

Successful Sheltered Instruction Strategy

Strategy

Vocabulary Role Play

Sheltered Instruction Components Addressed

Building Background, Interaction, and Strategies

English Language Proficiency Benchmarks and Outcomes Addressed

R.1.9 – Apply knowledge of context clues to determine the meanings of unfamiliar words

R.1.7 – Read and understand previously learned sight words and phrases

Steps

Introduce the Vocabulary

- Determine the vocabulary words that may cause comprehension difficulties.
 - Make cards with the designated words written on them.
- Show the cards to the class, one by one, and ask students to talk about the ways they have heard the word used.
 - Invite students to act out the words that lend themselves to a physical performance.

Model the Use of the Vocabulary in Scenes

- Choose two or three words and demonstrate how they might be used to create a short play, called a scene.

Group and Role Play

- Divide the class into small heterogeneous groups of three to five students.
 - Give each a set of four or five words.
- Instruct each group to create a scene where all words they are given are used.
- Encourage them to be creative in their exploration and uses of the words.

Perform and Discuss the Scenes

- Give each group a chance to perform the scene they have prepared.
 - Discuss how the assigned words were used.
 - Compare and contrast uses of words by different groups.
 - Discuss multiple meanings of words if appropriate.



Got a great story of using this strategy? Got a successful sheltered instruction strategy that you use? Send them to the Department of Bilingual/ESL Services for future inclusion!