Name: \_\_\_Judy Araujo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_3/22/14\_\_\_\_\_\_ Grade Level: \_\_2\_\_\_\_

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| *How does this strategy connect my content and language objectives? How does this strategy facilitate my students’ ability to access the content? How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective? How does this strategy provide comprehensible input for my students?* | | | | |
| Lesson Sequence:   1. Teach 5 new words using 7 step process 2. Introduce and read The Snow Walker through page 24, together 3. Comprehension check: discuss text, using new vocabulary. Brainstorm Milton’s character traits. Teacher writes these on board. Brainstorm his challenges. Teacher writes these on board. | | Sheltered Instruction Strategy: Seven Steps to Pre-Teaching Vocabulary  *(Fill out template on page 2: Note: Fill out the template for one word, but you need to do the Seven Steps for 3-5 words. This should take no more than 2 minutes per word when teacher and students are proficient with this strategy. Remember that this is a pre-reading, pre-teaching process and should be connected to the mentor text from which these words are taken* ) | | |
| Content Objectives:   1. Demonstrate understanding of new words through 7 step process. Use the word “synonym” to describe words. 2. Describe how Milton is feeling/his character traits, through page 24. Use sentence frame “One character trait of Milton’s is \_\_\_\_” when speaking. Provide text evidence. 3. Orally brainstorm Milton’s challenges using sentence frame “One challenge Milton faced is \_\_\_\_.” Write 3 challenges Milton is facing using a paragraph frame. | | Language Objective: *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  Language Objective Differentiation for Proficiency Levels:  Jose  4.3 Reading  Distinguish between general and specific language ~ Match synonyms to the descriptive vocabulary in text. (for ex. gust/wind, slip of paper/piece of paper). These are 5 new words taught in the 7 step process  2.9 Writing  Using a group created graphic organizer of challenges faced, use the paragraph frame to write 3 challenges. “Milton faced many challenges. One challenge Milton faced is \_\_\_\_\_\_\_\_\_\_\_. Another challenge Milton faced is \_\_\_\_\_\_\_\_\_\_\_\_. A third challenge Milton faced is \_\_\_\_\_\_\_\_\_\_\_. Milton was faced with challenges due to the storm.  6.0 Speaking  Tell the character traits Milton possessed, using text evidence. | | |
| Targeted Tiered VocabularyP0F*[[1]](#footnote-1)*P from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds* | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…* | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book* |
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| Content and Concept Language Integration:  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | |
| How did this strategy help to make the content comprehensible to ELLs in my classroom?  The 7 step approach helped, as well as matching synonyms to the new words. By being proactive and teaching new words upfront, the students could understand the text deeply. They also knew they would be responsible for the words, so they paid closer attention. The speaking and paragraph frames helped the students stay focused. | | | | |
| How did this strategy help the ELLs in my classroom to produce academic language and discourse?  They knew they would be responsible for the words. They had to use the specific words taught. For academic language, they had to say “One of Milton’s character traits is \_\_\_\_\_\_\_” each time stating a trait. They also stated “One challenge Milton faced is \_\_\_\_\_\_\_\_.” They were also responsible for the terms graphic organizer, synonyms, challenge. | | | | |
| To increase my ELLs’ engagement and interaction, these are the things I would change the next time I try this strategy:   1. I could have the students act out new words. 2. Using 3 cards for each of the 5 words ~ one with word, one with picture, one with definition ~ I could have the children match the 3. 3. I would like to save the words on popsicle sticks, and pull them for the students to act out as a cumulative review. | | | | |

This is a pre-reading/pre-teaching vocabulary strategy to aide students in comprehending the target mentor text.

There should be 100% participation on all steps.

Steps 1-7 must be completed in order and during the same session.

Step 6 should be timed for 1 minute. Ping Pong style: students taking turns using the word in a sentence.

Step 7 is the accountability step. Remind students that they will be using the words as they summarize orally what they read, as they discuss what they read, and later in their writing. **There should be no writing in the pre-teaching of vocabulary during 7 steps.**

Before implementing, the teacher will:

* preview the mentor text, tier the vocabulary and choose the words to pre-teach.
* choose 3-5 words taken directly from the mentor text.
* have the dictionary definitions ready to go.
* have sentence starters/stems/frames ready for Step 6 as needed.

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| Steps | Word:\_\_\_blocking\_\_\_\_\_ Tier: \_\_\_\_\_\_2\_\_  Why you picked it: It has multiple meanings. It was also a key word to understanding The Snow Walker. |
| 1. Teacher says the word. Student repeats. | 1. In today’s book, The Snow Walker, by Margaret and Charles Wetterer, we will be learning a new word, “blocking.” Repeat after me, “blocking.” Students “blocking.” Repeat teacher/student 2 more times. |
| 1. Teacher states the word in context from the mentor text. | 2. In The Snow Walker it says “A wall of snow was blocking the front door.” |
| 1. UTeacherU provides the dictionary definition(s). | 3. Blocking means to obstruct someone or something by placing obstacles in the way; to block someone’s exit; to block up a passage. |
| 1. Explains meaning with student-friendly definitions. | 4. It means when you or something can’t get through because there is something in the way. *Move a chair into the middle of the floor and model:* This chair is blocking my way. |
| 1. Highlights features of the word: polysemous, cognate, tense, prefixes, etc. | 5. Blocking is a verb, an action word. It has the suffix ing which means it is in the present tense, occurring right now. The root word is block, and is a one syllable word. One syllable words with the k sound at end usually ends in ck. |
| 1. Engages students in activities to develop word/concept knowledge. *The 1 Minute TTYP (Turn to Your Partner) & use the word 5-6 times in complete thoughts or sentences,* ***ping pong style****. Ping pong style turn taking in the exchange so that no one partner dominates Once in a while, teachers can check in by asking, “Who wants to tell me what your partner said?”* | Turn to your partner and complete this sentence frame: “I can’t get out of the door. A \_\_\_\_\_\_\_\_\_ is blocking my way.” |
| 1. Teacher reminds and explains to students of how new words will be used. *There is NO writing by students at this time.* | 7. You will see blocking in today’s reading. When we discuss and write about the book later, I want you to use the word blocking. |

1. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-1)