

THIS MONTH'S SIOP COMPONENT: BUILDING BACKGROUND

This feature explores how to:

Explicitly link concepts to students' background experience

Make clear links between students' past learning and new concepts

Emphasize key vocabulary

Feel free to explore these activities:

Go to your corner: Students get an opportunity to share their knowledge about a topic. Students practice their paraphrasing skills. Choose a topic that has at least four possible dimensions and assign each dimension to a specific corner of the room. This works best if corners are labeled and a picture of the topic is included. Students move to a particular corner based on interest or by assigning each student a word or picture related to one of the corners. Once in their corners, students pair with a partner and explain why they chose that corner. After ample time to talk, students from each corner share their reasons with the entire class. This can also be charted. An example: Index cards and pictures can be used as students move around the room sharing and trading cards with each other. When the teacher says, "freeze" students can move to the corner and share ideas and thoughts with each other before sharing with the class.

Surprise Book: A great way to activate student background while sparking interest through the element of surprise. Choose a book that represents the unit theme and has good visuals on the cover. Wrap the book in plain butcher or chart paper so that no part of the book is visible. At the beginning of the unit present the wrapped book to the class. Tell the students they will slowly unwrap the book, taking small pieces of paper off one at a time. Model the tearing away of the pieces and ask students to take turns removing bits of the papers. As the paper is slowly torn away revealing the pictures on the cover, encourage students to make predictions about the book's topic or theme. Their ideas will come together piece by piece and at the end of the process they will know the theme of the next lesson or unit of study.

KWHL charts: (what we know/what we wonder about/how we find out/what we have learned)

Pretest with a partner: preview the content of a topic by taking a pretest with a partner. Students pass the pretest and the pencil back and forth between one another, first reading the question aloud then discussing the possible answer. Then together they write the answer on the pretest.

Do you know anything about that?

I'm not sure about the answer, but I do know _____"

I think the answer might be _____, because I learned _____"

The insert method: In partners, students read a nonfiction article using the following coding system, inserting the codes directly into the text they are reading:

A check (√) indicates concept or fact is already known by the student

A question (?) mark indicates a concept of fact that is confusing or not understood

An exclamation mark (!) indicates something that is new, unusual or surprising

A (+) indicates an idea or concept that is new to the reader.

When partners have concluded reading and marking their text, they share their markings with others. As misconceptions or misunderstandings are cleared up, the question mark is replaced with an asterisk (*). Following this small group work, the text is discussed with the teacher and the whole class.

View a video related to the topic

Read a story, article, play, or picture book about the topic

Reference:

Vogt, M.E., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP Model*. Boston: Allyn & Bacon.

THIS MONTH'S SIOP COMPONENT: *LESSON PREPARATION*

This component includes the following features:

❖ Content objectives clearly defined for students
❖ Language objectives clearly defined for students
❖ Content concepts appropriate for age and educational background level of students
❖ Supplementary materials used to a high degree, making the lesson clear and meaningful (computer programs, graphs, models, visuals)
❖ Adaptation of content(text, assignment) to all levels of student proficiency
❖ Meaningful activities that integrate lesson concepts (interviews, letter writing, models) with language practice opportunities for reading, writing, listening, and/or speaking.

Feel free to explore the following Lesson Preparation ideas and activities for this month as you start to think about the following school year.

Enlarged, Adapted Text

Grade levels: 3-12
Subject Areas: ALL

Approximate time involved: depends on length of text
Materials: Any context text that can be enlarged through re-typing or photocopying

Textbooks can often be intimidating and overwhelming for ELLs. Many include small size font in expository text, distracting pictures, enlarged, colorful captions with comments along the side. Students may not know exactly where to focus their attention.

Enlarged, adapted text lowers anxiety for both new readers and students who are learning English.

- Type text with an enlarged font (approximately 300 words)
- Focus on only 3-5 bolded vocabulary words
- Encourage students to use highlighters to mark words they recognize
- Show students how to highlight and/or underline important concepts *prior* to attempting to read the text.
- Show new ELLs how to *draw pictures on the text's page* to reflect vocabulary and conceptual understandings. This can serve as reminders for remembering key information.

Task Analysis or Backwards Planning

Grade levels: ALL
Subject Areas: ALL

Group configuration: *None (teacher planning)*
Materials: Lesson plans and content/language objectives
Approximate Time involved: 5-10 minutes during lesson preparation

- Task Analysis ensures that instruction leads to student success on the final assessment of a lesson's content and language objectives.
- During lesson planning, the teacher determines how the content and language objectives will be assessed.
- When the assessment is predetermined, ***a quick pretest*** can then be used to assess prior knowledge about the content concepts. A predetermined assessment keeps the instruction focused on the lesson objectives and creates an environment for success.
- ***Teachers should plan backwards from the final assessment, thinking about what students need to know*** in order to be successful on the assessment of content and language objectives.
- ***If students are unable to understand and/or complete a task, the teacher should step back, re-teach, and explain the concept in a different way before moving on.***
- Too often, teachers do not realize until the final assessment that some students have been lost throughout the lesson. Task Analysis prevents this from happening.
- If at the beginning of a lesson, the teacher explains how students will be assessed, when the content and language objectives are presented, students will better understand how instruction and tasks correlate with the eventual assessment.

Alternate Materials

Grade levels: ALL

Grouping configuration: individual/partners/small groups/whole class

Subject Areas: ALL

Materials: an assortment of stimulating “props” for making content being taught more “comprehensible”

- When students are literate in their primary language, ***occasionally*** let them read about the curriculum content ***in their native language if possible.***
- Use realia (real objects) when possible. For example, when students are studying rocks, have them find rocks around the school or their homes to bring to class.
- Use pictures from travel brochures, magazines, books, and photographs.
- Bring in experts and people from the community to share personal collections and experiences
- Have students draw pictures of their own experiences to make connections to the content.
- Use literature, poetry, and music to reinforce key points about content concepts.

- Field trips and excursions help students create first hand knowledge about a subject.
- Bring in food to display content concepts
- Use hands on activities such as classifying, sorting, posting, Gallery Walks, and so forth, to reinforce learning.

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THIS MONTH'S SIOP COMPONENT: COMPREHENSIBLE INPUT

This feature explores how to:

❖ Speak appropriately to accommodate students' proficiency level
❖ Clearly explain academic tasks
❖ Use a variety of techniques to make content concepts clear – modeling, hand-on materials, visuals, demos, gestures, film clips ...

Feel free to explore the following activities:

Move it!

Use facial expressions or whole body movement to illustrate key points in the lesson as you are teaching. Use hand signals. The children then repeat the actions to make meaning of new words or concepts.

Vocabulary Cards and Flip Books

These items can be used in a word/picture/definition association. Cards can also provide a place to use the word in a sentence. This can be used as a tool for ELLs to become familiar with the topic. Flip books can be used to help with classification (from smallest to largest)

Homographs, homophones, and synonyms

Maintain a list and illustrations of:

- a) *homographs* (phrases which include words that are spelled the same but have different meanings such as *duck under a gate and duck in the pond*)
- b) *homophones* (words that sound the same but have different meanings and spellings, such as *sale/sail*)
- c) *synonyms* (different words that share the same meaning such as *talk/speak and sadness/sorrow*)

ELLs can organize these words in their *personal dictionaries or vocabulary notebooks*. Teachers can create word walls.

Idiom Match-up

Students can play matching cards/game board or other matching idiom activities. ELLs and non ELLs may share some idioms from their native languages. ELLs can play a guessing game with idioms. Here are some examples:

Shake a leg!

Hurry!

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This month's SIOP feature is Comprehensible Input

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Hop to it!	Get started on what you need to do.
He's off the wall.	He's behaves strangely.

Taped texts for Scaffolding:

*Recording can be an effective way to make content comprehensible.

*The teacher, student or other individual must use a slower (not louder) reading rate and clearly enunciate words.

- *Careful intonation and use of inflection for dialogue makes texts more understandable.
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Every student gets a chance

- *Write a new concept or idea on the board and read it aloud.
- *Ask for a volunteer to read aloud what was just written.
- *Ask for a second volunteer to read aloud the same information. Continue so that each student who feels comfortable can choose to read the information aloud.
- *Students who are at the beginning levels of English proficiency will be more comfortable repeating information after they have heard it spoken by their classmates. It's great for the students to hear the same input *over and over* from other students rather than from the teacher. They are then able to hear other pronunciations, inflections, and intonations.

THIS MONTH'S SIOP COMPONENT: INTERACTION

This feature explores how to:

❖ Use frequent opportunities for interaction and discussion between teacher and student and among students, which encourages elaborated responses about lesson concepts.
❖ Use grouping configurations to support language and content objectives of the lesson.
❖ Incorporate sufficient wait time for student responses on a consistent basis
❖ Provide ample opportunities for students to clarify key concepts in L1 as needed with an aide, peer, or L1 text.

Feel free to explore the following activities for this month:

Dinner Party

- The purpose of a dinner party is for students to assume the persona of characters in novels or short stories, authors or poets, historical figures, scientists, artists, politicians or military leaders. Just like a real party who would you invite? What would be the seating order of the guests? What would the guests talk about during dinner? **Example:** *Alexander the Great might be engaged in a conversation with General George Patton or Jane Fonda.*
- Although scripts can be written, improvisation is more interesting and fun.
- Students must include specific content for the characters and respond in character to each other as realistically and accurately as possible. It's important that

- knowledge of people's lives, accomplishments, flaws, and works be used to inform the performance.
- It's a great idea for the teacher to model how a character might act at a party prior to students choosing their "guests".

Gallery Walk

- Gallery walk promotes reflection, interaction among class members, written and oral language development.
- Assign students to groups of four or five. Multiple charts are posted around the room with a particular question or topic written across the top.
- Each group of students begins one of the charts, focusing on its particular topic or question.
- Using a marking pen of a different color from other groups, each group lists two or three ideas or responses on the charts. Groups are given a few minutes at each chart and then rotate to the next chart, reading the other groups contributions and adding additional information with their own colored marking pen.
- Groups then return to their original chart, read what the others have written, and summarize orally all of the responses for their class members.
- Questions may be answered, points clarified, and discussions held.

Reader-Writer-Speaker Response Triads

- The purpose of this activity is to give students the opportunity to read, write, listen, and speak to each other while working in small groups.
- Each triad can use one paper and one writing utensil (pencil/pen/marker).
- Assign each student to a triad; each student takes a turn reading, writing (recording), and speaking (reporting the answer).
- Everyone in the triad helps the other team members. The reader reads an article or chapter, the writer (recorder) writes or draws the group's response; the speaker (reporter) shares the information with the class.
- Great activity for brainstorming, for review, for drawing, or for test preparation.
- Students can rotate based on the lesson's objectives.

Inside-Outside Circle

- The purpose of this activity is to promote practice with key content concepts and develop oral language.
- The class is divided into two groups; half the class forms a circle looking out (*inside circle*) and the other half stands in front of someone in the inner circle (*outside circle*).
- The students are asked a question or directed to perform a task.

- The students in the inner circle answer first while the outer circle listens; then the outer circle responds while the inner circle listens. Once students indicate that they have finished the task and sharing has completed, the teacher gives a signal (ringing a bell).
- The inner circle stays in place while the outer circle rotates one person clockwise.
- As students rotate through the Inside-Outside Circle, the inside circle students share a piece of writing while the outside circle students act as editors.
- With each rotation, the editors have an assigned task, perhaps to check punctuation. The outside circle continues to rotate while helping to revise the stories that are being read by the inside circle.

Find Your Match

- Find Your Match encourages interaction among class members as they read and produce oral language.
 - Each student is given an index card with information on it that matches the information on another students' card (words and definitions, synonyms or antonyms, characters and story titles, math problems and solutions, generals and battles).
 - Students mix with each other, reading aloud the information on their cards. After students have had several opportunities to share their information, the teacher calls time.
 - At that point, students are to find their matches by describing what's on their cards.
 - When the two students with a match find each other, they move to the side of the room until everyone is finished. At that point, all partners read both of their cards to the rest of the class.
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THIS MONTH'S SIOP COMPONENT: PRACTICE AND APPLICATION

This component includes the following features:

❖ Hands-on materials and/or manipulatives provided for students to practice using new content knowledge.
❖ Activities provided for students to apply content and language knowledge in the classroom.
❖ Activities integrate all language skills (reading, writing, listening, and speaking)

Feel free to explore the following activities for this month:

In the Loop

Grade levels: ALL

Subject Areas: Math, Science
“O’s”

Materials: Cereal in the shape of

- The purpose of *In the Loop* is to provide hands-on practice of key concepts with manipulatives (which can later be eaten)
- Provide each pair of students with a piece of paper and a small paper cup of loops.
- Give students a problem, anything from simple addition to cell construction which they must demonstrate with the loops.
- Students should be allowed time to explain their processed answer before the cereal is eaten.
- Example: Students in elementary grades can demonstrate basic addition ($5+3=8$). Partners in other grades can decide how to place the loops to mimic the construction of a cell and then describe the process of cell division in writing.

Are you sleeping?

Grade levels: K-5

Subject Areas: ALL

Materials: Chart paper

- The purpose of this activity is for students to practice what they are learning by singing familiar melodies. For example students may know the melody to the song, “Are you sleeping.”
- Guide students in summarizing key content information into four or eight phrases that fit the melody. The lyrics can be written on charts so that on subsequent days the whole class can sing them together.
- Some ELLs may not be familiar with nursery rhymes and folk songs. In these cases, it’s important to teach the original song prior to replacing the lyrics with those generated by the class.
- Students can use a variety of resources (texts, poems, vocabulary lists, picture books, websites) to assist them in creating the songs.

Here’s an example: Students working on a weather unit study the following words: *stormy, blowing, cloudy, rain, cold*, and so forth. Students might come up with this song:

“Is it *stormy*?
Is it *stormy*?
Yes, it is!
Yes, it is!
See the wind is *blowing*,
See the leaves are falling
See the *clouds*,
Hear the *rain*.”

Piece O'pizza

Grade levels: 2-12

Subject Areas: ALL

Materials: Large circle drawn on construction paper and cut into eight pieces (slices)

- Piece O'Pizza demonstrates how parts make up a whole. This activity is a great follow-up for a jigsaw reading activity during which each group of students has been given a section of an article or chapter to read.
- It's helpful to use Piece O'Pizza when teaching about a concept, idea, or object that has many parts.
- Cut a large circle into slices with each slice given to a small group of students. Groups decorate their slice with information bits and illustrations (when appropriate).
- The pizza is later reassembled as the groups share their information. Students can then choose or be assigned a slice to write about or illustrate in more detail.

Example: Each group is assigned one battle of the U.S Civil War to depict and explain on a slice of pizza. The groups include important details relevant to the respective battles and the information is shared by the team with the whole class, then placed together with the other pieces of information to form the Civil War Pizza.

Please share with your ESOL Specialist your experiences as you incorporate these strategies in your classrooms. We'd love to hear from you.

THIS MONTH'S SIOP COMPONENT: LESSON DELIVERY

This component includes the following features:

❖ Clearly support content objectives- objectives apparent throughout lesson
❖ Clearly support language objectives- students given ample opportunities to show off their language capabilities in speaking, reading, and writing
❖ Engage students 90-100% of the lesson-less "teacher talk" and no "down time"
❖ Appropriately pace the lesson to students' ability level

Feel free to explore the following lesson delivery methods for this month:

Chunk and chew

Grade levels: ALL
Lesson
Subject Areas: ALL

Approximate time involved: Duration of
Materials: None

- Chunk and Chew ensures that students are not inundated with input from the teacher without being given appropriate time to process information.
- Teachers deliver their lessons in small “chunks” giving students time to “chew” the information either individually, with partners, or in small groups.
- For every 10 minutes of teacher input, students should be given 2 minutes to process the information. *ELL students based on language proficiency might need more time.*
- When students are aware of the strategy of the Chunk and Chew technique, they will anticipate the processing time and let the teacher know when they have reached their limit on input.

Magic Buttons

Grade levels: K-4
Subject Areas: ALL

Approximate time involved: 1 minute
Materials: Handouts with Magic Buttons

- Magic Buttons allow students think-time during a lesson. Each student is given two buttons: an “I’m thinking!” button and an “I got it!” button.
- After the teacher poses a question, the students’ hands should remain on the “I’m thinking” button until they have had sufficient time to process the information. When they are ready to respond, students should move their hands to the “I got it!” button to show that their thinking is complete.
- Teacher is able to monitor student think-time to ensure that adequate time is given to process the information. Students see the importance of the thinking process itself, rather than simply validating the correct answer.
- Once the students have their hands on the “I got it!” button, the teacher can move the discussion to partners, small groups, or whole class.
- Great way to agree or disagree non-verbally through the pressing of a button.

Stop that Video-DVD

Grade levels: ALL
minutes

Approximate time involved: 30-60

Subject Areas: ALL

Materials: Video, note-taking worksheet or outline

- ELL students while watching a content-related video may talk throughout, be asked to quiet down, and have nothing to share related to the content at the close of the video.
- This problem may result from inadequate processing time and be resolved by using the technique, Stop that Video DVD.
- During this activity, the teacher stops the video at key points, allowing students time to process the information individually, either in their heads or on paper.
- *ELLs particularly benefit from using a note-taking sheet that outlines key points or questions to be answered in the video.* Once students process information independently, they can share and clarify it with a partner.
- This technique allows the teacher to check for understanding throughout the course of the video and address any misconceptions.
- If a student chooses to process the information with another student in their primarily language, this may further enhance comprehension.

Response Cards

Grade levels: ALL

Subject Areas: ALL

Approximate time involved: 5 minutes

Materials: Response Cards

- Response Cards work well with ELLs in the beginning stages of learning English when students may be more comfortable responding *nonverbally*. Response Cards allow students to respond to questions that have an answer of 1-4 or a-d.
- Each student is given a sheet of paper with the numbers 1-4 on one side and the letters a-d on the other; the students fold the paper in fourths so that only one number or letter is showing at a time.
- The teacher reads a question either from the overhead, chart, text, or test practice book, then reads the four possible choices.
- Students respond by folding the Response Card to show the number or letter which corresponds with the answer they believe to be true.
- As students become more proficient with Response Cards, they can read both the questions and the possible answer choices. This activity can be modified by giving one Response Card to each set of partners or small group.

Please share with your ESOL Specialist your experiences as you incorporate these strategies in your classrooms. We'd love to hear from you.

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THIS MONTH'S(April) SIOP COMPONENT: REVIEW AND ASSESSMENT

This component includes the following features:

❖ Comprehensive review of key vocabulary
❖ Comprehensive review of key content concepts
❖ Regular feedback provided to students on their output (language, content, work)
❖ Assessment of student comprehension and learning of all lesson objectives (spot checking, group response) throughout the lesson.

Feel free to explore the following Review and Assessment ideas and activities for this month:

Share Bear

Grade levels: K-3

Subject Areas: ALL

Approximate time involved: 5-10 minutes

Materials: A stuffed bear for each table group

- There is one Share Bear (a stuffed animal) at each table.
- The teacher poses an open ended question (How did you feel when _____? Why did the _____? What do you remember about _____? How would you _____?)
- One student at each table takes the Share Bear and gives his or her response to the question, passing the Share Bear to the next student who then gives his or her response.
- This continues until each student has shared or had multiple turns.
- If while walking around the room, a teacher hears language errors (The boy *go* because....., then the teacher may interject (Right, the boy went because.....)
- Share Bear encourages all students in a group to engage in higher level thinking, participate, and wait their turn.
- Great review technique

Find Someone Who

Grade levels: 2-12

**Approximate time involved: 10-15
minutes**

Subject Areas: ALL

Materials: Review sheet for each student

- This activity involves students helping each other review previously taught information.
- Students are given a review sheet and **circulate around the room** to find help in answering the questions on the sheet.
- Students approach each other and ask a question; if a student knows the answer, he/she tells it and the other student writes it on his/her review sheet.
- The student who gave the information signs or initials next to the answer. Each student may give information to no more than one question or another student's paper.
- After a given time students take their seats and the teacher facilitates a review of the answers so students can check their papers for accuracy.

Simultaneous Round Table

Grade levels: ALL
time involved: 10 minutes
Subject Areas: ALL
Paper and pencil

Approximate

Materials:

- This activity encourages students to work with each other as they review.
- Each student at the table group (four or five) is given a paper and a pencil. The papers are labeled with a team number (rather than students' own names).
- **The paper is passed** around the group. The teacher poses a question with multiple short answers.
- Students are given two minutes to respond to the question and then they pass the papers to each group member four or five times.
- **Each time the paper is passed to a student, he/she must read what is already on the list and then add additional ideas.**
- Students may write an answer they have seen on another piece of paper or create a new answer. This allows students to review individually, yet with the support of their team members.

- When the team reports, the teacher can generate one class list of information about the topic.

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