

Sheltered Instruction Observation Protocol

SIOP®

*Helping English Language Learners Reach
Academic Success: Second 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 first component of the SIOP® Model: Lesson Preparation.
- Understand the importance of content and language objectives and the use of meaningful activities to make content comprehensible.





Language Objectives

Today I will:

- Write content and language objectives and share them with my peers.
- Discuss the relevance of the use of meaningful activities and supplemental materials to create successful academic experiences for ELLs.





Component 1: 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.





Content and Language Objectives

Quick Round Table: Write everything you know about Content and Language objectives in 20 seconds and pass your paper to the right.
Keep adding information to the new paper in front of you.

Content Objectives	Language Objectives





Feature 1: Content Objectives

Concrete content objectives that identify what students should know and be able to do must guide teaching and learning.

For ELLs content objectives need to be stated **simply, orally and in writing**, and they need to be tied to specific grade-level content standards (**TEKS**).





Content Objectives - Example

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 Content Objective

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





Writing Content Objectives

- Get into grade levels/content areas teams.
- Determine **WHAT** the students will learn by selecting a specific TEKS.
- Write it in a student friendly format on blank paper.
- Begin with “Today I will...”

- Handouts Pages 7-8 -





Feature 2: Language Objectives

As with content objectives, language objectives should be stated **clearly and simply**, and students should be informed of them, both orally and in writing. In Texas, language objectives must be tied to the **ELPS**.

Integrate the four language domains:

Listening, speaking, reading and/or writing!





Language Objective - Example

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 an essay comparing and contrasting plant and animal cells utilizing transitional phrases.





Areas of Language Objectives

1. Academic Vocabulary
2. Language Skills and Functions
3. Language Structures or Grammar
4. Language Learning Strategies

Quick Jigsaw w/gestures, Making Content book, pages 35-36





Writing Language Objectives

- Get into grade levels/content areas teams.
- Determine **HOW** the students will show you that they learned the concept, through L, S, R, W.
- Write it in a student friendly format on blank paper.
- Begin with “Today I will...”





Evaluating Content and Language Objectives

1. Review your Content and Language Objectives with the **checklist** on page 39 of Making Content Comprehensible.
2. Review your content and language objective and write the revised version on **chart paper**.
3. Gallery Walk with post-its to provide feedback.





Feature 3: 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.

ELLs do not benefit from a watered down curriculum.





Feature 4: Supplementary Materials

Information that is **embedded in context** allows ELLs 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 and multiple ways of knowing** (multiple intelligences) 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.





Supplementary Materials

1. Hands-on Manipulatives
2. Realia
3. Pictures and Visuals
4. Multimedia
5. Demonstrations
6. Related literature
7. Hi-lo Readers and Thematic Sets
8. Chapter Summaries
9. Adapted text





Feature 5: Adaptation of Content

Teachers can adapt content **without watering down the curriculum**, so that concepts are left intact.

- Graphic organizers
- Outlines
- Leveled study guides
- Jigsaw text reading
- Highlighted text
- Taped text
- Adapted text
- Marginal notes





Feature 6: Meaningful Activities

Lesson activities should be planned to promote language development in all skills while ELLs are mastering content objectives.

Students are more successful when they are learning by relating **classroom experiences to their own lives**. These meaningful experiences are often described as “**authentic**”, because they represent a reality for students.





Meaningful Activities

1. Read the ideas on Page 15 of your Handouts
2. Circle 2 ideas that you have done in the past
3. Draw a star on 2 ideas that you are willing to try in the future
4. Turn and Talk (Think-Pair-Share) with your partner





Component 1 Review: Lesson Preparation

1. Get to your Content and Language Objectives poster
2. Add a meaningful activity from page 15 of your Handouts on the bottom of your chart paper
3. Free Gallery Walk!





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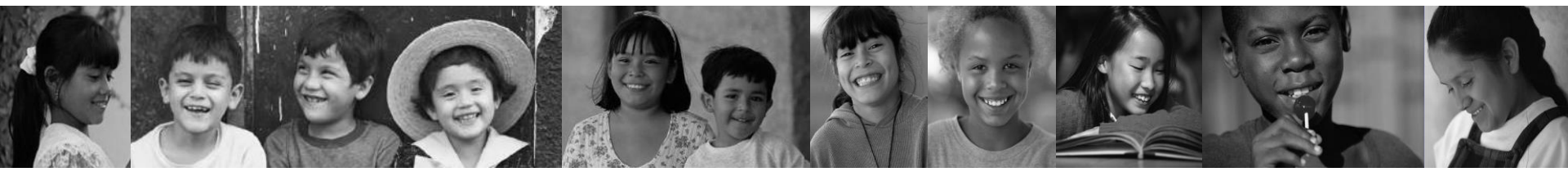
Tickets Out

Please complete these sentence stems on post-its:

I used to think...

But now I know...





Thank you!

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