

Support and Activities for SIOP Components

B) Preparation/Lesson Delivery/Building Background				B) Differentiation			
adapted text	do now	multimedia	realia	Content	Process/Activities	Product	Environment
agree/disagree	graphic organizer	mystery word	songs	readability	level of Support	alt. Assessments	volume levels
anchor charts	highlighted texts	outlines	time line	media	tiered activities	rubrics	various places
anticipation guide	illustrations	planning flowchart	TPR	vocabulary	personal agendas	create product	movement
category sort	list-group-label	picture walk	word association	multisensory	manipulatives		routines for help
demo	manipulatives	predictions	word bank	grouping	vary time		
dictogloss	marginal notes						
B) Visuals				D) Interaction			
flow charts		semantic webs		give one, get one	reciprocal teaching	tableau	
KWLH		story Maps		jigsaw	response boards	take a stand	
maps		T-Charts		line-ups	role play	talking chips	
graphs		timelines		match partners	RWS triad	Talmudic pairs	
pictures		Venn diagrams		numbered heads together	round table	team product	
				one stay, two stray	roving reporter	thinkpairshare&square	
				power reading	send a problem	three min review	
C) Vocabulary				E) Learning Strategies			
Teach Tier 2 words (high frequency vocabulary found across a variety of knowledge domains)				Chunk & chew		question prompts	
				GIST (10 words or nouns & verbs)		questions in a can	
				mnemonics		SQP2RS	
				PQRST		think aloud	
1. Provide a description, explanation, or example of the new term.							
2. Ask students to restate the description, explanation, or example in their own words.							
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.							
4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.							
5. Periodically ask students to discuss the terms with one another.							
6. Involve students periodically in games that enable them to play with terms.							
(ideas adapted from <u>Building Academic Vocabulary</u> by Robert Marzano and <u>Bringing Words to Life</u> by Isabel L. Beck.							
				F) Review/Assessment			
				12 words summary		find the fib	
				3-2-1 (ideas, examples, question)		foldables	
				ABC summary		handprint (1 thing you learned each finger)	
				analogies		jumbled summary	
				box tops		muddiest point	
				example/non		number wheels (MC)	
						paraphrasing	
						rubric	
						ticket to leave	
						traffic light	
						whiteboards	
						zip around	

Numerous components adapted from *Making Content Comprehensible for English Language Learners* by Echevaria, Short and Vogt