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Instructions: This lesson plan template provides a space for you to plan lessons around the model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities	SI Strand(s)

Lesson Title: _____

Content Area: _____ **Grade Level(s):** _____

Unit Description: _____

Length of lesson: _____ **Number of ELs:** _____

Proficiency Levels						
ELs (numbers and/or names)						

Program Model: _____

Other relevant student information: _____

Standards and Objectives

	Language Objectives	English language proficiency standards
1		
2		
3		
	Content Objectives	Content Standards
1		
2		
3		

Lesson Information and Activities	SI Strand(s)

Incorporating all four language domains

Identify how the language demands of the tasks are related to each language domain.

	Written	Oral
Receptive	Reading	Listening
Productive	Writing	Speaking

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

General academic language	Language specific to the content area

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

How the lesson will incorporate bilingualism/students' native languages as resources

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)

Supplementary Materials and Realia

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Lesson Information and Activities	SI Strand(s)
Estimated Time: _____ **Language Domains**: ☐Reading ☐Writing ☐Listening ☐Speaking **Grouping**: ☐ Independent Work ☐ Pair ☐ Small Group ☐ Whole class Reason for grouping: ☐ First language ☐ English proficiency ☐ Reading level ☐ Content understanding ☐ Interest ☐ Other: **Preview**: Connections to past learning or the larger unit sequence **Presentation**: Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students **Assessment**: Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?	
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?	

Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- Develop, define, refine, communicate, and assess *content objectives* for every lesson
- Develop, define, refine, communicate, and assess *language objectives* for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards

Modify

- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning

Cultivate

- Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom
- Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum
- Support native language maintenance, additive bilingualism, and biliteracy development

Apply

- Directly promote language use through interaction with peers, teachers, as well as the core content
- Encourage and facilitate language use in both English, as well as students' home languages
- Develop and implement activities that require use of all four language domains