SIOP Component	Sheltered Instruction (SIOP) Feature	Suggested Instructional Activities
Lesson Preparation	 Write content objectives clearly for students. Write language objectives clearly for students. Choose content concepts appropriate for age and educational background of students. Identify supplementary materials to use. Adapt content to all levels of student proficiency. Plan meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and/ or speaking. 	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 - surveys, letter writing, simulations, constructing models
Building Background	 7. Explicitly link concepts to students' background experiences. 8. Explicitly link past learning and new concepts. 9. Emphasize key vocabulary for students. 	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 & Echevarria, 2008) Word Cloud - www.Wordle.net Anticipation Guides Video Word Cognate Study Personal Dictionaries Word Banks

Input

- 10. Use **speech** appropriate for students' proficiency level.
- Comprehensible 11. Explain academic tasks clearly.
 - 12. Use a variety of techniques to make concepts clear.



Strategies

- 13. Provide ample opportunities for students to use strategies.
- 14. Use **scaffolding techniques** consistently throughout the lesson
- 15. Use a variety of question types including those that promote higherorder thinking skills throughout the lesson.



Models

Gestures

Pictures

Objects/realia/maipulatives/props

Multi-media - Powerpoint, websites, interactive boards,

music

Repetition

Graphic Organizers - KWL, Story Maps, T-Chart,

Timeline, Venn Diagram, Frayer Diagram

Sentence Frames/Starters

Question Stems

Audiotape texts

Video Clips

Sentence Strips

Peer-Modeling

Think-Alouds

Digital Storytelling (Sylvester & Greenidge, 2009)

Directed Reading-Thinking Activity (DR-TA)

(Ruddell, 2007; Stauffer, 1969; Vogt& Echevarria, 2008)

SQP2RS ("Squeepers")

GIST (Generating Interactions between Schemata and Texts)

Reciprocal Teaching

Q-A-R (Question-Answer Relationships)

QtA (Questioning the Author)

"Think-Aloud"

Dialogue Journals

Word Splash

Graffiti Write

Thinking Cube

Student-Centered Strategies: Highlighting/Underlining,

Two column notes, Guided imagery, Creating

Analogies, Graphic Organizers, Outlining, Mnemonics

Interaction

- 16. Provide frequent opportunities for interactions and discussions 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 first language (L1) as needed with aide, peer or L1 text.



Expert Stay and Stray

Partner Share

Dinner Party (Vogt & 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 & Crawford,

2011)

Practice and **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 Foldables and Flipcharts the classroom.
- 22. Provide activities that integrate all language skills.



Manipulatives and Movement

Games: Hands-on and/or electronic

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)

Lesson Delivery

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.



Think-Pair-Share
Chunk and Chew
Podcasts
TV/Radio Talk Show
Writing Headlines
E-Journals and Wiki Entries
Ask for student feedback on pacing

Review and Assessment

27. Give comprehensive review of key vocabulary.

28. Give comprehensive review of key content concepts.

29. Provide **feedback** to students regularly on their output.

30. Conduct <u>assessments</u> of student comprehension and learning throughout the lesson on all lesson objectives.



Graffiti Board/ Graffiti Write

Zip Line

Handheld devices

Response cards: Agree/Disagree, True/False, Yes/No,

A/B/C/D

Number wheels

Vocabulary Journal

Games: Bingo, Jeopardy, Pictionary, charades

Response boards

Jumbers 3, 2, 1 for Self-Assessment

Stock Market (Echevarria, Vogt, & Short, 2010a, 2010b) Multi-dimensional- *Students' writing, taped pieces, interviews, videotapes, projects, performances,*

portfolios, journals, demonstrations

Sorting and grouping

Retelling