

# Sheltered Instruction Observation Protocol (SIOP®)

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# Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:  
2 devices if possible
5. Paper, pencil, markers...



# Content Objective

Today I will analyze the *second* language acquisition process and the first two components of the SIOP® Model.



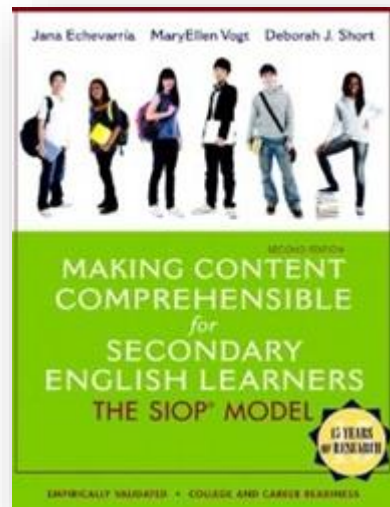
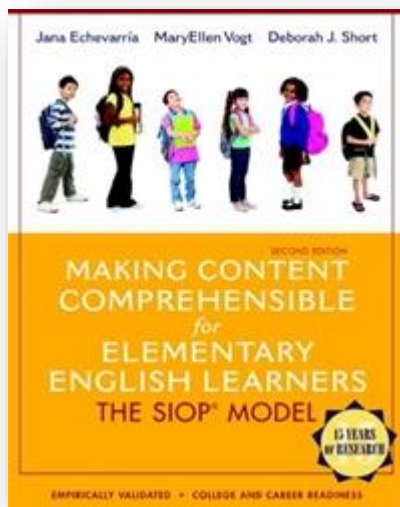
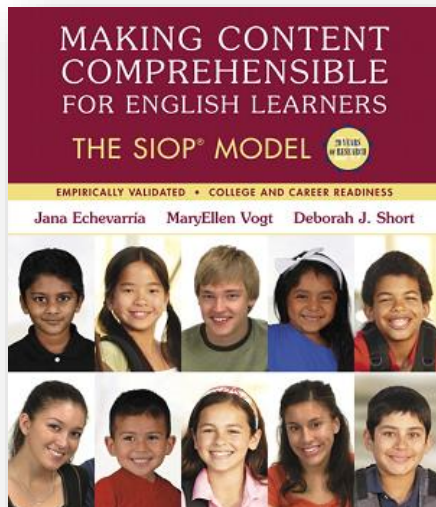


# Language Objective

Today I will discuss with my peers the second language acquisition process and I will share ideas on how to better plan lessons with Emergent Bilingual students needs in mind.



# SIOP® Resources



# *Second Language Acquisition*

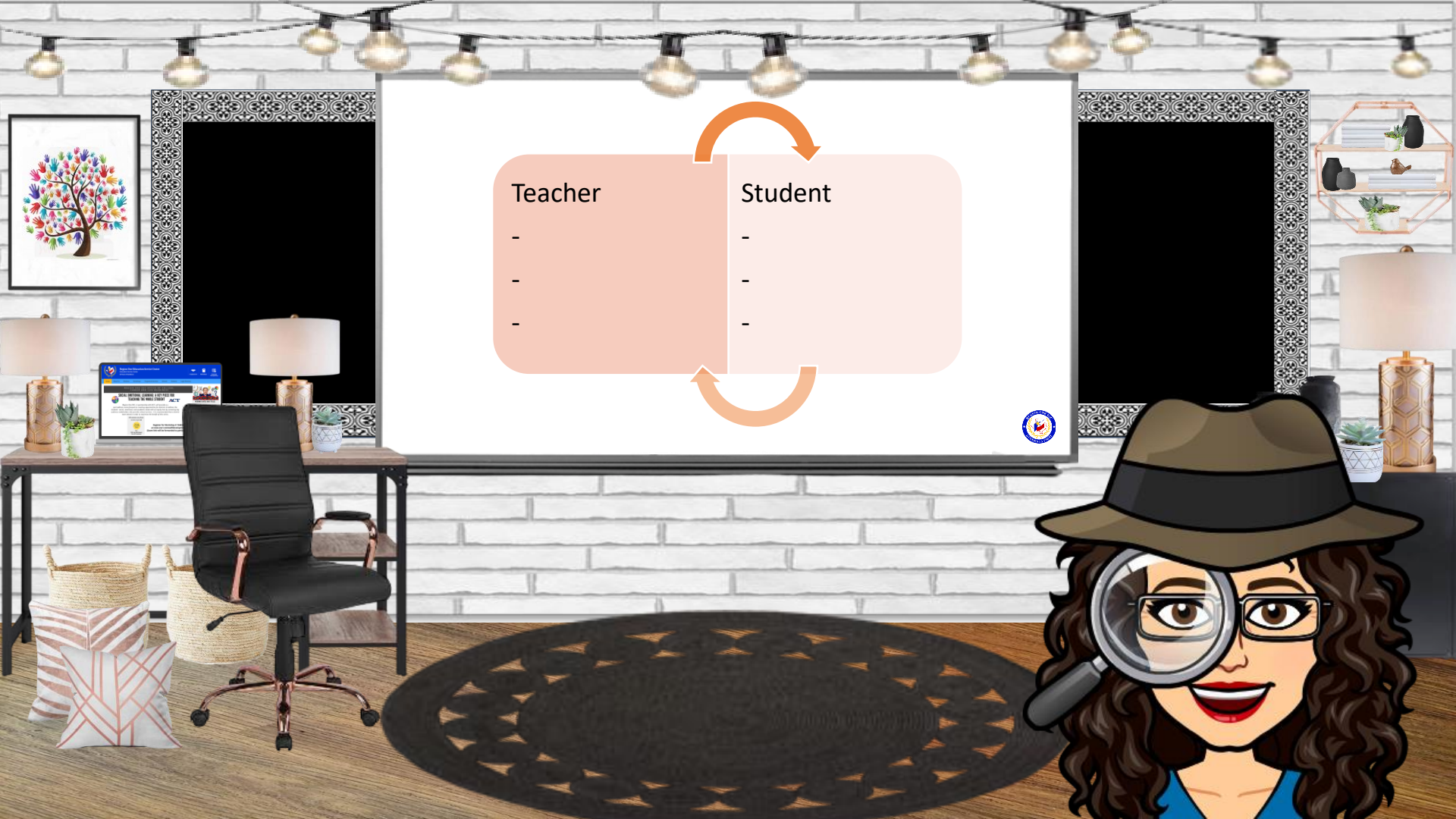










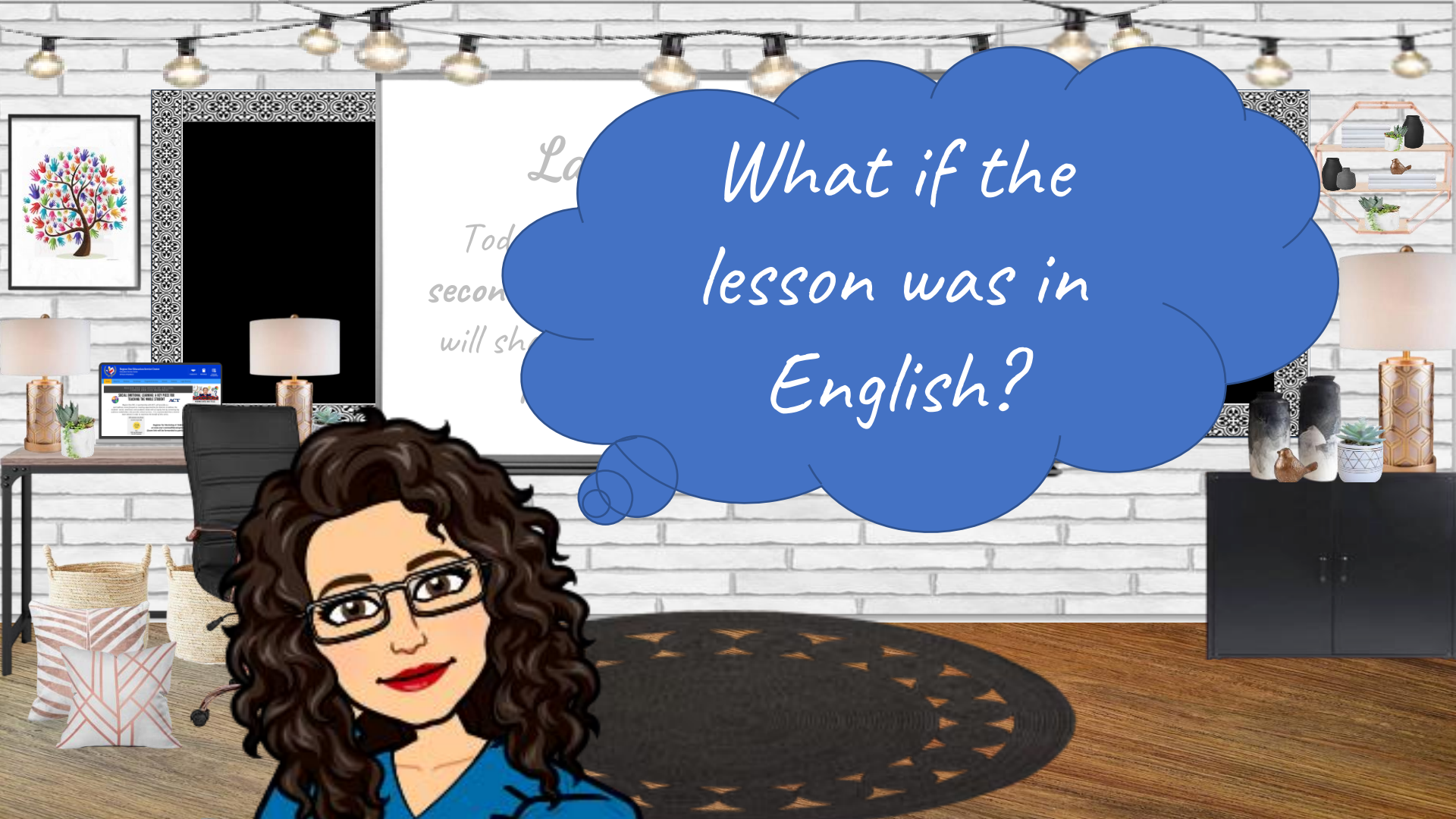


Teacher

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- 
- 

Student

- 
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What if the  
lesson was in  
English?

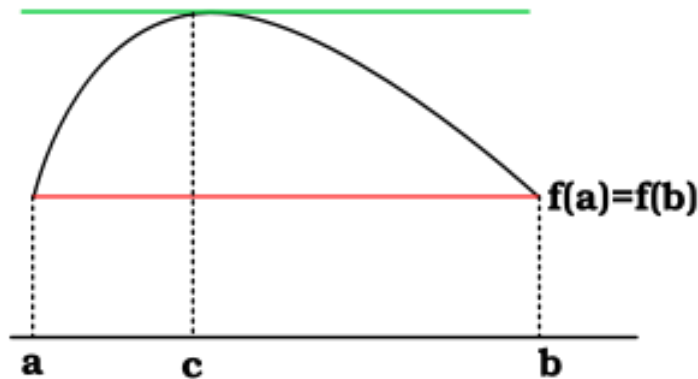
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## Rolle's Theorem

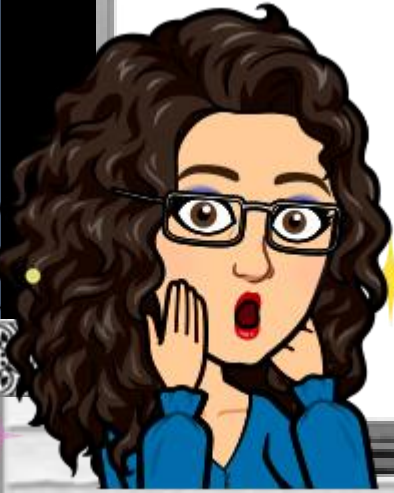
If a function  $f$  is continuous on a closed interval  $[a, b]$  and differentiable on the open interval  $(a, b)$ , and  $f(a) = f(b)$  then there is some number  $c$  in the open interval  $(a, b)$  such that  $f'(c) = 0$ .





# Canterbury Tales

When that April with his showers soote  
The drought of March hath pierced to the root  
And bathed every vein in such liquor  
Of which virtue engendered is the flower;  
When Zephyrus eke with his sweete breath  
Inspired hath in every holt and heath  
The tender croppes, and the younge sun  
Hath in the Ram his halfe course y-run.



# WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,  
But the plural of ox becomes oxen, not oxes.  
One fowl is a goose, but two are called geese,  
Yet the plural of moose should never be meese.  
You may find a lone mouse or a nest full of mice,  
Yet the plural of house is houses, not hice.

If the plural of man is always called men,  
Why shouldn't the plural of pan be called pen?  
If I speak of my foot and show you my feet,  
And I give you a boot, would a pair be called beet?  
If one is a tooth and a whole set are teeth,  
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,  
Yet hat in the plural would never be hose,  
And the plural of cat is cats, not cose.

We speak of a brother and also of brethren,  
But though we say mother, we never say methren.  
Then the masculine pronouns are he, his and him,  
But imagine the feminine: she, shis and shim!

-ANONYMOUS



/grammarly



*All content teachers are  
language teachers!*



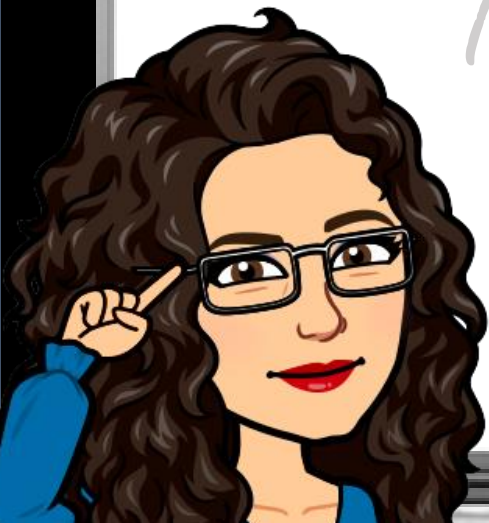
**Speak like scientists!**

*All content teachers*

**Speak like mathematicians!**

*and all teachers!*

**Speak like historians!**





# *Factors that Impact Second Language Acquisition*

1. *Motivation and attitude*
2. *First language development*
3. *Language distance*
4. *Cultural background*
5. *Quality of instruction*
6. *Age*
7. *Personality*
8. *Access to instruction*
9. *Peers and role models*
10. *Other*

*Take a Stand!*



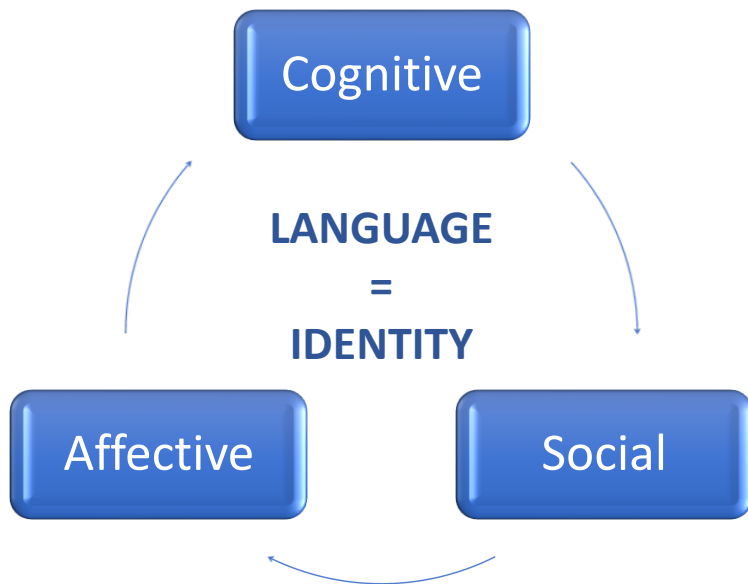
Let's

Kahoot!

[kahoot.it](https://kahoot.it)



# The Power of Language



*"Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning".*

*David Corson, 1999*



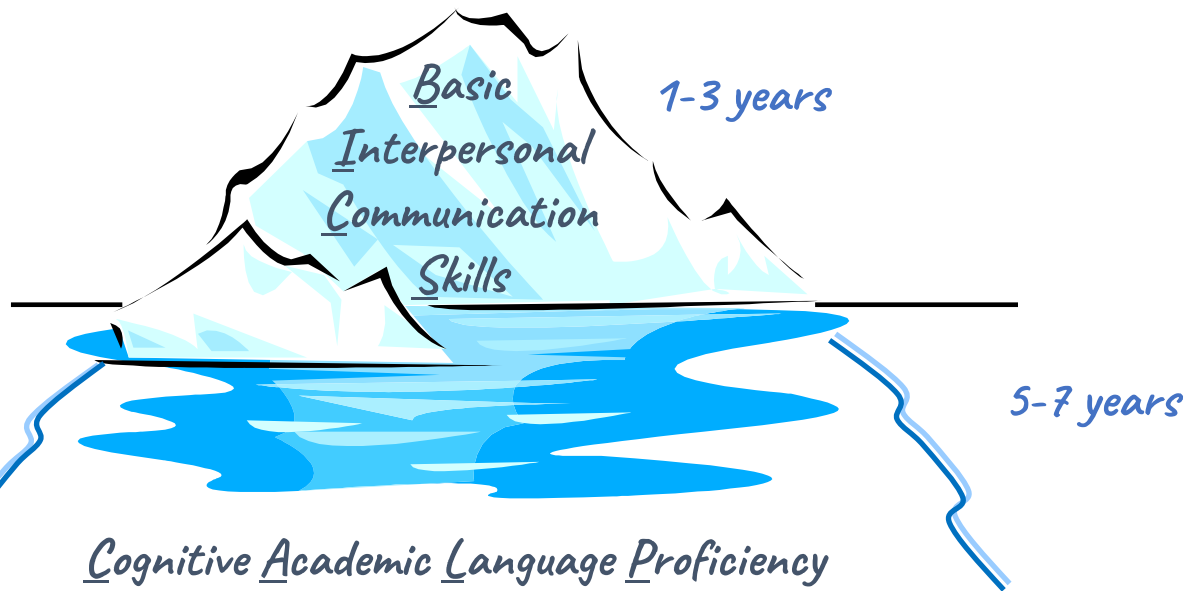


# Assimilation vs Acculturation?

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# BICS vs CALP



J. Cummins (1981)



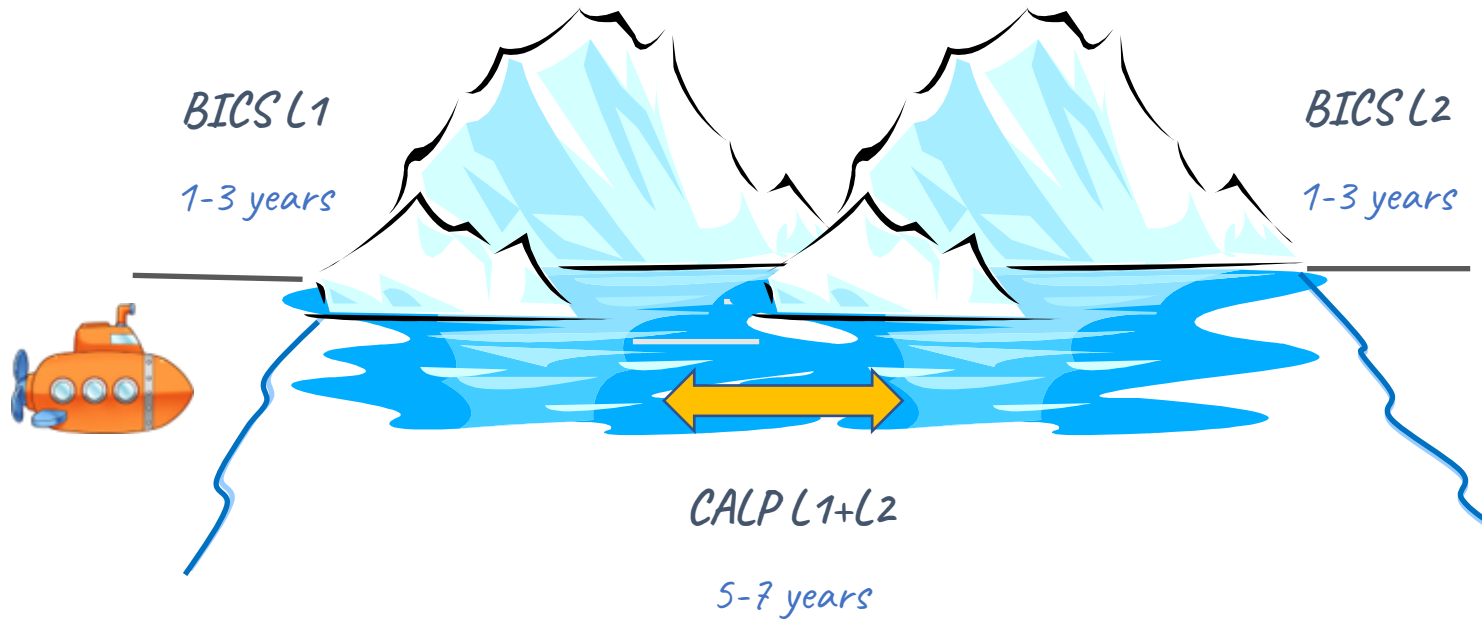
# Transfer of Concepts



J. Cummins (1981)



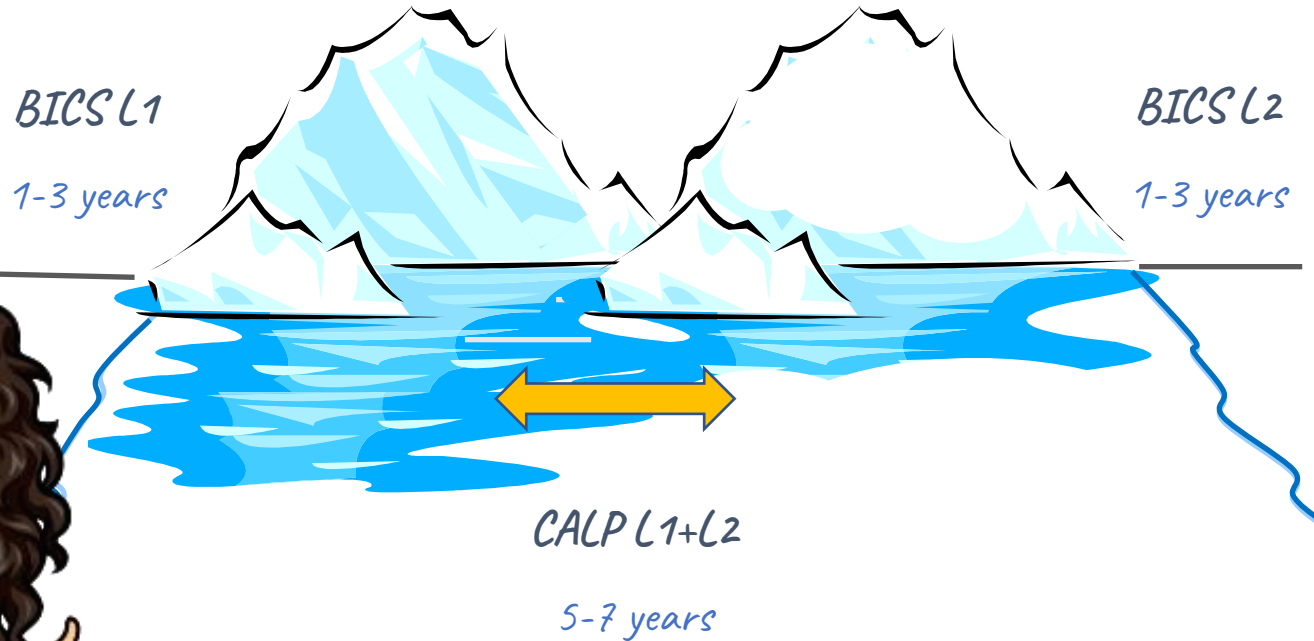
# Transfer of Concepts



J. Cummins (1981)



# My Language Profile in 1999



J. Cummins (1981)





# My Language Profile in 2022



J. Cummins (1981)



# Your Language Profile

BICS L1

BICS L2

CALP  
L1+L2

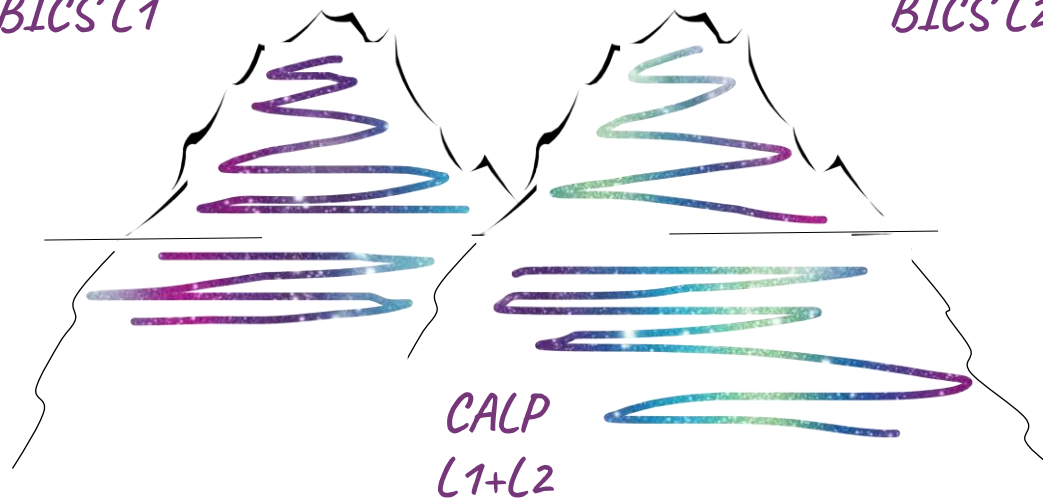
[www.whiteboard.fi](http://www.whiteboard.fi)



# Your Language Profile

BICS L1

BICS L2



CALP  
L1+L2

[www.whiteboard.fi](http://www.whiteboard.fi)







# General Principles of Language Acquisition

1. Mingle + Number heads together (1-8)
2. Give a *name* to your team
3. Regroup by number and read your assigned *principle* from pages 1-3 on the handout
4. Each team will develop a *visual* and a *gesture* to explain their concept
5. Go back to original team and *teach!*





# *The STOP® Model*



# Read, Think & Talk!

*Thumbs-up* when you can complete one of these sentences in your mind:

- *Teaching EB is so difficult because...*
- *One challenge I face when teaching EB is...*
- *One challenge I face when instructing EB is... What I have done to overcome this challenge is...*





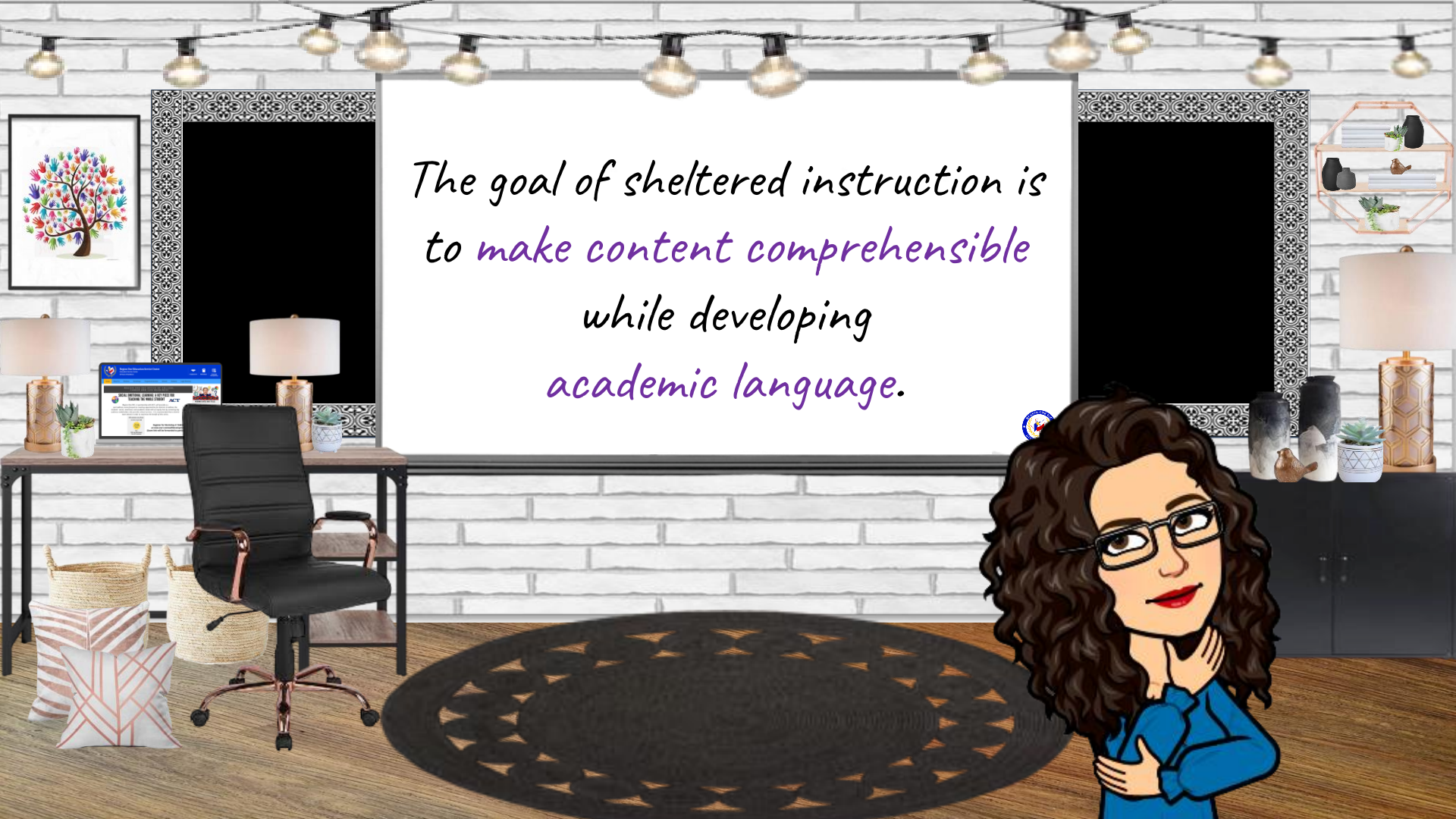


# Read, Think & Talk!

*Thumbs-up* when you can complete one of these sentences in your mind:

- B** • *Teaching EB is so difficult because...*
- I** • *One challenge I face when teaching EB is...*
- A** • *One challenge I face when instructing EB is... What I have done to overcome this challenge is...*

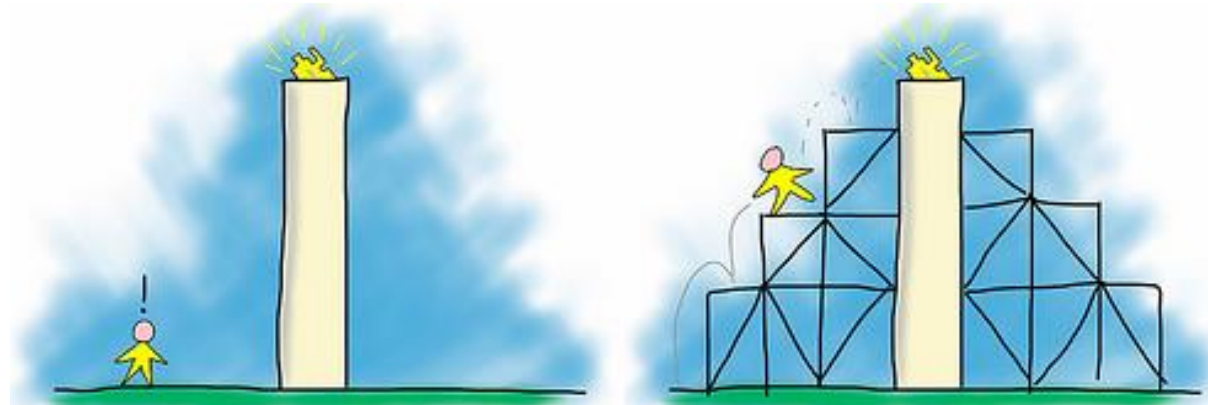




The goal of sheltered instruction is  
to *make content comprehensible*  
while developing  
*academic language.*



Teachers *scaffold instruction* to aid student comprehension of content topics and objectives by *adjusting their speech and instructional tasks*, and by providing appropriate background information and experiences.





# Self-Assessment

Write Usually, Sometimes, or  
Rarely next to each statement.

SIOP Handout, pages 4-6





# *Component 1: Lesson Preparation*

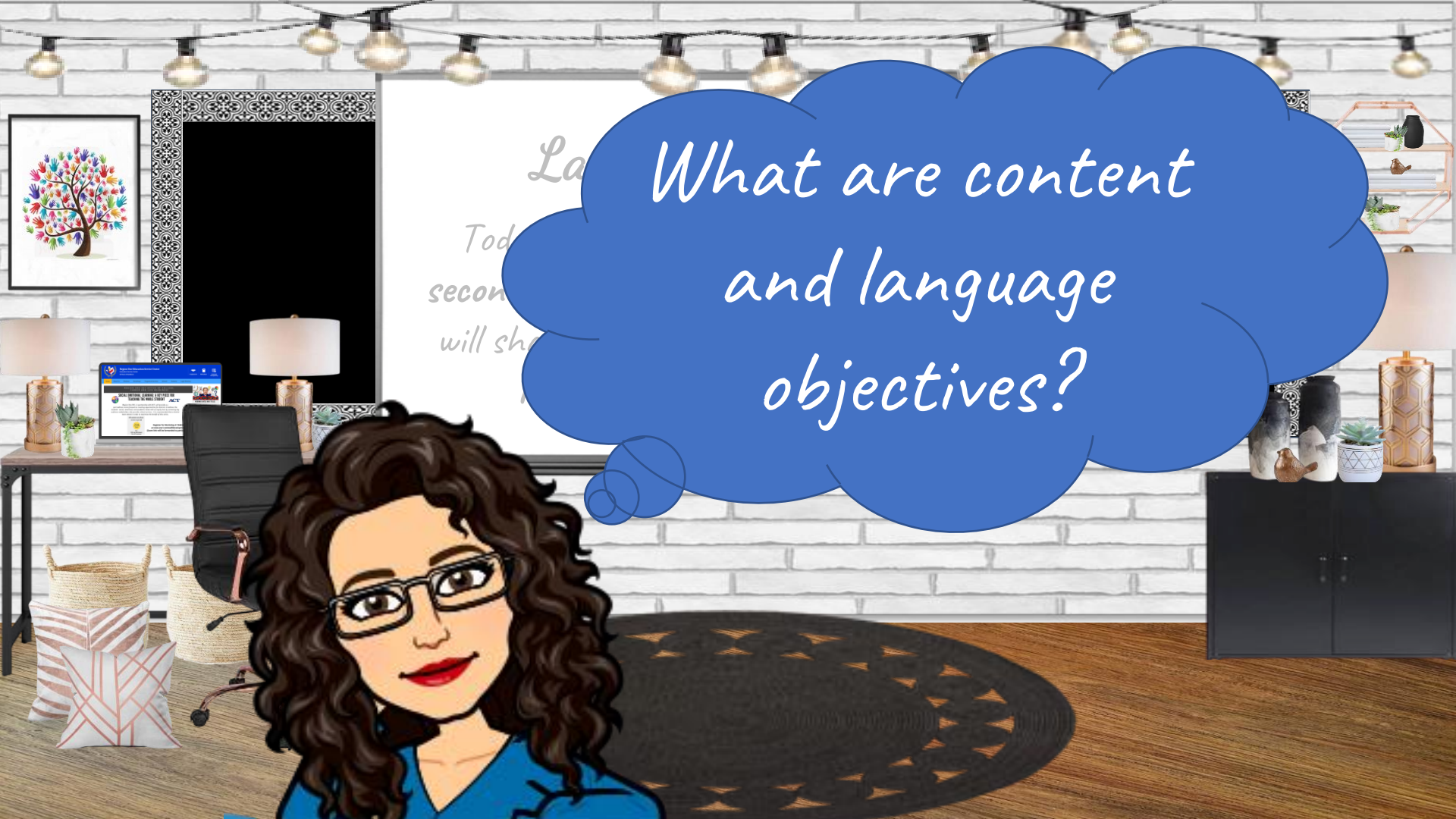


# Features

1. *Clearly defined content objectives for students.*
2. *Clearly defined language objectives for students.*
3. *Content concepts appropriate for age and educational background level of students.*
4. *Supplementary materials used to a high degree, making the lesson clear.*
5. *Adaptation of content for all levels of student proficiency.*
6. *Meaningful activities that integrate lesson concepts with language practice.*



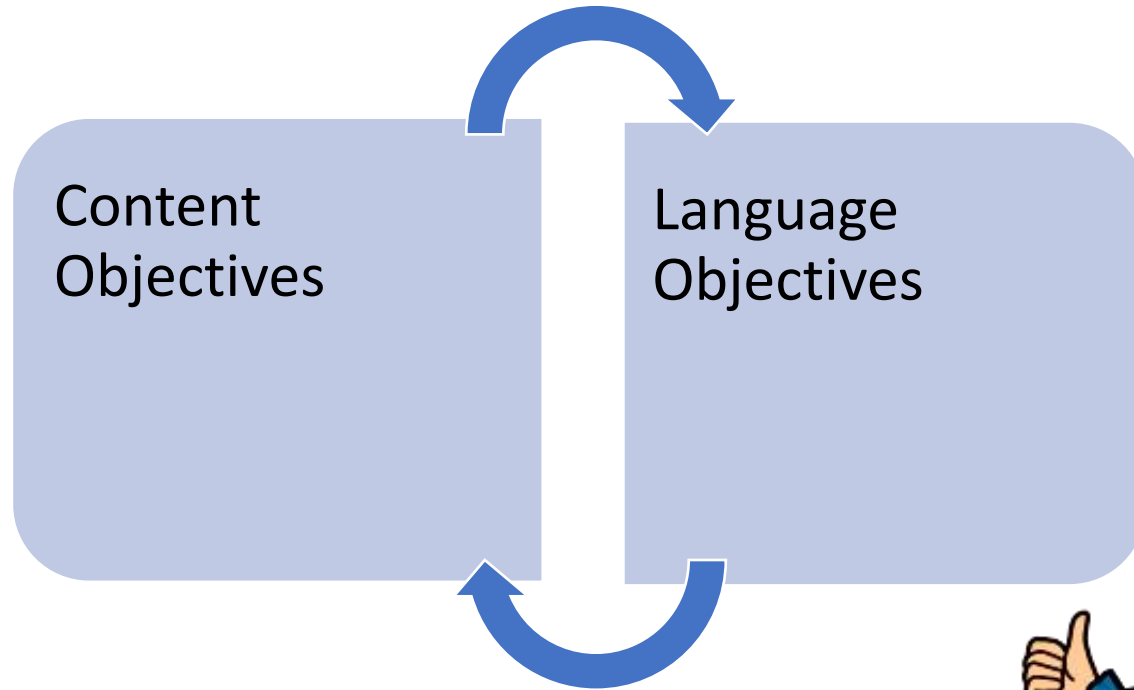




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What are content  
and language  
objectives?

# Round Table



# Content & Language Objectives

Content Objectives: *TEKS*

*What* am I going to learn today?

Language Objectives: *ELPS*

*How* will I demonstrate my learning through  
listening, speaking, reading, and/or writing?





# Content Objectives: Sample

## Science TEKS

*Differentiate* between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondria, chloroplast, and vacuole.

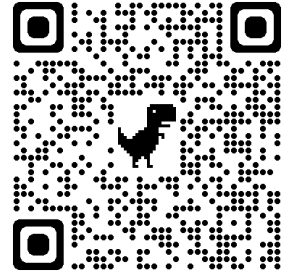
## Student Friendly Format

Today I will *compare and contrast* cell structures and functions of plants and animals.





# Your Turn!



1. Form groups by content area/grade level
2. Select a student expectation from the TEKS.
3. Write a student friendly CONTENT objective:  
<https://padlet.com/kchapa/SIOP2B>
4. Make sure the Cognitive Complexity is  
NOT watered down:  
SIOP Handouts, pgs. 7-8



# Language Objectives: Sample

## Student Friendly Content Objective

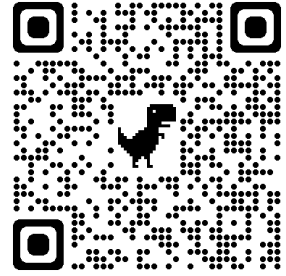
Today I will **compare and contrast** cell structures and functions of plants and animals.

## Student Friendly Language Objective

Today I will write a comparative essay **comparing and contrasting** plant and animal cells utilizing a double bubble map or Venn Diagram that I will complete with a partner.



# Your Turn!



1. Stay with your same group.
2. Write a student friendly LANGUAGE objective:

<https://padlet.com/kchapa/SIOP2B>

3. Make sure to state the HOW (listening, speaking, reading, and/or writing)



# Let's Give Feedback!

1. Stay with your same group.
2. Read the other Content and Language

Objectives posted:

<https://padlet.com/kchapa/SIOP2B>

3. Provide feedback based on the checklist from the *SIOP Book*, page 37.





# *On Grade-Level Content Concepts*

*Carefully consider the content concepts you want to teach and use district curriculum guidelines and grade-level content standards to guide you.*

*Teachers need to take into account their students' background knowledge and experiences before jumping into a new lesson.*

*EBs do not benefit from a watered-down curriculum.*



# Supplementary Materials

*Information that is embedded in context allows English Learners to understand and complete more cognitively demanding tasks.*

*Supplementary materials are especially important for students without a grade-level academic background and/or who have language and learning difficulties.*



# Supplementary Materials

Supplementary materials support different learning styles/preferences and multiple ways of knowing because information and concepts are presented in a multifaceted manner.

Supplementary materials provide real-life context and enable students to bridge prior experiences with new learning.



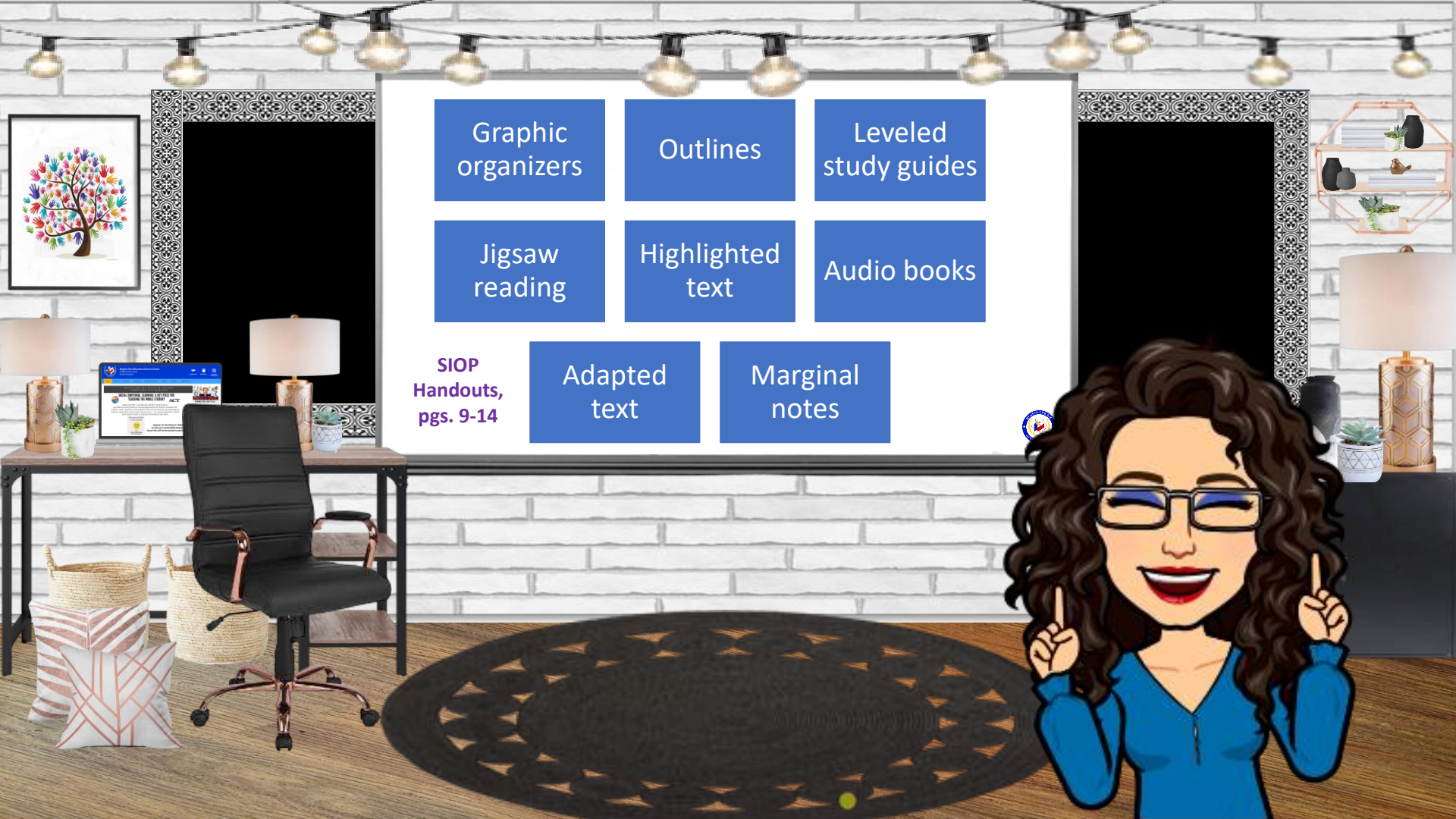
# Dynamic Jigsaw w/Foldable

1. Hands-On Manipulatives
2. Realia
3. Pictures and Visuals
4. Multimedia
5. Demonstrations
6. Related literature
7. Hi-Lo Readers
8. Chapter Summaries
9. Adapted Texts

*Making Content Comprehensible,  
pages 40-41*







Graphic  
organizers

Outlines

Leveled  
study guides

Jigsaw  
reading

Highlighted  
text

Audio books

SIOP  
Handouts,  
pgs. 9-14

Adapted  
text

Marginal  
notes





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