SIOP: Sheltered Instruction Observation Protocol
Day 2

Content Objectives:
    Participants will:
- Deepen understanding of academic language;
- Recognize the value of tapping into students' background knowledge and building upon it;
- Recognize and identify the features of the SIOP model in a lesson plan;
- Explore strategies and techniques for comprehensible input

Language Objective:
   Participants will:
        Compare and contrast using the following sentence frame:
            "_____ is like _____ but _____ ."

What do I know about my ELL students?

Student's name				
What is the stage of the student's language proficiency in English?				
What is the stage of the student's language proficiency in his/her first language?				
Where is the student from?				
What hobbies or interests does this student have?				
What strengths does this student have?				
What culture groups does this student belong to?				
What else do you know about this student?				

BICS and CALP
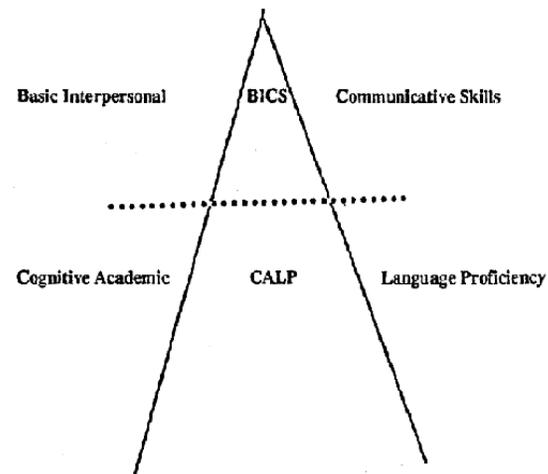
- Basic Interpersonal Communication Skills

- Cognitive Academic Language Proficiency

Learning styles
Framework
Divergent
Prior knowledge
Adaptation
Wait time
Comprehensibility
Experience
Concepts
Collaboration
Not language-laden

Word Sort

Objectives

- To build background knowledge or review prior learning
- To create an language learning opportunity by having students categorize, sort, mix and match lists of related words, terms, and definitions

Grade/Class _____

Time Allow 10 - 15 minutes

Grouping Whole class divided into groups of two

Materials Selected list of key words terms and definitions

Instructions

1. Students are given a list of related words, terms, or definitions from the word wall, text, or other source.
2. Students review words and sort them according to the categories that have been pre-set by teacher/class or individual students or partner groups.
3. If a word can go into more than one category, students must still select the best category and place the word.
4. Students must be prepared to explain why they have organized the words, terms, and definitions the way they did.

Word Sort Example from WWII Unit:

Hitler	Rosie the Riveter	Pearl Harbor
Allies	Churchill	Midway
concentration camp	atomic bomb	war bonds
Yalta Conference	internment camp	D-Day
code talkers	Holocaust	Axis
ration books		

While this WWII list allows students to sort words in a variety of ways, a word sort can also be organized so that answers converge into correct groups. For instance, if the students had to sort: *side x side x side   square   volume   cube   height x base   area*

The students work would have words converge more into a single answer.

square	cube		square area height x base
area	volume	or	
height x base	side x side x side		cube volume side x side x side

TABOO

Objectives	**Grade/Class** _____
• To review vocabulary learned in a prior lesson • To communicate word meaning through creating clues. • To create a cooperative learning structure that maximizes engagement	**Time** Allow 10 - 15 minutes **Grouping** Whole class divided into groups of two **Materials** Word Wall

Instructions

1. Students review the terms posted on the word wall or white board.
2. Teacher models by asking for a volunteer to play taboo. They are told that the volunteer will hear clues and he/she will match the clues with the corresponding word selected from the word wall.
3. Several example words are selected from the wall. The teacher orally gives the clues that correspond to one of the five words. The volunteer tries to guess which word matches the clues correctly. The teacher cannot use the word or part of the word in the clues.
4. After modeling, ask the students to pair up. The teacher then passes out a set of five or more vocabulary words to each student
5. Student one (of pair) begins any word he/she chooses from the word list and creates clues for student two to guess.
6. As soon as player two guesses the word, player one moves to another word on the list. When he/she finishes, player two begins with her list.

Background

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

Preparation
Content Objectives:

Language Objectives:

Materials:

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**

WHAT IT IS AND WHAT IT'S NOT

Directions: Write the word to be defined in the center section. In each box, enter information about the word that defines and describes it using the criteria for that box.

Definition	Characteristics
What It Is	What It's Not

Word

Building A Mnemonic	
Objectives • To help participants review the key concepts. • To provide a framework for helping them remember the concepts.	**Grade/Class** _____ **Time:** 20 minutes **Group Size:** any size **Materials:** marking pens, newsprint or flip chart pages, masking tape. **Where:** In groups of 2, 3, or 4

Instructions

1. Choose a term that serves as an umbrella concept. For instance, if you are working with a group on leadership, use the term *leadership*. If you are working on team building, use that term.
2. Give each group a piece of newsprint and ask them to compose a banner by matching words or statements that summarize key concepts within the umbrella concept. For instance, L=listening, E=empowering, A=actions with a purpose, D-delegating, and so forth.
3. Have all banners posted and shared with the whole group.

Variation: Provide magazines so that participants can illustrate the banners as they compose them.

Special consideration: Be sure you set up the exercise so that all participants are actively involved.

JIGSAW READING

Obejctives

- To share the responsibility for understanding content by using multiple grouping configurations
- To create a cooperative learning structure that increases student to student inaction
- To create a pre-reading task that prepares the reader for reading a large body of information.

Grade/Class _____

Time Varies based on length of reading

Grouping Small groups (3-4)

Materials Readings, (optional: guided questions, butcher paper, markers, visual organizer for guiding steps)

Instructions

1. If you are introducing jigsaw for the first time, use a visual organizer to explain the steps. Use different colors of numbered Post Its to illustrate how Home teams move to Expert groups and then return to their Home teams
2. Students are divided into Home teams depending on how many sections of material are to be covered, e.g., three sections of material will require home teams of three members (or multiple of threes).
3. Students number off in home teams.
4. All 1's from the home teams gather in one area of the classroom. All 2's gather in another area. etc.
5. Once gathered in their areas, the Expert groups are now established. As members of an Expert group , students read and discuss the section of reading material (3 to 6 in an Expert group is best). Depending on how much the discussion needs to be guided, teacher prepared questions can be used.
6. Expert groups read and discuss the assigned section of material, and prepare to teach the assigned section to members of their home team. Additional tasks may be assigned such as prepare a 2 question quiz to administer to the home team, outline the material, prepare a transparency, or a presentation chart that includes the main points of the material.
7. Students return to home team and teach the material on which they became experts. Once each "expert" has presented, the home team may be assigned a task which may be varied according to the objectives of the lesson (e.g., decide on the most important points from each presentation, decide how sets of material are related, answer specific questions about the material.)
8. Each home team may be required to produce a product to share with the class, if desired.
9. Having become an expert of one portion of the reading material, and having learned from others, students may be asked to read the reading material in its entirety.

Dictation Relay

Objectives

- To allow opportunity for interaction and discussion between students.
- To scaffold from large group to small group to students work in a non-threatening environment

1 Runner---1 Writer---the rest Monitors--- (circle to show roles rotate)

     Text taped to wall in front. Groups take turns running to text, memorizing a piece, coming back to writer and repeating what they memorized, next person runs etc.

Grade/Class _____

Time: determined by amount of text, 15-20 minutes on average

Group Size: 3-4

Materials: copies of text, newsprint and markers

Where: (in gym ☺) or classroom with room to move to wall and back to group

Instructions

4. Have groups decide who will be the first runner, writer and monitor(s)
5. Practice the rotation
6. Tape the text to the wall an equal distance from each group.
7. Give each group a piece of newsprint and markers.
8. Have the group take turns running to the text and memorizing a piece, repeating it to the writer while he/she writes and monitors check writing for errors.
9. Have the group read the text from their newsprint to see if it makes sense.
10. Hand out copies of the text to check the work.

Strategy Template

Title	
Objectives • To • To	**Grade/Class** _____ **Time:** **Group Size:** **Materials:** **Where:**
Instructions 11. First 12. Then 13. Next 14. After that 15. Finally When…	