

Sheltered Instruction Observation Protocol

SIOP®

*Helping English Language Learners Reach
Academic Success: First 45 Min Session*



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Professional Learning Essential Agreements

- Be respectful to others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools





Content Objectives

Today I will:

- Become familiar with the SIOP[®] Model.
- Identify and/or review basic concepts of second language acquisition.





Language Objectives

Today I will:

- Begin to develop a SIOP[®] related lexicon.
- Discuss factors that affect second language acquisition.





Second Language Acquisition





Blah School

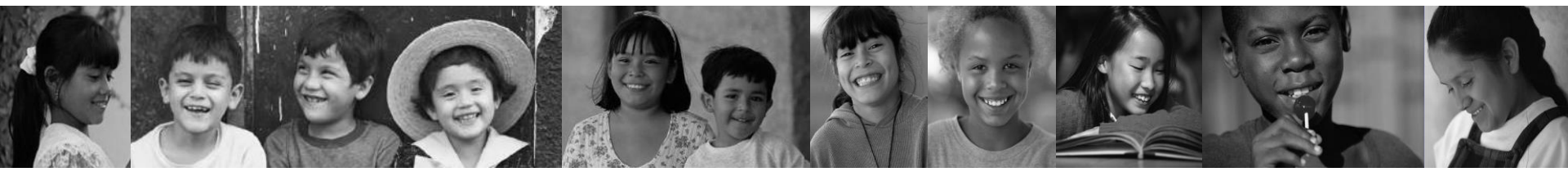
In groups of three, make a T Chart explaining what you saw the teacher doing and what you saw the student doing.





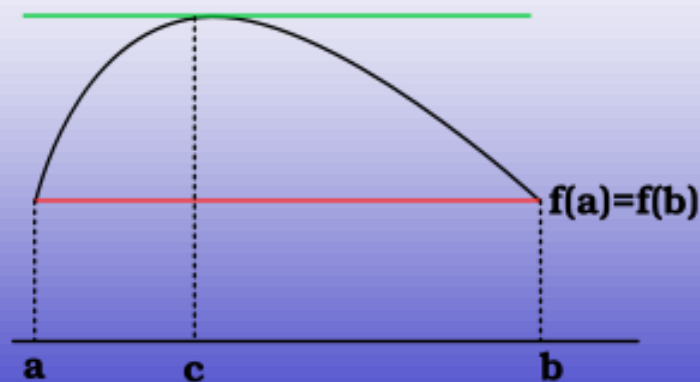
**But what if the lesson
was in English?**





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.





Talk as scientists!

**All content standards
ARE INCLUDED in the
Talk as mathematicians!**

Talk as historians!





Factors Affecting Second Language Acquisition

Motivation and attitude

Age

First language development

Personality

Language Distance

Access to the language

Cultural background

Peers and role models

Quality of instruction

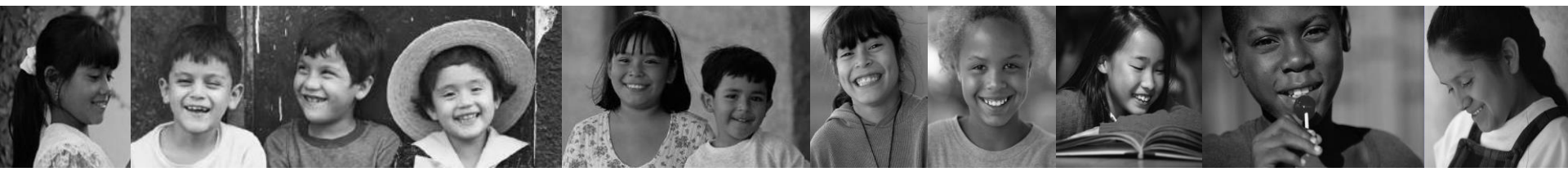




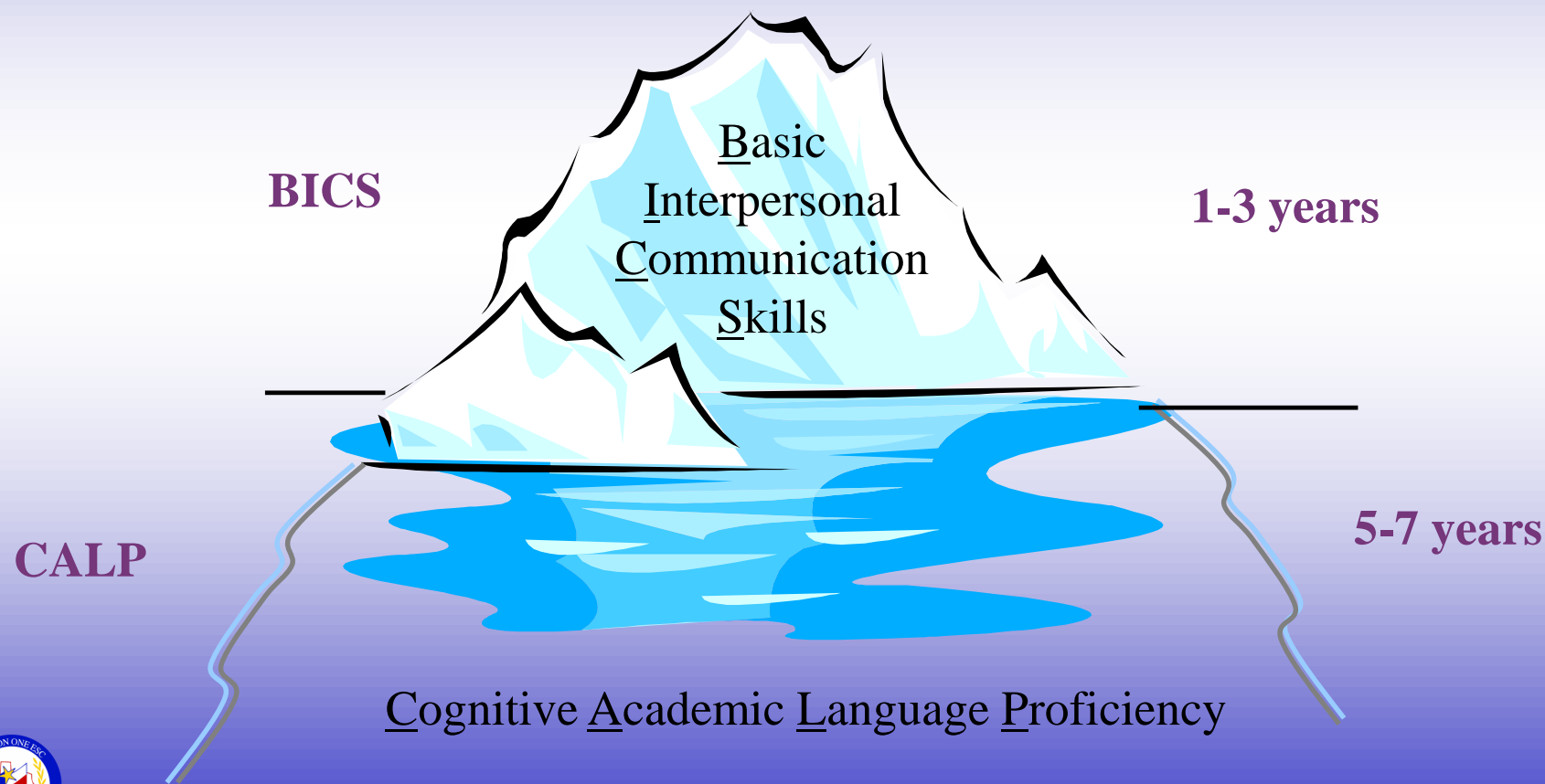
General Principles of Language Acquisition

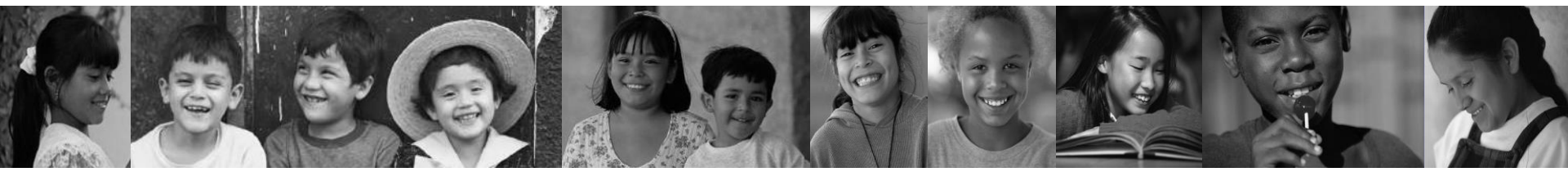
1. Number heads 1-8
2. Each table will read one general principle from pages 1-3 on the handouts
3. Each team will develop a visual representing each section and a signal/hand gesture
4. Each team will present their visual and gesture to the whole class.





Iceberg Theory





Dual Iceberg Theory

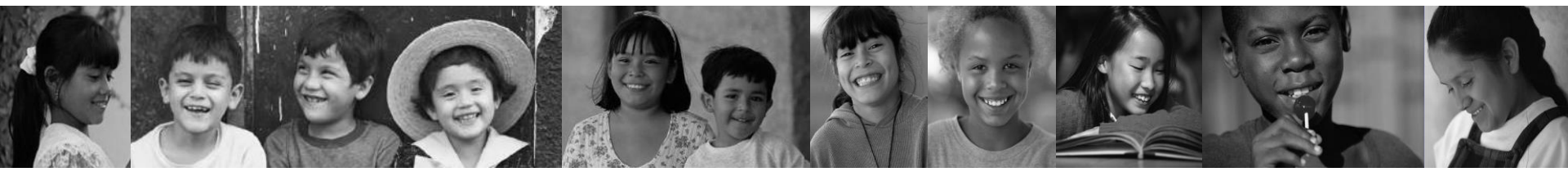
BICS L1
1-3 years

BICS L2
1-3 years



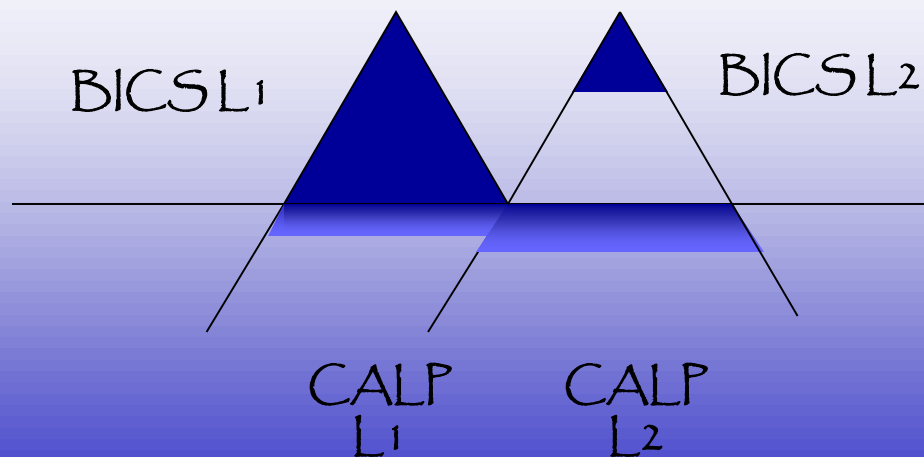
CALP L1+L2
5-7 years

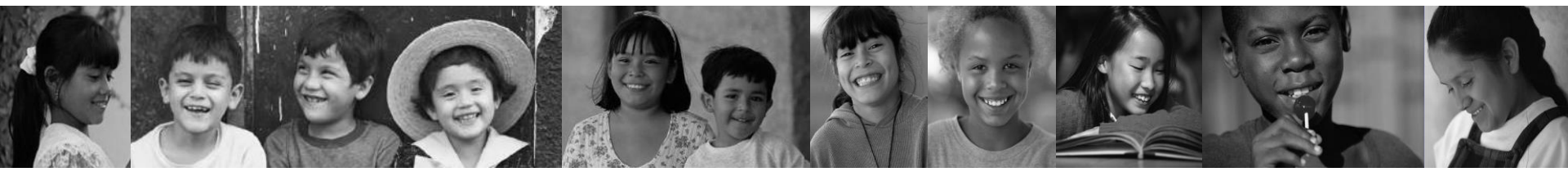




Farquar came from Iran a year ago at age 15. He worked with his father in the fields. He has only three years of formal schooling. He's having trouble academically.

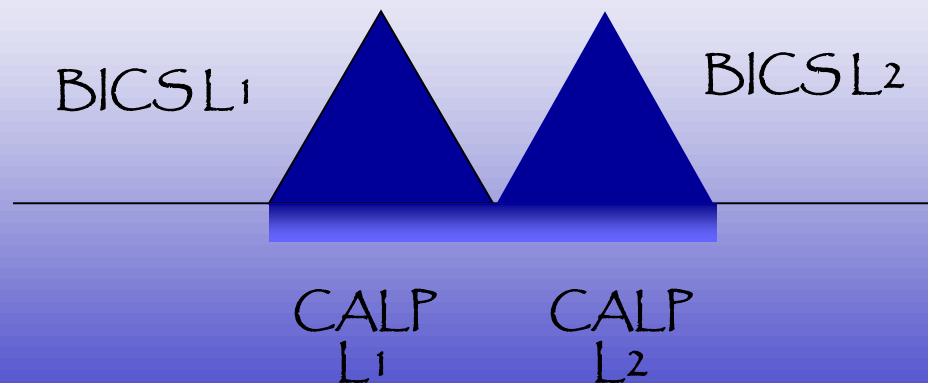
What does his iceberg look like?





Born in Los Angeles, Pablo speaks a mixture of both Spanish and English at home and at school. He can converse quite well in both languages, but for some reason he does not make academic progress in either language.

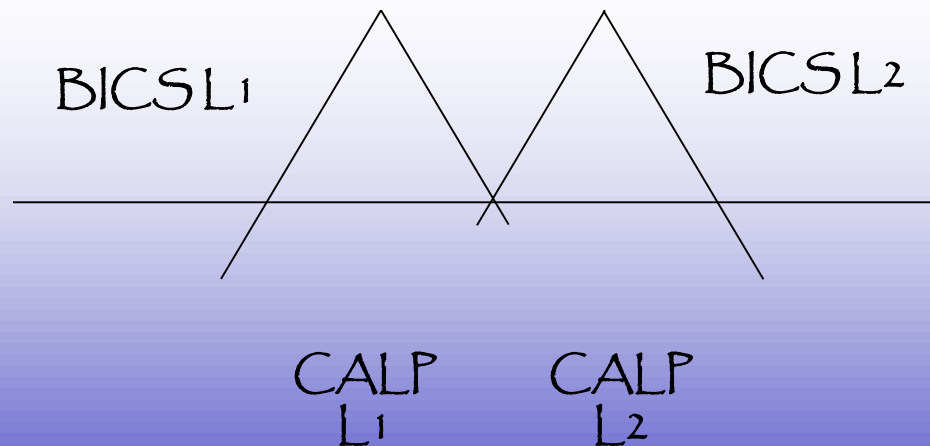
What does his iceberg look like?





How about you?

How does your iceberg look like?





The SIOP[®] Model

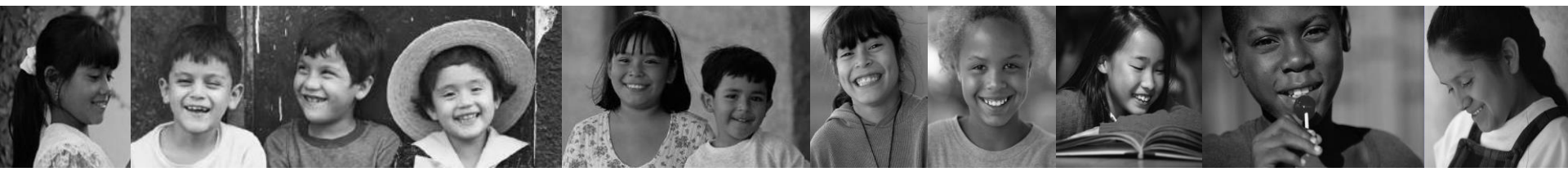




SLOP Components and Features

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice & Application
7. Lesson Delivery
8. Review & Assessment





SIOP[®] Model Self-Assessment

Using the 30 features of the SIOP[®] Model, mark the box that most closely represents your current teaching practices:

D=Daily

O=Occasionally

N=Never



- Handouts Pages 4-6 -

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Tickets Out

Please complete these sentence stems on post-its:

I used to think...

But now I know...





Thank you!

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Twitter @esc1bilingual

