

What IS SIOP?

SIOP is

good teaching **PLUS+**

purposeful teaching of the language necessary for ELLs to understand content.

SIOP Model Components

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice
- Lesson Delivery
- Assessment





SIOP LESSON PLANNING SHEET

Name: _____ Date: _____ Assignment: _____

Lesson Preparation

- ☐ 1. Write **content objectives** clearly for students.
- ☐ 2. Write **language objectives** clearly for students.
- ☐ 3. Choose **content concepts appropriate** for age and educational background level of students.
- ☐ 4. Identify **supplementary materials** to use (graphs, models, visuals).
- ☐ 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
- ☐ 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

- ☐ 7. **Explicitly link concepts** to students' backgrounds and experiences.
- ☐ 8. **Explicitly link past learning** and new concepts.
- ☐ 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

- ☐ 10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
- ☐ 11. **Explain academic tasks** clearly.
- ☐ 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- ☐ 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- ☐ 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- ☐ 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (literal, analytical, and interpretive questions).

Interaction

- ☐ 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
- ☐ 17. Use **group configurations** that support language and content objectives of the lesson.
- ☐ 18. Provide sufficient **wait time for student responses** consistently.
- ☐ 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

- ☐ 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.
- ☐ 21. Provide activities for students to **apply content and language knowledge** in the classroom.
- ☐ 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

Lesson Delivery

- ☐ 23. **Support content objectives** clearly.
- ☐ 24. **Support language objectives** clearly.
- ☐ 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
- ☐ 26. **Pace** the lesson appropriately to the students' ability level.

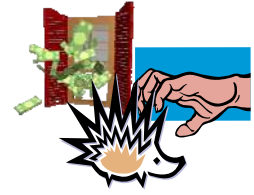
Review/Assessment

- ☐ 27. Give a comprehensive **review of key vocabulary**.
- ☐ 28. Give a comprehensive **review of key content concepts**.
- ☐ 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).
- ☐ 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

Comments:

Write/Talk about these 2 experiences ...

- 1) List 5 different strategies that were used.
- 2) Tell a partner how you felt.
- 3) Draw pictures of the words you remember.
- 4) Tell your group about a time you purchased an echinated object.
- 5) What else could you do with this?



Factors Affecting Second Language Acquisition (SLA)

- 1) Which **ONE** of factors below does a teacher have the most control over?

1st Language Development
Access to Language
Age
Cultural Background

Language Attitude
Language Distance
Learning Styles
Motivation

Peers/Role Models
Personality
Quality of Instruction

- 2) How does/should this affect planning and teaching?

Write Content and Language Objectives that...

- will be read by students, for students
- will be easy for students to understand
- are given orally and in writing
- are related to the tasks necessary to master the content objective
- are tied to a specific grade-level content standard (NC SCS/Content Area)

SIOPing Your Lessons:

Preparing Language Objectives Connected to SCOS Content Objectives

Content Objective	Language Objective
Round 4-digit numbers to the nearest 10 or the nearest hundred.	Explain your answer to a partner using a number line.
Analyze the changes the horse brought to the Plains peoples.	Role play scenes from the life of Plains people demonstrating how lives changed due to the horse.
Analyze how people decide what and how much to produce.	Use a tree diagram to explain to a partner how people decide what and how much to produce.
Design and build a working model, using three or more of the simple machines studied.	Explain your model to a partner, naming and pointing to the simple machines used.
Determine which literary terms used in a text are effective.	Defend your choices in a small group discussion.

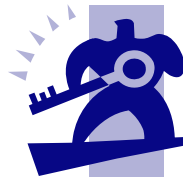
Building Background

- **Link** concepts to students' background experiences.



Bridge past learning to new concepts.

- Emphasize **key** vocabulary.



Guidelines to Achieve Comprehensible Input

1. Use expression and body language to demonstrate concepts and directions
2. Speak slowly and clearly with pauses between phrases
3. Use short sentences with simple syntax.
4. Use action verbs.

Analyze

Describe

List

Solve

Apply

Explain

Name

Summarize

Choose

Give and

Predict

Compare

example

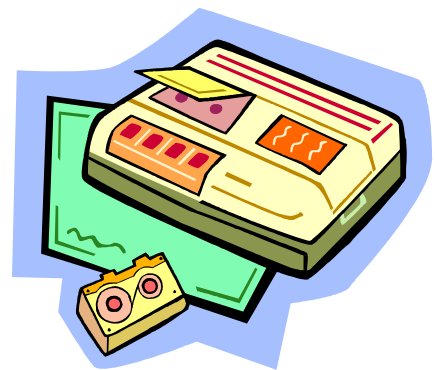
Recommend

Define

Identify

Show

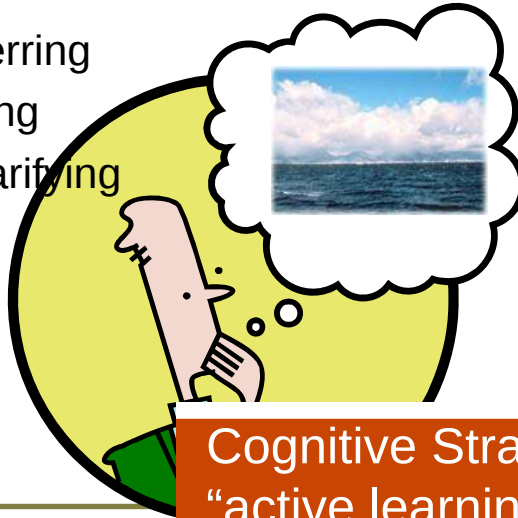
5. Repeat and Review Vocabulary.
6. Monitor comprehension through various strategies
7. Use visuals and graphic organizers
8. Communicate in oral, written, physical and pictorial formats
9. Provide hands-on and cooperative learning activities
10. Provide step-by-step modeling for academic tasks
11. Provide opportunities to apply knowledge in new contexts.



Add your own here:

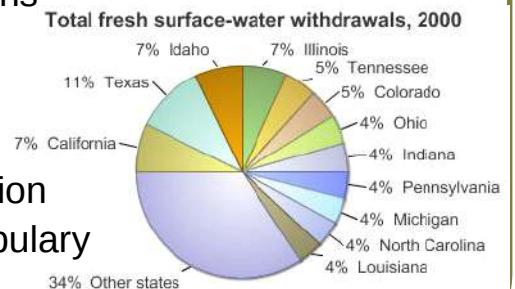
Metacognitive Strategies “thinking about thinking”

- Predicting/Inferring
- Self-questioning
- Monitoring/Clarifying
- Evaluating
- Summarizing
- Visualizing



Cognitive Strategies “active learning”

- Previewing/Rereading
- Establishing a purpose for reading
- Making connections
- Reading aloud
- Highlighting
- Taking notes
- Mapping information
- Finding key vocabulary
- Mnemonics



Social/Affective Strategies “interactive learning”

- Interaction/questioning
- Cooperative learning
- Group discussion/self talk
- i.e.. Think/Pair/Share

