SIOP COMPONENT 1: LESSON PREPARATION

Ensuring rigor and relevance
Objectives

**CONTENT**
- TWBAT **define** Lesson Preparation by reviewing the 6 features.

**LANGUAGE**
- TWBAT **apply** the features of Lesson Preparation by **writing** a content and language for a future lesson.
HOW CAN I LESSEN THE GAP?
HOW CAN I DIFFERENTIATE?

- Feature 1: **Content Objectives** Clearly Defined, Displayed, and Reviewed with Students
- Feature 2: **Language Objectives** Clearly Defined, Displayed, and Reviewed with Students
- Feature 3: **Content Concepts** Appropriate for Age and Educational Background
Feature 1: Content Objectives

- Aligned with ALCOS / CCS.
- Post and Review Content Outcomes.
- Teacher discusses key words in the outcomes.
- C.O. needs to be written in student-friendly language.
- They provide a road-map for both students and teachers.
Feature 2: Language Objectives

- Teach the English language through teaching content.
- LOs support students’ language development.
- Include all areas of English language acquisition (listening, speaking, reading, writing).
- Keep in mind that the development of receptive skills (L and R) is faster than the development of productive skills (S and W).
- Be aware of your students’ language skills and academic vocabulary (ACCESS score).
- Pair up with the EL teacher.
### Examples:

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT match the change in the molecular motion when a substance undergoes a phase change to real-life examples.</td>
<td>SWBAT orally describe the changes in molecular motion when a substance undergoes a phase change to real-life examples.</td>
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<tr>
<td>SWBAT identify the six characteristics of living things.</td>
<td>SWBAT read a passage on living things and determine the main concepts.</td>
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<tr>
<td>SWBAT estimate and calculate the circumferences of circles.</td>
<td>SWBAT predict the circumference of a crop circle by using the following sentence frame:</td>
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<tr>
<td>SWBAT demonstrate analysis of adding and subtracting whole numbers by solving equations.</td>
<td>I think the circumferences of the crop circles are _____ feet and ______ feet.</td>
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<tr>
<td></td>
<td>SWBAT write addition and subtraction sentences and orally share with a partner.</td>
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</tbody>
</table>
Feature 3: Content Concepts Appropriate for Age and Educational Background.

Factors to take in consideration:

- Student’s first language literacy skills.
- Student’s reading level.
- Cultural and age appropriateness of the information.
- Reading level of the content material.
Round Robin Writing

- Work in a small group.
- Each group has one sheet of paper and one pencil.
- Pose a question with multiple answers.
- The students pass the sheet and record as many responses as possible.
- They should not talk about the answers, but record them in writing.
- Ask students to share responses with the whole class.
Question

- Why are language objectives important for English learners?
HOW CAN I LESSEN THE GAP?
HOW CAN I DIFFERENTIATE?

- Feature 4: Use supplementary materials
- Feature 5: Adapt content
- Feature 6: Provide meaningful activities
1. What does differentiating instruction mean to you?

2. What are some ways you can differentiate instruction for ELs?
Feature 4: Supplementary Materials:

- hands-on manipulatives
- realia (real objects)
- pictures
- visuals
- multimedia
- demonstrations
- related literature
- hi-lo readers
- adapted text
Feature 5: Adaptation of Content to all levels of student proficiency by:

- Differentiating
  
  *same content objective, but different input/output/process*

- scaffolding

- adjusting content to various learning styles and intelligences
Differentiating Instruction

Before The Lesson

You Can

- Plan ahead.
- Look over your content to determine what concepts and vocabulary your ELs will need help with. Think about how you will make content comprehensible for your ELs.
Examples of Adaptation of Content:

- Graphic organizers
- Outlines
- Leveled study guides
- Highlighted text
- Taped text
- Adapted text
- Jigsaw reading
- Marginal notes
- Native language texts
As you organize your lessons, consider the following factors:

- **Build on students’ background knowledge.** Consider showing a **video** or **reading a book** aloud about your topic.

- Remember to teach **concrete vocabulary** and concepts first.

- Think of creative ways to link the content of your lesson to the **students’ previous knowledge**.

- Remember to **link your current lesson** with the one previously taught.

- Decide what **language and concepts** need pre-teaching.
Reflect on how you can teach with oral, visual, auditory, and kinesthetic learning modalities.

Prepare teaching aids in advance. Assemble graphic organizers, charts, graphs, and webs for the lesson.

Add vocabulary word banks to student activities.

Adapt textbooks to paraphrase key concepts in English. Eliminate nonessential details.

Ask native English speakers in your class to go to the library and find non-fiction books on the lesson topic that are written on a simpler level.
Feature 6: Meaningful Activities

- Provide opportunities to experience what students are learning about
- Allows students to be more successful by relating classroom experiences to their own lives
Our Online Book Study /Discussion

- Group Code for Edmodo: 9lxn1a
  http://www.edmodo.com/home#

- Website:
Did We Meet our Objectives

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**LANGUAGE**
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