

# SIOP<sup>®</sup> 99 IDEAS & ACTIVITIES

## Preparation

**Alternate Materials:** Use as many materials needed to make content comprehensible.

1. Give pictorial support, pictures, and videos.
2. Don't settle for black line masters, find authentic materials.
3. Use regalia.
4. If possible or necessary, allow L1 (literate in primary language) students read curriculum content in their own native language.
5. Let students create their own classroom materials.
6. Use hands-on activities.
7. Use poetry, music to reinforce key points about content concept.

**Differentiated Instruction:** Framework for planning and delivering effective differential lesson instruction.

1. Content objectives.
2. Language objectives.
3. Appropriate content concepts.
4. Supplementary materials
5. Adaptation of content to all levels of proficiency.
6. Meaningful activities that integrate lesson concepts.

**Enlarged, Adapted Text:** Clues to help students' focus on important information that they need to learn.

1. Enlarged type text.
2. Focus on only 3-5 bolded vocabulary words.
3. Encourage use of highlighters to mark words they don't recognize.
4. Allow the use of drawings to reflect vocabulary and conceptual understanding.

**Plan SIOP Lessons:** Teacher will plan and provide a solid framework using the SIOP model protocol, to provide students with creative lesson in the art of teaching. Language will be intergraded with other content areas.

**SIOP Planning Flow Chart:** understand the systematic approach to lesson planning (lesson prep--to--assessment)

**Success Through Scaffolding:** make our scaffolding efforts transparent to students as they move from dependence to independence; Encouraging students to take responsibility for their own learning.

**Task Analysis or Backward Planning:** Task Analysis does not lend itself to specific content or language objectives for students: Rather, planning backwards from the final assessment, focusing on what is important for students to know in order to be successful.

**Teacher Collaboration:** Teachers can reflect upon their instruction for strengths and areas that need improvement; teachers become familiar and improve their instruction when collaborating with colleagues, and set individual goals.

## Building Background

**4-Corners Vocabulary:** student creates one chart per word; it includes a vocabulary word, an illustration, a sentence, and a definition.

**Backwards Book Walk:** read nonfiction text back to front, from the conclusion; same for headings, captions, key words; guess title of text.

**Go to Your Corner** (knowledge sharing & paraphrasing skills): choose topic with four dimensions; label each corner w/ topic & poster; go to corner, pair up, share ideas on that topic.

**Identifying/Using Cognates to Teach Vocabulary.:** a list of words related in meaning & form to a word in another language; also by roots; include English word, Spanish word & meaning.

**KWHL:** graphic organizer  
(**K**=what we know) (**W**=what we want to learn) (**H**=how can we learn it) (**L**=what we learned)

**Lesson Preparation Component of the SIOP Model:** Teacher will refer to the SIOP rubric for the elements of each of the preparation features (can be found in the SIOP Protocol tab )

**Personal Dictionaries:** supports key vocabulary. & Spelling to categorize and clarify meaning (NEPs: use illustrations)

**Pretest with a Partner:** review unit test with a partner at the beginning of a lesson

**Relia** (real objects), **Photos, Illustrations:** real items, hands on, three dimensional

**Signal Words:** create posters w/ vocabulary.. that signal text structure (compare/contrast, cause/effect, problem/solution, sequence/order, description list)

**Student Journals:** writing (or using drawings) to reflect on previous, during, or after lesson/unit.

**Surprise Book:** cover book w/ butcher paper, slowly tear paper away revealing pictures while students predict topic/theme.

**The Insert Method** (nonfiction): students use check mark for known fact, ? for confusing concept/fact, ! for new/unusual, + for an idea to reader.

## Comprehensible Input

**Every Student Gets a Chance:** each student reads aloud what is written on board to boost confidence; repetition enables quick learning.

**Framed Outlines:** create an outline of a text leaving out some key information to be filled in.

**Homographs, Homophones, and Synonyms:** post these words with illustrations, or make personal dictionaries or vocabulary notebooks.

**Identifying Levels of Second Language Acquisition:** determine each student's English language proficiency level (LPL) [from LAS Links]

**Idiom Match-Up:** write idioms 2"x2" squares and match idiom to its meaning on a game board.

**Move It!:** use body language (Total Physical Response) to illustrate key points of a lesson.

**Taped Texts for Scaffolding:** record your reading of a text for repeated listening to increase comprehension and proficiency.

**Vocabulary Cards and Flip Books:** make cards with word, picture, definition, and sentence; flip books display related vocabulary. Information

## Strategies

**Adapted Venn Diagram:** similar to a traditional Venn diagram, except that instead of intersected circles, there are intersected squares which allow more space to give specific examples of comparisons/differences/similarities between two things.

**Anticipation/Reaction Guide:** create true/false or agree/disagree questions; students will predict and answer questions before and after reading; let students explain their answers and discuss how some responses may have changed.

**Canned Questions:** write/ask questions that require lower to higher ranges of thinking; questions are placed in a can, and then drawn for groups to answer.

**Directed Reading-Thinking Activity (DR-TA):** guided reading with periodic pauses to make and discuss predictions.

**Progressive Maps:** visually organize new and old information (example: draw pictures and/or graphs)

**Question-Answer Relationships (QAR):** ask questions with answers that can be found in the book or in student's head; question can have obvious answers in the text or can require searching and applying to their personal experiences.

**Questioning Prompts for Different Levels of Language Acquisition:** vary question prompts based on language level (Remember: lang. proficiency not related to cognitive ability).

**Split Page Note Taking:** students divide a piece of paper in half and on one side they write questions to preview a text/topic; while reading, students take notes and answer their questions on the right side of their paper.

**SQP2RS (Squeepers):** survey, Question, Predict, Read, Respond, Summarize; students use their background knowledge and apply it to a new text.

**Stop and Think:** while reading, model the thinking process with a think aloud; signal students to stop reading and think periodically; encourage students to imagine, recall, predict, pretend, visualize, summarize, make an inference, etc.

**T-Chart Graphic Organizer:** tool used to classify information; chart contains centered title/theme and two categories into which the topic breaks up; students fill or brainstorm answers for each category.

**Value Line:** students will apply knowledge they just learned, draw on past learning and experiences, and take a position on a difficult topic in small groups or with the whole class.

**You are the Teacher!:** students will learn information by teaching it to their peers by creating posters, charts, graphic organizers, and/or illustrations after reading about and researching a topic.

## Interaction

**Dinner Party:** holding discussions by role-playing a character from a story, novel, historical figure, etc.

**Find Your Match:** interact with class members with matching words/concepts written on cards; when a match is found, students sit down until everyone is matched.

**Frozen Moment:** students interpret a piece of literature using pantomime.

**Gallery Walk:** teacher will post charts/pictures around the room with a question on top and a response board underneath; students write a response on the board.

**Great Performances:** students act out a researched event to demonstrate that person's actions, realization, and reactions to the event.

**Group Response with a White Board:** students in a group share responses and write best response on a white board; if group answer is wrong, they choose another group to answer.

**Inside-Outside Circle:** one group sits in a circle facing outwards with a second circle group facing the first; questions are posed and inner group answers to outer group.

**Is it Complete?:** students respond to a question with a complete sentence (written/oral).

**Jigsaw What You Know:** choose a topic with 2-4 dimensions and designate an area of the room for that dimension; students take a card with words/pictures to the appropriate area; the group writes a report connecting the information.

**Puppetry:** students perform a story using puppets.

**Reader-Writer-Speaker Response Triads:** a group of three (reader, writer, speaker) gets a reading assignment; the reader reads it to the writer, who takes notes; the speaker reports to the whole class.

**Role Playing:** students act out a real-life event or situation (e.g., shopping in a supermarket).

**Take a Stand:** students stand up or stay seated in response of a statement.

**You Are There:** upon researching an event, students take on the role of a specific character to be interviewed by the class to determine the character's identity.

### **Practice/Application**

**Are You Sleeping?:** use the melody of the song "Are You Sleeping" and practice what they are learning by singing. Guide students to summarizing key content info into four to eight phrases to fit the lyrics of the song.

**Bingo:** instead of calling out words, teacher will say a description, definition, related facts something similar to jeopardy.

**Go Graphics for Expository Texts:** after introducing various graphic organizers to the class, ask students (in groups) to select the organizer that best fits the structure of the text they are reading in their groups.

**In The Loop:** provide each pair of students with a piece of paper, paper cup, loops cheerios) or any manipulatives that can be eaten later. Give students a problem from a simple addition problem to a cell construction in science.

**Piece O'Pizza:** teaching a concept or idea that has many parts. Make a pizza and slice it into 8 pieces. SW includes important details of the topic on their slice of pizza and put it together.

**Plot Chart:** after listening or reading a short story, recreate the sequence or summarize the plot of a story using a Plot Chart. There are 4 rectangular boxes: Somebody, Wanted, But, So

**Poetry and Patterns:** used for reinforcing vocabulary in math or science. In groups use vocabulary words to write one Haiku. It can be written in a true or false statement. Groups share with the class and the class determines if it's true or false.

**Short Story Flow Chart:** use the flow chart presented in the book to summarize the essential information in a short story. The main elements are included in the chart, along with making a prediction (What happens next) and evaluate (What is your favorite part? What did you learn?)

**The Frame Up:** make a frame out of two pieces of contraction paper. Give students a topic with 4 components. Put the main topic in the middle and pass the frame in the group and students place info on each side of the frame.

## Lesson Delivery

**Chunk and Chew:** teachers gives 2 minutes of information processing time for each 10 minutes of instruction.

**Heading into Questions:** look at title and sub-headings to predict what the book is about--students ask who, what, when, where, why, how.

**Magic Buttons:** Teacher poses question and hands go on the "I'm Thinking" Button; when student has correct answer move hand to the "I got It" button (allowing teacher to monitor student think time) [likewise for "Agree" "Disagree" buttons].

**Procedural Knowledge:** allows students to become familiar with the procedural steps of a learning strategy; teach the procedure before teaching the strategy.

**Response Cards:** students respond to questions that have answers of 1-4 or a-d (use 0 for "I don't know"); teacher reads question and possible answers and students use response card to indicate their choice of answer.

**Secret Answer:** students respond with hand signal (1-4 fingers) close to their chest to show their answer to a particular question.

**Stand Up-Sit Down:** whole class takes part --if answer is true, stand --if false, remain sitting.

**Stop That Video-DVD:** teacher stops the video, allowing student to process the information, take notes, or ask questions.

**Take Your Corners:** each corner of the room is labeled with a category or opinion; students pick one of the four opinions and defend their choice.

**What do you Know?:** show photos, illustrations, or relia related to a topic, while posing questions to the student.

## Review/Assessment

**Find Someone Who:** give students review questions and have students circulate in class to ask other students for unknown answers; teacher reviews answers for accuracy.

**Find the Fib:** each student or pair/group has cards saying "1 is the Fib" "2 is the Fib" "3 is the Fib"; teacher offers two true and one false statement and students hold up the Fib card (also, have students create sets of three statements).

**Mix & Match with Essay Direction Words:** some students have cards with ISTEP+ direction terms, some have the definition; students try to find their matching student.

**Number 1-3 for Self-Assessment of Objectives:** students asses their own progress/understanding by using fingers to indicate (1--didn't/can't do) (2-did't/can't, but made progress) (3--can do).

**Numbered Heads Together with a Review Sheet:** teacher reads question from review sheet and students in groups confer for an answer; teacher calls a numbered student to answer from each group.

**Response Boards:** each student/pair/group gets a response board to write out response to a problem or question.

**Self-Assessment Rubrics:** provide students with self-assessment rubrics using smiley faces, question marks, and sad faces, or 0=don't understand; 1=think I understand; 2=understand, but have questions; 3=understand.

**Share Bear:** give open ended questions & students pass the share bear to give a response.

**Sign In, Please:** teacher makes a statement; if true, students give thumb up; if false, thumb down; wrong answers are explained by teacher.



**Simultaneous Round Table:** students in groups pass around a paper to record each student's answer to an open-ended question; the paper goes around a second time as students read the responses and add a new response.