Carousel:

How do students acquire a second language (L2)?

What does the term sheltered instruction mean?

Name modifications that make content more comprehensible

What assets, resources or contributions do ELLs bring to the classroom?

As teachers, we receive various types of professional support. What kinds work best for you?

What techniques do you use to assess your students' prior knowledge?

Exclusion Brainstorming
SIOP vs. Sheltered Instruction

Cross-out the words you don't think will be used (orally or in writing) in this session of the SIOP workshop. Circle the words you think will be used.

protocol   extracurricular   graphic organizer

    legal

scaffold   concept   interactive

    acquisition

integrate   framework   dummy-down

    visual

compassion   violation   dictionary

    text

mindset   attain   assessment

    synopsis

SIOP Agenda

8:30-10:00   Segment 1

10:00-10:15   Break

10:15-11:45   Segment 2

11:45-12:15   Lunch

12:15-1:45   Segment 3

1:45-2:00   Break

2:00-3:30   Segment 4

Each day will include:

- two segments about SIOP and its components
- one segment about language acquisition for ELL students
- one sample lesson
- many strategies to use in your classroom

SIOP: Sheltered Instruction Observation Protocol

Day 1

Content Objectives:

Participants will:

- o Recognize the implications of changing demographics
- o Distinguish between SIOP and Sheltered Instruction
- o Identify the stages of second language acquisition
- o Explain the importance of including content and language objectives in lessons for ELLs

Language Objective:

Participants will:

- o Express and support their opinion using the sentence frame "I think _____ because _____."

Express needs and likes using elaborated sentences with subject/verb/object.

Describe people, places and things using elaborated sentences including has/have/had or is/are/were with nouns and adjectives.

Describe location using simple sentences with regular and irregular past tense verbs.

Ask informal questions such as who, what, where, why questions with "do or did".

Retell past events using simple sentences with regular and irregular past tense verbs.

Express and support opinions such as "I think/agree with (don't) _____ because _____."

Contrast using "Subject/verb/adjective *like* _____ *but* subject/verb/adjective" structures.

Summarize using compound sentences with "and/but".

Draw conclusions using comparative adjectives with past tense verbs in simple sentences.

Sequence using prepositions and objects.

The students will retell what they saw when they used static electricity on paper, sugar and metal using past tense verbs.

Students will discuss topics in small groups; make predictions' classify people and places; and skim text for information.

Students will be able to: discuss cells and organelles in small groups, negotiates designs for building a cell, and use appropriate scientific terms for cells, organelles, and functions.

Students will create (orally and written) detailed questions with *who*, what, when, where, why and how.

Students will clarify understanding of informational text by creating graphic organizers.

Identify substances as they exist in different states of matter.

Distinguish among solids, liquids, and gases.

Identify unique properties of each state of matter.

Describe the ability of matter seen in the environment

Recognize that heating and cooling cause changes in states of matter.

Identify changes in states of matter seen in the environment.

Demonstrate the meaning of square roots as lengths of the sides of squares and cube roots as lengths of edges of cubes.

Use the inverse operations of squares and square roots to solve problems and check solutions.

Apply the associative, commutative, and distributive properties to simplify computations with rational numbers.

Apply the property of multiplicative inverses to determine solutions of linear equations and inequalities.

The students will observe the effect of static electricity on different materials.

Students will identify different reasons why people immigrate to this country today and compare them with the reasons of the early English settlers. Students will locate colonies and cities on a map.

Students will be able to differentiate the characteristics of animal and plant cells, identify and name at least six organelles in the cell, match effectively the function to the organelle on a cell model, and build a three-dimensional model of a plant or animal cell.

SIOP vs. Sheltered Instruction

What is the Sheltered Instruction Observation Protocol (SIOP)?

A Framework for Sheltered Instruction
 The SIOP provides a common framework for understanding the components of effective sheltered instruction.
- The SIOP is research based and field-tested.
- The SIOP was designed in collaboration with teacher practitioners.
- The SIOP provides a framework for ongoing professional development.

Components of the SIOP:
- Lesson preparation
- Building background
- Comprehensibility
- Strategies
- Interaction
- Practice application
- Lesson delivery
- Review/evaluation

What is Sheltered Instruction?

Sheltered instruction is teaching in strategic ways that make grade-level academic content more accessible for English language learners (ELLs) while at the same time promoting their English language development.

Characteristics of Sheltered Instruction:
- Well-planned lessons
- Time on task
- Use of student background knowledge and experience
- Variety of delivery modes
- Grade-level content
- Checks for understanding
- Use of higher-order thinking skills
- Explicitly stated lesson objectives

SHELTERED INSTRUCTION
TRUE/FALSE QUESTIONS

1. Sheltered Instruction is used in sheltered content courses.

2. Sheltered Instruction is used in a variety of program models.

3. Sheltered Instruction cannot be used in classes that contain both English language learners and native English speakers.

4. Sheltered Instruction is the same as high quality instruction for native English speakers.

5. Language development classes should be separate from content classes for ELLs to learn best.

6. In Sheltered Instruction classes, teachers integrate ESL Standards.

well-planned lessons   time on task

use of background knowledge

variety of delivery modes

use of higher-order thinking skills

explicitly stated lesson objectives

research based   teacher collaboration

framework   components

indicators   field tested

Concept Attainment T-Chart

Anticipation/Reaction Guide

T=True	F=False	?=Don't Know

Before	After	Topic:
		1.
My notes:		
		2.
My notes:		
		3.
My notes:		
		4.
My notes:		
		5.
My notes:		
		6.
My notes:		
		7.
My notes:		
		8.
My notes:		

SIOP Features	
SIOP Features Content concepts appropriate for age and education of students Content and language objectives Supplementary materials Interaction Concepts linked to students' background experiences Learning strategies Explicit links between past learning and new concepts Key vocabulary highlighted Hands-on activity	**Background** **Preparation** <u>Content Objectives</u>: <u>Language Objectives</u>: <u>Materials</u>: **Motivation**

Links to past learning	**Presentation**
Meaningful activity	
Variety of techniques	
Link to past learning	
	Practice
Scaffolding	
Learning strategies	
Key vocabulary	
Feedback	
Apply language knowledge	
Review of key concepts	**Review**
Review of key vocabulary	**Homework**