

A Professional Development Book Study

99 More Ideas and Activities for Teaching English Learners with the SIOP® Model¹

Book Study Description	2
Expected Learning Outcomes	2
Book Study Requirements	2
Implementation and Goal Setting Guidelines	2
Book Study Schedule	3
Preparation for Meeting 1	5
Meeting 1	5
Weekly Goal Tracker	6
Meeting 2	8
Meeting 3	9
Meeting 4	10
Meeting 5	11
Meeting 6	12
Meeting 7	13
Meeting 8	14
Meeting 9	15
3-2-1 “Action Plan”	16

¹Vogt, M., Echevarría, J., & Washam, M. A. (2015). 99 more ideas and activities for teaching English learners with the SIOP® model. Boston: Pearson.

Book Study Description

This is an interactive 9 session book study of 99 More Ideas and Activities for Teaching English Learners with the SIOP® Model (2015) by MaryEllen Vogt, Jana Echevarría, and Marilyn Amy Washam. The discussion will focus on the SIOP® framework and strategies that be better prepare you to implement the model with fidelity. The focus will be on English learners, but teaching with the SIOP® model is relevant and meaningful for all students.

Expected Learning Outcomes

Throughout and upon completion of the book study, participants will be able to design and implement lessons that:

1. Implement the features of SIOP® with greater fidelity;
2. Focus on various features of the SIOP® model that best meet the needs of current and future student;
3. Include various strategies and teaching techniques that will benefit English learners.

Book Study Requirements

1. Read: 99 Ideas and Activities for Teaching English Learners with the SIOP® Model (2015) by MaryEllen Vogt, Jana Echevarría, and Marilyn Amy Washam.
2. Implement new ideas as obtained from the reading and as suggested in the Implementation Activities.
3. Participate meaningfully and professionally in weekly discussion.
4. Develop and share an action plan of how you will continue to develop this framework throughout the year.
5. Support colleagues in their efforts to implement the features of SIOP®.

Implementation and Goal Setting Guidelines

1. You will set one goal from each chapter (1 feature each) to work on throughout the week. Track the success of your goal on the SIOP Goal Tracker.
2. You will select activities and strategies from each week's readings that will help you meet your goals.
3. Be prepared to discuss and share your experiences each week at the face-to-face session.

“A goal properly set is halfway reached.” ~ Zig Ziglar.

Book Study Schedule

99 More Ideas and Activities for Teaching English Learners with the SIOP Model

Before Meeting	Meeting	After Meeting and Optional Extension Modules
<p>Read: Chs 1 & 2</p>	<p>Meeting 1: Lesson Preparation</p>	<p>Implement: Features of Lesson Preparation Read: Ch 3 Optional Extension Modules (½ hour each): Feature 1 <u>Content Objectives Clearly Defined*</u> Feature 2 <u>Language Objectives Clearly Defined*</u> Feature 3 <u>Content Concepts Appropriate*</u> Feature 4 <u>Supplementary Materials*</u> Feature 5 <u>Adaptation of Content*</u> Feature 6 <u>Meaningful Activities*</u></p>
<p>Read: Ch 3</p>	<p>Meeting 2: Building Background</p>	<p>Implement: Features of Building Background Read: Ch 4 Optional Extension Modules (½ hour each): Features 7 & 8 <u>Concepts Explicitly Linked and Links Explicitly Made*</u> Feature 9 <u>Key Vocabulary Emphasized*</u> Also see the additional in-depth series of modules on <u>Academic Language in the WIDA ELD Standards and Framework.</u></p>
<p>Read: Ch 4</p>	<p>Meeting 3: Comprehensible Input</p>	<p>Implement: Features of Comprehensible Input Read: Ch 5 Optional Extension Modules (½ hour each): Feature 10 <u>Speech Appropriate for Proficiency Levels*</u> Feature 11 <u>Clear Explanations of Academic Tasks*</u> Feature 12 <u>Variety of Techniques Used to Make Content Concepts Clear*</u></p>
<p>Read: Ch 5</p>	<p>Meeting 4: Strategies</p>	<p>Implement: Features of Strategies Read: Ch 6 Optional Extension Modules (½ hour each): Feature 13 <u>Ample Opportunities for Learning Strategies*</u> Feature 14 <u>Scaffolding Techniques Consistently Used*</u> Feature 15 <u>Questions/Tasks that Promote Higher Order Thinking Skills*</u></p>

Before Meeting	Date	Meeting	After Meeting and Optional Extension Modules
Read: Ch 6	Apr 3	Meeting 5: Interaction	<p>Implement: Features of Interaction Read: Ch 7 Optional Extension Modules (½ hour each): Feature 16 <u>Frequent Opportunities for Interaction and Discussion*</u> Feature 17 <u>Grouping Configurations*</u> Features 18 <u>Wait Time*</u> Features 19 <u>SI: Clarify Key Concepts in a Student's First Language (L1)*</u></p>
Read: Ch 7	Apr 10	Meeting 6: Practice & Application	<p>Implement: Features of Practice & Application Read: Ch 8 Optional Extension Modules (½ hour each): Feature 20 <u>Hands-on Materials and Manipulatives*</u> Feature 21 and 22 <u>Apply Content and Language Knowledge AND Language Skills*</u></p>
Read: Ch 8	Apr 24	Meeting 7: Lesson Delivery	<p>Implement: Features of Lesson Delivery Read: Ch 9 Optional Extension Modules (½ hour each): Feature 23 & 24 <u>Content and Language Objectives Clearly Supported by Lesson Delivery*</u> Features 25 & 26 <u>Student Engagement (90%) and Pacing*</u> Also see the additional series of modules on Engagement.</p>
Read: Ch 9	May 1	Meeting 8: Review & Assessment	<p>Implement: Features of Review & Assessment Optional Extension Modules (½ hour each): Feature 27 <u>Review of Key Vocabulary*</u> Feature 28 <u>Review of Key Content Concepts*</u> Feature 29 & 30 <u>Feedback AND Assessment of Student Comprehension and Learning*</u></p>
Read: None	May 8	Meeting 9: Final Meeting	<p>Optional Extension Modules (½ hour each): <u>Next Steps - Evaluating Where You Are Now</u> <u>Purposefully Adding SIOP Components, Sample Lesson Plans and Templates</u></p>

For a more in-depth study of the SIOP Model read: Echevarría, J., Vogt, M., & Short, D. (2017). Making content comprehensible for English learners: The SIOP Model. Boston: Pearson.

Preparation for Meeting 1

1. Read Chapters 1 and 2 and come prepared to discuss.
 2. Bring a lesson plan for something you are currently teaching or will be teaching.
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Meeting 1

Why PD? Why SIOP? What is your “why” for being here? What do you hope to accomplish by participating in this professional development?

Norms:

Discussion/Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in Lesson Preparation

Preparation for Meeting 2:

1. Read Chapter 3
 2. Bring a lesson plan
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Notes:

Weekly Goal Tracker

Instructions: Each week of the book study, you will set and track at least one goal for each chapter.						
Features		TH	F	M	T	W
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 with language practice opportunities for reading, writing, listening, and/or speaking.					
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.					
10	Use speech appropriate for students' proficiency level					
11	Explain academic tasks clearly and in multiple modes.					
12	Use a variety of techniques to make content concepts clear.					
13	Provide ample opportunities for students to use strategies,					
14	Use scaffolding techniques consistently throughout lesson.					
15	Use a variety of question types including those that promote higher-order thinking skills throughout the lesson.					
16	Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, 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.					

Instructions: Each week of the book study, you will set and track at least one goal for each chapter.

Features		TH	F	M	T	W
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					
23	Support content objectives clearly.					
24	Support language objectives clearly.					
25	Engage students approximately 90-100% of the period.					
26	Pace the lesson appropriately to the students' ability level.					
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.					
30	Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives.					

Meeting 2

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 3:

1. Read Chapter 4
2. Bring a lesson plan

Notes:

Meeting 3

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 4:

1. Read Chapter 5
2. Bring a lesson plan

Notes:

Meeting 4

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 5:

1. Read Chapter 6
2. Bring a lesson plan

Notes:

Meeting 5

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 6:

1. Read Chapter 7
2. Bring a lesson plan

Notes:

Meeting 6

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 7:

1. Read Chapter 8
2. Bring a lesson plan

Notes:

Meeting 7

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 8:

1. Read Chapter 9
2. Bring a lesson plan

Notes:

Meeting 8

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Preparation for Meeting 9: Come and celebrate your successes!

Notes:

Meeting 9

Accountability Check: How did you do at achieving your goals this week?

Discussion/ Activities:

Goal Setting for Implementation: Set an achievable goal that you will work on regarding utilizing the features in.

Notes:

3-2-1 “Action Plan”

Three goals on which you would like to work:

1. _____

2. _____

3. _____

Two ways in which you will measure success:

1. (How) _____

2. (By when) _____

One person to whom you will be accountable:

1. _____

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act.

There is no other route to success.”

~ Pablo Picasso