







SIOP Component	Sheltered Instruction (SIOP) Feature	Suggested Instructional Activities
<p><b>Lesson Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Write <b>content objectives</b> clearly for students.</li> <li>2. Write <b>language objectives</b> clearly for students.</li> <li>3. Choose <b>content concepts appropriate</b> for age and educational background of students.</li> <li>4. Identify <b>supplementary materials</b> to use.</li> <li>5. <b>Adapt content</b> to all levels of student proficiency.</li> <li>6. Plan <b>meaningful activities</b> that integrate lesson concepts with language practice opportunities for reading, writing, listening and/ or speaking.</li> </ol> 	<p>Planned Presentation of Objectives  Number 1, 2, 3 for Self Assessment of Objectives  Jigsaw text reading  Graphic Organizers  Outlines  Audio Supported Text  Leveled Study Guides  Differentiated Sentence Starters  Highlighted text  Marginal Notes  Adapted Text  Pictures, visuals, demonstrations, related material  Videos, CD's  Picture Dictionary  Leveled Readers  Meaningful Activities - <i>surveys, letter writing, simulations, constructing models</i></p>
<p><b>Building Background</b></p>	<ol style="list-style-type: none"> <li>7. <b>Explicitly link concepts</b> to students' background experiences.</li> <li>8. <b>Explicitly link past learning</b> and new concepts.</li> <li>9. <b>Emphasize key vocabulary</b> for students.</li> </ol> 	<p>Word Sorts  Cloze Sentences  Vocabulary Games  Songs  Four Corners Vocabulary Chart  Concept Definition Map  Interactive Word Wall  Digital Jumpstarts (DJ's) (Rance-Roney, 2010)  The Insert Method (Vogt &amp; Echevarria, 2008)  Word Cloud - <a href="http://www.Wordle.net">www.Wordle.net</a>  Anticipation Guides  Video  Word Cognate Study  Personal Dictionaries  Word Banks</p>



<p><b>Interaction</b></p>	<p>16. Provide frequent <b><u>opportunities for interactions</u></b> and discussions between teacher/student and among students, and encourage elaborated responses.</p> <p>17. Use <b><u>group configurations</u></b> that support language and content objectives of the lesson</p> <p>18. Provide sufficient <b><u>wait time for student responses</u></b> consistently.</p> <p>19. Give ample opportunities for <b><u>students to clarify key concepts in first language (L1)</u></b> as needed with aide, peer or L1 text.</p> 	<p>Expert Stay and Stray  Partner Share  Dinner Party (Vogt &amp; Echevarria, 2008)  Dialogue Journals  Online interaction: pen pal emails, video/ Skype, Blog  Information gap activity  Cooperative Learning Strategies: Jigsaw, Numbered heads together, Think-Pair-Share  Four Corners  Roundtable  Step interview  Writing Headlines  Send a problem  Open ended questions  Centers  Incorporate wait time procedures  Academic Conversation Starters (Zweirs &amp; Crawford, 2011)</p>
<p><b>Practice and Application</b></p>	<p>20. Provide <b><u>hands-on materials</u></b> and/or manipulatives for students to practice using new content knowledge.</p> <p>21. Provide activities for students to <b><u>apply content and language knowledge</u></b> in the classroom.</p> <p>22. Provide activities that <b><u>integrate all language skills</u></b>.</p> 	<p>Manipulatives and Movement  Games: Hands-on and/or electronic  Foldables and Flipcharts  Character Diaries  Reader's Theatre and Role Plays  Numbered Heads Together (Kagan, 1994)  Debate  Games  Group Projects  Total Physical Response (TPR)  Graphic Organizers  Reciprocal Teaching  Piece O'Pizza (99 Ideas p 148)</p>

<p><b>Lesson Delivery</b></p>	<p>23. <b>Support content objectives</b> clearly.  24. <b>Support language objectives</b> clearly.  25. <b>Engage students</b> approximately 90-100% of the period.  26. <b>Pace</b> the lesson appropriately to the students' ability level.</p> 	<p>Think-Pair-Share  Chunk and Chew  Podcasts  TV/Radio Talk Show  Writing Headlines  E-Journals and Wiki Entries  Ask for student feedback on pacing</p>
<p><b>Review and Assessment</b></p>	<p>27. Give comprehensive <b>review of key vocabulary</b>.  28. Give comprehensive <b>review of key content concepts</b>.  29. Provide <b>feedback</b> to students regularly on their output.  30. Conduct <b>assessments</b> of student comprehension and learning throughout the lesson on all lesson objectives.</p> 	<p>Graffiti Board/ Graffiti Write  Zip Line  Handheld devices  Response cards: <i>Agree/Disagree, True/False, Yes/No, A/B/C/D</i>  Number wheels  Vocabulary Journal  Games: <i>Bingo, Jeopardy, Pictionary, charades</i>  Response boards  Jumbers 3, 2, 1 for Self-Assessment  Stock Market (Echevarria, Vogt, &amp; Short, 2010a, 2010b)  Multi-dimensional- <i>Students' writing, taped pieces, interviews, videotapes, projects, performances, portfolios, journals, demonstrations</i>  Sorting and grouping  Retelling</p>