



Suggested Strategies for Teaching ELLs

(Sheltered Instruction)

Oral

- Slow down rate of speech and articulate clearly—no need to talk loudly
- Explain and define as you speak; restate and paraphrase
- Allow non-English speakers to be silent (receptive) for a few months; eventually they will use nods, yes-no, and then one-word responses
- Use hand gestures, visual aids, and facial expressions to help communicate ideas

Visual

- Use illustrations, photos, realia (actual objects) to clarify meaning.
- Demonstrate and use gestures as you talk.
- Write instructions/information on board/paper and use graphic organizers (with word bank provided).

Academic

- When teaching reading:
 1. Hands-on listening and speaking activities
 2. Build background knowledge—talk about the content
 3. Look at the questions to be answered
 4. Read the material
- Activate prior knowledge and/or build background knowledge through interactive experiences (ex. Think, Pair, Share)
- Pre-teach, teach, re-teach key vocabulary and concepts. Review key concepts and vocabulary frequently (spiral).
- Use native language to preview/review sheltered lessons, when possible.
- Provide objectives and revisit them before and after each session.
- Teach concepts in context (use picture files, utilize oral discussion, collaborative learning, target vocabulary)
- Check for understanding frequently
- Allow extra time if needed; slow down and break into smaller steps
- Limit error correction; focus on understanding of content concepts
- Have high expectations for learning, while adjusting the load, not the cognitive level.