

- **WHERE DO THEY COME FROM?**
- The state of the art of any field
- National, state & district standards (though they may not be clearly stated)
- Curriculum guides, Informational books
- Your perceptions, perspectives, ideas & philosophies





# Big Ideas & Enduring Understandings

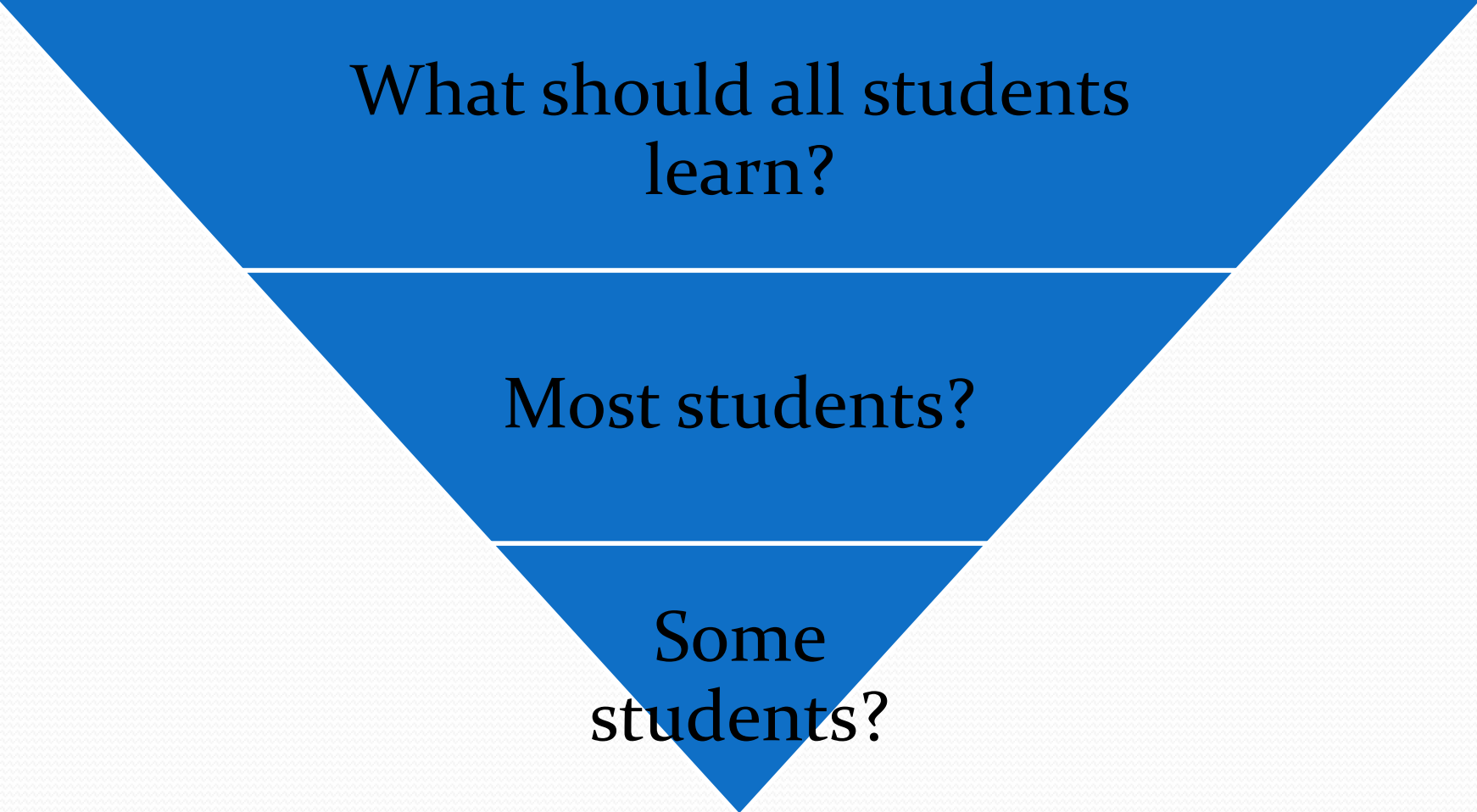
## HOW ARE THEY BEST EXPRESSED?

- Through complete sentences and statements
- You can say “I learned that...” in front of them
- You can provide examples



# Differentiated Instruction

(Planning Pyramid)



What should all students  
learn?

Most students?

Some  
students?

# Making it Manageable

- Standards based planning = identifying long range instruction
- INTEGRATION!!!
- Helps to identify what to “shelter”
- Allows teachers to incorporate expertise
- “Sheltering” Big Ideas/Concepts vs. at the lesson level

# Putting the Pieces Together

- Understandings of language development



- Your Content: Big Ideas/Enduring Understandings



- Standards Based Instruction



- Sheltering Techniques



- Application

# Homework

- Use the Big Idea your group receives to:
  - Identify the key concepts that students need to understand to fully comprehend this Big Idea
  - Review the Project Wild/ Project Learning Tree Resources
  - Find two or three activities that focus on the concepts and / or the big idea.

# Adapting WILD and PLT Materials (based on pg. 11)

- 1. All living things need food, water, shelter and space.
- 2. Wildlife numbers and species composition are not static, but are constantly changing.
- 3. Food webs illustrate some of the interrelationships of all living things.
- 4. A population tends to increase in size until limited by one or more environmental factors.
- 5. Loss and degradation of habitat are considered the greatest problems facing wildlife today.
- 6. Climate and habitats influence species diversity.
- 7. Natural resources include water, air, minerals, soil, fossil fuels and plant life, as well as aquatic and terrestrial wildlife.
- 8. Organisms are both interdependent and dependent on or affected by nonliving things—the abiotic components of the earth.
- 9. All humans consume products and thereby affect the availability of renewable and nonrenewable natural resources.
- 10. Natural resources provide products of commercial value and for subsistence needs of humans.
- 11. Natural resources can be conserved and managed.

## RUBRIC FOR EVALUATING MATERIALS FOR SECOND LANGUAGE LEARNERS' NEEDS

**NAME OF ACTIVITY:**

**SOURCE:**

| Criteria                      | 1 | 2 | 3 | COMMENTS ( Why did you rate it as you did?) |
|-------------------------------|---|---|---|---|
| Vocabulary                    |   |   |   |   |
| Higher Order Thinking Skills  |   |   |   |   |
| Reading Requirements          |   |   |   |   |
| Language Structure            |   |   |   |   |
| Language Requirements         |   |   |   |   |
| Background Knowledge / Schema |   |   |   |   |

**THIS LESSON WOULD BE BEST SUITED FOR (Circle One):** Concept Comprehension   Integrated Group   because....

# RUBRIC FOR EVALUATING MATERIALS FOR SECOND LANGUAGE LEARNERS' NEEDS

**ACTIVITY:** How Plants Grow

**SOURCE:** Project Learning Tree – Activity 41

**GRADE LEVEL:** 4-8, variation K-2

**CONTENT AREAS:** Science, Math, Language Arts, Visual Arts

| Criteria                                     | 1 | 2 | 3 | COMMENTS   |
|--|---|---|---|--|
| Vocabulary                                   |   | X |   | Students should be pretty familiar with most of the vocabulary, seedling, test, needs, sunlight, water, soil, air, and space. Perhaps the word that will be the hardest is "control", but throughout the experiment they should be able to understand the meaning.   |
| Higher Order Thinking                        |   | X |   | During this activity students will need to identify what factors "help" plants grow. Since they will actually be able to see this happen it should be pretty concrete, but there is still some reasoning involved. The students will conduct a test in which one of the needs will be eliminated and observed.   |
| Interaction with Text – Reading requirements |   | X |   | The students will measure and record the growth and activity of each plant. Students will graph the growth of each plant and will be able to compare the graphs to see the differences.  |
| Language Structure                           | X |   |   | The assessment used in this lesson involves drawing a series of pictures showing a plant under different environmental conditions. Students can use symbols to represent what the plant lacks.   |
| Language Requirements                        | X |   |   | As stated under the language structure criteria students are able to "show" their understanding through the use of pictures and symbols.   |
| Background Knowledge / Schema                |   | X |   | Plants need sunlight, water, soil, air, and space in order to grow and be healthy. When plants do not receive the things they need to live and grow, they will either die or be stunted. Children should already know about the components needed for plants, but not necessarily know how each component affect the plant. Through observation of different test groups this will be easily identified. |

**POTENTIAL MODIFICATIONS:** Use hands on experimentation to make content comprehensible. Demonstrate stages of growth for the plant. Develop vocabulary through the use of visuals. Constant review will allow students to develop the concepts. Also use cooperative learning - each group would have one plant in each of the 4 test categories so they could discuss changes within their group. Possibly introduce some language structures that would allow the students to explain how their plant grew and why or why not. (My plant (did, did not) grow because...) Students should be able to compare/contrast plants under different conditions. Illustrations need to be provided that give the phrases needed to identify effects of the different conditions. Students could work cooperatively to fill in Venn Diagrams and then provide fill in the bland (cloze) activities that ESL students can complete to compare their plants. Link what people need to survive to what plants need to survive. Talk about the lifecycle of a person (Maybe read *I'll Love You Forever* to help make the connection.) and how that may relate to the lifecycle of a plant.



## Things to think about when rating the activities using the Text & Task Analysis Rubric

| <b>DIMENSIONS</b>                       | <b>DEFINITIONS AND CONSIDERATIONS</b>  |
|---|--|
| <b>VOCABULARY</b>                       | <p>What new words are taught in lesson? ( for monolingual -English students?)<br/>           What words to kids need to have to understand the new words/ concepts?<br/>           Which words will be difficult?<br/>           How will we teach these difficult words?</p>  |
| <b>HIGHER ORDER THINKING</b>            | <p>What is the level of abstractness.?<br/>           What kind of reasoning skills are required? Are they part of the extensions or the main activity?<br/>           Bloom's Taxonomy- analyze, summarize, infer, evaluate</p>   |
| <b>READING REQUIREMENTS</b>             | <p>How much reading is required by the activity? Will it be familiar text, from trade books, magazines or an academic text? Are there contextual clues within the reading material or is it pure text?</p>   |
| <b>LANGUAGE STRUCTURES</b>              | <p>Language Use/ English language structures – What kinds of grammatical structures do the activities require? What language do they already have in place?<br/>           What language will need to be taught related to the content of this lesson / activity / reading?</p>  |
| <b>LANGUAGE PRODUCTION REQUIREMENTS</b> | <p>Will students primarily be listening, speaking, reading or writing? Can they respond through gestures, answer chorally or do they have to come up with own responses based on their understandings either through speaking or writing? Are the production requirements integral to the activity or primarily for assessment purposes?</p> |
| <b>BACKGROUND KNOWLEDGE – SCHEMA</b>    | <p>What background knowledge do they have to use to relate to concept/ content?<br/>           How will we activate their background knowledge so the students will make connections?<br/>           Do we have examples to help them connect?</p>   |

## RUBRIC DESCRIPTORS to evaluate materials for Second Language Learners

| Criteria  | 1   | 2  | 3   |
|---|---|--|---|
| <b>Vocabulary</b>   | Requires little vocabulary development. Familiar content, concrete ideas – easy to represent through pictures                 | Requires some vocabulary development.<br>Extension of a familiar topic                                 | New content, abstract ideas. Requires extensive vocabulary development; sheltering, pictures, multiple exposure.      |
| <b>Density of the Activity - Higher Order Thinking</b>    | Requires limited to no high-order thinking - literal, recall  | Requires some high-order thinking - inferring  | Requires higher-order thinking skills – Synthesis   |
| <b>Interaction with Text – Reading requirements</b>       | Activity involves limited amounts of reading with familiar content and many context clues, pictures, visuals, diagrams, etc.  | Requires moderate amounts of reading of text with some context clues through visuals or diagrams       | Requires extensive reading of text without context clues  |
| <b>Language Structures: Syntax, morphology, semantics</b> | Simple sentences<br>Language most children control.   | Simple sentences with some complexity. Some structures which students do not yet control independently | Complex sentences<br>Complicated English language structures needed to successfully participate in the activity.      |
| <b>Language Production Requirements</b>                   | Activity requires students to mostly listen with little speaking. Can indicate comprehension through gestures, pictures, etc. | The activity requires the student to produce dialogue that makes sense and read and write simple text. | The activity requires a high level of productive responses to reading tasks including extensive speaking and writing. |
| <b>Background Knowledge/ Schema</b>                       | Students have a large background on the subject based on prior knowledge and/or personal experience.                          | Students have some idea of the subject but there are gaps in the knowledge base.                       | Students' prior knowledge & schema for activity is negligible. Many connections and schema must be built.             |

# Strategies to address student needs

| DIMENSIONS                   | If the dimension is rated 1   | If the dimension is rated 2  | If the dimension is rated 3, you could  |
|------------------------------|---|--|---|
| <b>VOCABULARY</b>            | Synonyms, review vocabulary, demonstrate knowledge of vocabulary: oral, writing, Modified cloze activities. | Some sheltering of specific new vocabulary, some demonstration / role playing/ pictures/ hands-on objects, scaffolded instruction.   | Sheltering through pictures, cognates, vocabulary in context, demonstration, role-play, hands-on items, small group cooperative activity, multiple exposure use of vocabulary in various contexts, scaffolded instruction.  |
| <b>HIGHER ORDER THINKING</b> | May have to shelter some depending on student needs.<br>Review vocabulary beforehand                        | Modify presentation of ideas and text<br>Introduce/ Review vocabulary in reading using visuals or realia.<br>Spend time building background knowledge.<br>Use of graphic organizers for high-level thinking activities.<br>Use cooperative groups for activities.<br>Teacher modeling of higher-level thinking skills<br>Support students through their Zone of Proximal Development by modeling higher order thinking skills such as literal, analytical, and interpreting questions. | This activity may be inappropriate for L2 learners in a mixed group with native English speakers. It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners. If chosen follow steps for Level 2. Focus on essential learnings.<br>Build background knowledge beforehand, spend a lot of time with visuals, realia, hands-on<br>Use cooperative groups (jigsaw, think-pair share, etc.) |
| <b>READING REQUIREMENTS</b>  | Do shared reading instead of independent  | Use different learning modalities to respond to text (kinesthetic, artistic, etc.)   | Find similar text that deals with the same key concepts at different reading levels.<br>Modify reading materials to make them more accessible:<br>Reduce the amount of text, chunk, and choose main ideas.  |

| DIMENSIONS                              | If the dimension is rated 1   | If the dimension is rated 2   | If the dimension is rated 3  |
|---|---|---|--|
| <b>LANGUAGE STRUCTURES</b>              | Connect vocabulary to objects, pictures.<br>Tie text to meaningful ideas.<br>Limit the number of vocabulary items introduced<br>* Work on simple phrases, present tense   | Provide opportunities to build on prior knowledge.<br>Connect visuals/text/simple definitions<br>Allow time for vocabulary development outside of the actual activity<br>Introduce/ use model /Review the structures<br>Provide opportunity to practice - oral, writing, scaffolds, drama                               | <b>Do not choose for beginning English Language Learners without extensive modification.</b> It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners<br>For intermediate and advanced students:<br>Focus on communication of concepts – not “correctness”<br>Focus on structures needed to participate in the activities.<br>Create framed sentences<br>Have L1 English students model and allow L2 students sufficient time to practice  |
| <b>LANGUAGE PRODUCTION REQUIREMENTS</b> | Allow students to demonstrate comprehension through non-verbal means<br>Ask questions that require one/ two word answers.<br>Encourage all attempts to respond<br>* Continue to explain language with modeling and moving students physically through the task (TPR)<br>* Use concrete objects and role playing | Determine the language structures needed to successfully participate in the activities. Allow for oral language practice outside of the actual activity in groups of second language learners<br>Use students’ experiences with the activity to build written expression skills   | This activity may be inappropriate for second language learners in a mixed group with native English speakers.. It would be better suited to a primary language lesson or a concept-focused lesson for only second language learners<br>In addition to recommendations for activities rated 2,<br>Provide opportunities for the development of high-order thinking skills through questioning techniques.<br>Consistently use scaffolding techniques throughout the lesson, assisting and supporting student understanding.<br>Provide language models through a “think aloud” strategy. |
| <b>BACKGROUND KNOWLEDGE – SCHEMA</b>    | Refresh their memory<br>Activate prior knowledge through: shared journal entry, warm-up activity (e.g.- creation of a web)<br>Viewing a video or oral reading<br>* Think Pair Share   | Use graphic organizers to present information<br>Use examples that students are familiar with and then extend to new concepts. Ex: Opinion piece on WWII – begin with their opinions on school uniforms<br>Look for those areas where students lack understanding and support with additional activities.<br>KWL Survey | Explicitly link students background to text:<br>Identify universal similarities between students’ background and new knowledge.<br>Acknowledge and respect the different ideas and assumptions that are attributed to cultural variation.<br>Use resources such as the internet, books, simulations, etc. to expand or highlight the aforementioned connection.  |

## IN YOUR SMALL GROUPS:

Find at least 4 or 5 activities that address your group's Big Idea.

Use this form to rate the activities along each dimension of the Text & Task Analysis Matrix.

Indicate in the comments section why you gave the ratings you did.

### TOPIC / BIG IDEA:

| Name of Activity | Page | Vocabulary | HOTS | Text | Structures | Production | B K Schema | COMMENTS |
|------------------|------|------------|------|------|------------|------------|------------|----------|
|                  |      |            |      |      |            |            |            |          |
|                  |      |            |      |      |            |            |            |          |
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|                  |      |            |      |      |            |            |            |          |

# Group Work:(by Grade level, School, Interests)

- Identify a Big Idea
- Select 3-4 activities from the manuals at the big idea
- Choose 1 activity to present
- Apply Rubric
  - Identify key vocabulary/concepts
  - Create visual images
  - Describe modifications along the 6 dimensions of the rubric
  - Identify potential language objectives
  - If, time identify literacy connections

# Supports and Future Possibilities

- What do you do currently that was affirmed?
- What are some future possibilities for sheltering instruction in your classroom?

# Adopt The Mindset:

When we organize ourselves  
and our instruction with the needs of  
second language learners in mind,

**EVERY STUDENT BENEFITS**





# Contact