



**Reaching
& Teaching
English Language
Learners
Using the
SIOP® Model**

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SIOP Lesson Plan ~ Huron School District 2-2

Lesson Title:

Lesson Preparation:

Content Objectives:

Language Objectives:

Building Background:

Key Vocabulary

Supplementary Materials:

Comprehensible Input: (How will you make sure these tasks and/or concepts are clearly understood by students?)

Strategies:

Learning Strategies/Scaffolding Techniques

HOT Questions/Tasks (Higher Order Thinking)

Interaction: (What opportunities will you provide for student interactions? What grouping configurations will you use?)

Practice & Application:

Hands-on materials and/or manipulatives:

**Activities that integrate all language skills:
(Reading, Writing, Listening, Speaking)**

Lesson Delivery: (How will you pace the lesson and ensure student engagement?)

Review & Assessment:

Feedback:

Assessments:

Pre-Assessment	I don't know this.	It looks familiar.	I understand this topic.
Post Assessment	I don't understand completely. I need more time/practice/example.	I understand most of it but not everything.	I can teach the concept to someone else.

Give One, Get One

Setting Up the Activity

1. Have students fold a piece of paper lengthwise to form two columns and write "Give One" at the top of the left-hand column and "Get One" at the top of the right-hand column.
2. Ask students to brainstorm a list of all the things they already know about the topic they will be studying by writing the items down in the left-hand column. You may want to give them a specific number of bullets to guide the amount of responses.
3. After making the list, have students stand and find a partner. Each person should "give one" of their ideas by saying it out loud. Partners take turns sharing.
4. Have students write any new information they get from these discussions in the "get one" column of their lists, along with the name of the person who gave them the information.
5. Student should rotate around the room, talking to two or three partners.
6. Once everyone has give and received information, the whole class can discuss the information students have listed.

Give One



Get One



Textbook Scavenger Hunt (adapted from *Overcoming Textbook Fatigue* by ReLeah Lent)

1. Choose one graph/figure from this chapter and tell why you think this is important.
2. Choose one picture/photo from this chapter and provide a different caption for it.
3. Find the answer to one "review" problem in this chapter.
4. Record something in this chapter that you have studied in previous years and discuss what new information is presented.
5. List three things to look up online that would help you better understand this chapter.



Every Student Gets a Chance

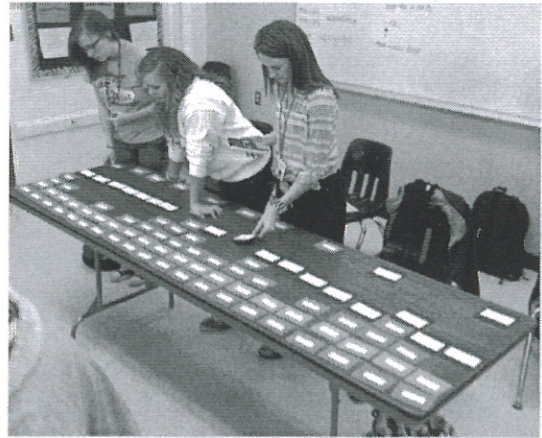
Write a concept or idea on the board and read it aloud. Ask for a volunteer to read aloud what was just written. But instead of moving on to another concept or example, ask for a second volunteer to read aloud the same information. Continue so that each student can read the information aloud. Some students will be more comfortable repeating information after they have heard it spoken by their classmates. Students will be hearing the same information over and over from other students rather than from just the teacher.

The activity is very effective for teaching, practicing, reinforcing concepts, and for helping students remember important definitions and vocabulary.

Repetition will enable students to learn the words more quickly and boost confidence.

Example: In my Sheltered Geometry class we were learning parts of a Circle (Circumference, Diameter, Radius,). I had made a big circle using an altered hula hoop for a manipulative. The student all had a list of the defined vocabulary terms with a picture. I demonstrated what I wanted the students to do first, which was say the vocabulary term and point out where the corresponding part was located on the "hula hoop". Then I gave each student the same opportunity to do the same.

Card Sorts & Proof Strips



This strategy gives students the opportunity to work with vocabulary, formulas, terms, and concepts. Sorting the cards gives students a structure to talk meaningfully with one another about content and helps teachers check for understanding. Card sorts are a fun way to reinforce skills. We have used sorting and matching cards for a variety of topics including...

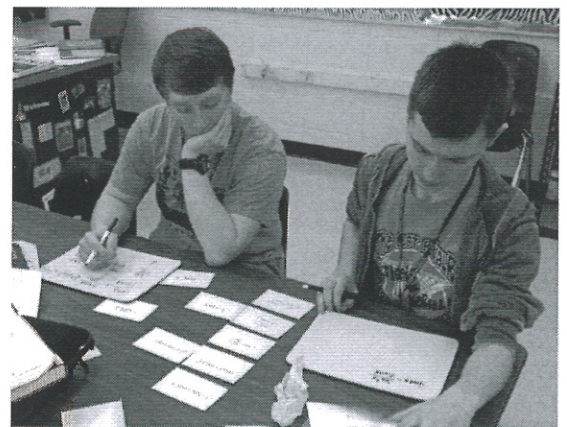
- *vocabulary terms and definitions
- *factoring trinomials
- *transformations (matching the graph to equation to description)
- *expanding & condensing logarithms
- *special angle pairs (supplementary, vertical, alternate interior)
- *triangle congruence (SSS, SAS, ASA, AAS, HL)
- *types of quadrilaterals (rectangles, rhombi, square, kites)
- *interior & exterior angles and angles sum of polygons

Preparation:

- ❖ Print Label with questions and answers, so that each group of 2-4 students will have one complete set of cards.
- ❖ Stick labels on black notecards or colored construction paper. (Hint: color-code or number the set with colored dots or numbers on every card in each set. That way if sets get mixed up they can be quickly resorted.)

Implementation:

- ❖ Divide student into partners or groups
- ❖ Give each group a set of card and instruction them to sort or match them. Be purposefully vague about this so students must discuss and determine the best way to match the cards.
- ❖ Tell the students you will not check their pairs until all are matched. Also, do not tell them which ones they have matched incorrectly and they are not done with this activity until all the cards are matched correctly. This ensures students are not just guessing and switching placement cards without reasoning or solving the problems involved.



Math Maze Directions: Solve each problem. Find the correct answer out of the choices given. It will lead you to the next problem you need to solve.

Start

Finish

Quiz without Questions

Content Objectives:

Language Objectives:

Directions: Below are the answers to 5 questions. It is your job to write the questions. Make sure you check that your question has the given answer. Your questions must be related to the concepts taught in the lesson. Look back at the content and language objectives. Include some variety in your questions and range the difficulty.

Answer	Question

Graffiti Wall

1. Hang 8 large pieces of chart paper. (2 on each of the 4 walls)
2. Divide students into groups and have each group stand by one of the pieces of chart paper.
3. Give each group a different colored marker.
4. Tell the students that you will be giving them verbal instructions*. They are to draw what you say on their paper.
5. Inform them that they will be rotating to the next piece of chart paper. Their first job will be to check the previous group's work and make corrections if they find errors. Then, they will be given more instructions.
6. This process of Draw, Rotate, Check, and Correct will continue until they have made 2 complete rounds and are back to their starting point.
7. Finally, the teacher will check the papers. The class starts with a 100%. Every mistake results in a deduction of 1% from that score.

*When we are reviewing Circles in Geometry, for example, verbal instructions may include the following:

1. Draw circle A with radius AB that is approximately 4 inches long. (You may equip your students with rulers, or you may have them estimate. If estimating, check for reasonableness.)
2. Find the circumference of circle A in terms of pi and to the nearest tenth of a unit.
3. Find the area of circle A in terms of pi and to the nearest tenth of a unit.

*Give the students an equation to write at the top of their chart paper. Then have the students rotate and write out the first step in solving that equation. Then have the students rotate again, check the previous group's work, and write the next step in solving that equation.

*Have the students write a linear equation at the top of their chart paper. Then have the students rotate and make a table of values for that equation. Then have the students rotate again, check the previous group's work, and graph the equation.

Connect Four

Partners - Decide who goes first by tossing a die.

Materials- Game Board, copy of answers for teacher and paras, two dice per group, & chips of two different colors.

The first player tosses both dice and locates the corresponding box on the game board. For example, if the player tosses and 2 and a 5, they may go to the 2nd row, 5th column or 5th row, 2nd column. If a player tosses the dice and the box indicated is already occupied, the player rolls the dice again.

The player solves the problem and asks the other partner if he/she is correct. If the solution is correct, the player places his/her marker in that box. If the solution is incorrect, it is the other players turn.

The winner is the player who has four of his/her game markers in a row, column, or diagonal.

Game Board	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

Manipulatives and Movement

Have the students move objects or themselves instead of doing paper-and-pencil tasks for practice.

Examples:

- ❖ Create large polygons with painters tape on the whiteboards. The students had to measure and label the length of the sides of the figure (including the height when needed), then calculate the perimeter and area of the figures.
- ❖ Create a number line on the white board so the students can practice adding/subtracting integers.
- ❖ Create a four quadrant coordinated plane on the floor to have the students practice plotting ordered pairs. You can have multiple students plot points from a line and connect hands to “see” the line graphed.
- ❖ Create a human Box-and-Whisker plot with the students being data values during statistical analysis – makes the quartiles and range more visible.
- ❖ Create a real number line with the students being assigned rational and irrational numbers. Great way to practice ordering positive/negative numbers, decimals, fractions, and radicals.

Sums Up!

1. Divide students into groups of 4, supplying each student with paper and pencil and each group with 1 mini-whiteboard.
2. Give each group of students 4 different problems** (1 for each student).
3. Instruct the students to each solve 1 problem.
4. Instruct the group to find the sum of the 4 answers and write that sum on the whiteboard.
5. Check the groups' sums. If they are correct, give them 4 new problems. If they are incorrect, have the students* review, discuss, and revise their work and adjust their sum accordingly.

*Let the students do the work. When I do this with my class, I do not help individual students find errors on individual problems...that's the group's job!!! I also do not tell them which students are right and which are wrong...they must work together to figure that out on their own 😊

**Example of 1 group's 4 problems with sum.

Group 1:

$$\text{Student 1: } 5x + 2 = 12$$

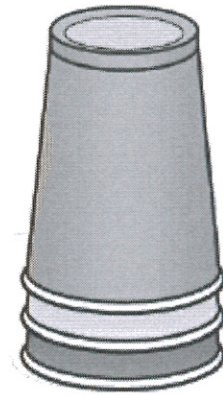
$$\text{Student 2: } 4x - 1 = 7$$

$$\text{Student 3: } 3x + 9 = 0$$

$$\text{Student 4: } 2x + 2 = 12$$

$$\text{Group 1 Sum: } 6 \quad (2 + 2 - 3 + 5)$$

Colored Cups



The colored cups technique is used to give the teacher feedback on the students learning during a lesson. The technique also provides opportunity to hold students accountable for their own learning.

Procedure:

The students (or pairs of student – depending on quantity of cups) begin the lesson with their cups stacked so the green cup is on the one on the outside. If a student wants the teacher to slow down, the student stacks his yellow cup on the outside. If a student has a question, he/she stacks her red cup on the outside.

The key to student accountability is in what happens when a student shows a red cup. When this occurs, the teacher randomly calls on anyone with a green or yellow cup to answer the question. Knowing they can be called on to explain the work to someone else encourages the students to monitor their own understanding and keeps them engaged.

Adaptations of the Colored Cups:

- Independent/Group Work (Green – working okay no problems, Red – lost and need some help & Yellow is reserved for the teacher when the student(s) need a warning to get back on task.
- Use as a formative assessment technique that will quickly allow the teacher to gauge the understanding of the learners in his/her classroom. The teacher gives each student 3 cups: one red, one yellow and one green. As students work independently, they display the appropriate color of cup to indicate their understanding of the concept. A green cup means “I am working OK and encountering no problems.” A yellow cup means “I still have some questions because I can’t do some of the work.” A red cup means “I am lost and I don’t know how to proceed.” The teacher can work individually with students displaying the red cups, or bring them together for small group instruction. The same process can be used for the yellow cups, or a green cup could be paired with a yellow cup for peer tutoring.

Note: Colored cards or Post-Its can be used in the same manner, if cups are not available.

TIPS²

Think-Ink-Pair-Square-Share

This is cooperative learning strategy to keep students actively engaged through writing and discussions.

Think

Ask students to take a few moments to think about the information.

Ink

Students write down their ideas or reflections. They can be in the form of a: real life example, summarization of the key concepts, listing pros/cons, comparing/contrasting, or diagramming a process.

Pair (Share)

Students discuss their writing in pairs. Based on the conversation with their partner, students return to what they wrote and modify or enhance their writing.

Square (Share)

Students discuss in groups of four and then edit their writing.

Share

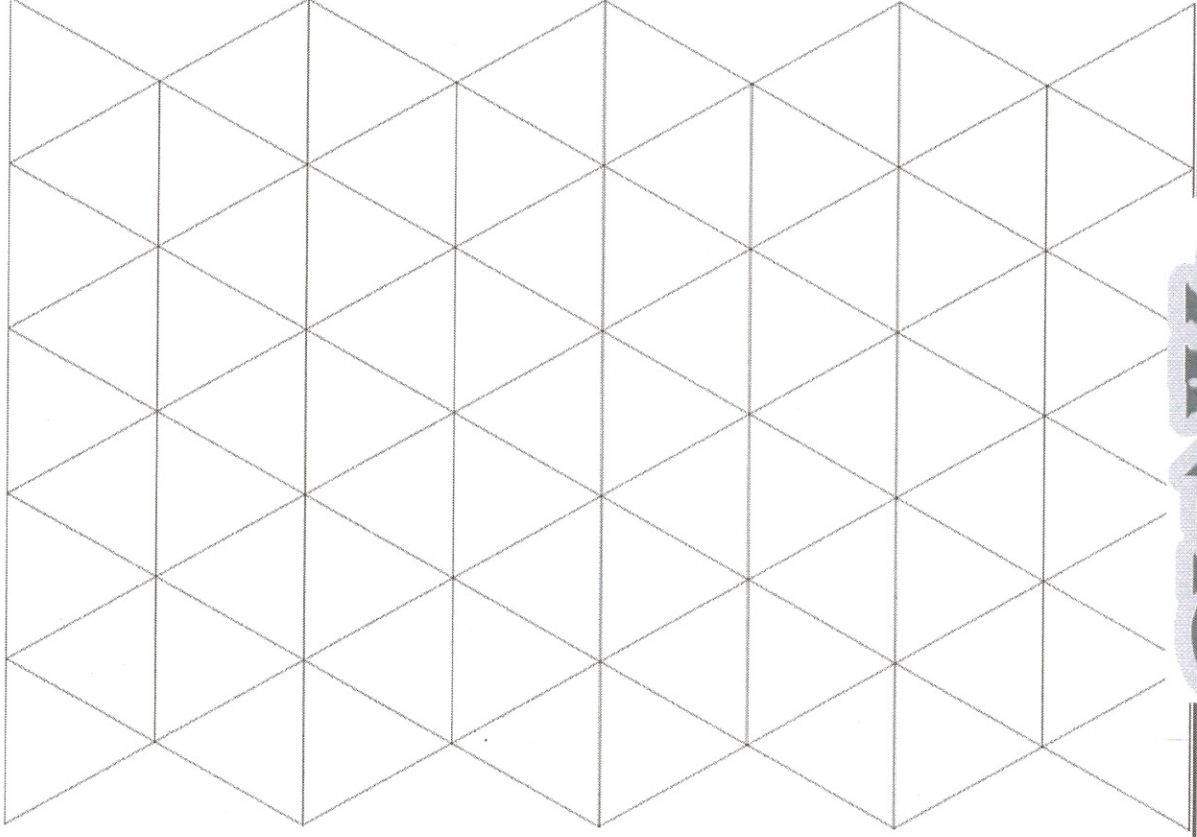
Finally, ideas will be shared through a whole class, including how their thinking and writing changes after discussing their thoughts with a partner and in groups.

Directions for students:

You will need a highlighter or colored pencil for this activity. Your teacher will read a question.

Possible correct answers to this question are in the top row.

Highlight (color) the answer you think is correct. Your teacher will read the 2nd question. Possible correct answers to this question are in the 2nd row from the top. The correct answer should be either to the lower right or the lower left of your previous answer. Highlight (color) the answer you think is correct. Continue through all of the teacher questions, highlighting your answer row by row. Your answers should link together so as to be a path that a Plinko chip could take.



PLINKO

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create.kahoot.it

Kahoot is a game-based classroom response system!!!

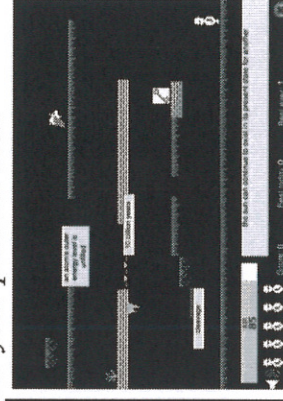


Teacher accounts are free. Students don't need an account to play. They simply go to Kahoot.it on any mobile device and type in your game PIN. There are hundreds of thousands of Public Kahoots already made that can be customized for use with your students..



www.classtools.net

ClassTools is a free arcade-game generator. You don't need an account to get started, but you do need to save your game links and remember your passwords!!!



ClassTools offers many other digital instructional aides. These are just the ones we've used.

Giving credit where credit is due!

Resources:

99 Ideas and Activities for Teaching English Learners with The SIOP Model

MaryEllen Vogt and Jana Echevarria

A+RISE Research-based Instructional Strategies for ELLS - An Instructional Strategy Guide for Classroom Educators (2nd Edition) Secondary 6-12th

Evelyn Arroyo

Implementing The SIOP Model through Effective Professional Development and Coaching

Jana Echevirria, & Deborah J. Short & MaryEllen Vogt

Making Content Comprehensible for English Learning The SIOP Model (4th Edition)

Jana Echevirria, MaryEllen Vogt & Debra J. Short

The SIOP Model for Teaching Mathematics to English Learners

Jana Echevirria, MaryEllen Vogt & Deborah J. Short