Level 2
Rebecca Olsen
Components 7-8

Sheltered Instruction Observation Protocol
Group Norms and Expectations

- We will start and finish on time
- We will have one conversation
- We will silence our cell phones
- We will be positive, respectful, and encouraging

For the Good of the Order
Goals

– By 2020, 90% of 3rd-grade students will read on or above grade level.
– By 2018, our graduation rate will be 90%.
– By 2018, we will close the achievement gap between subgroups by 10 percentage points while increasing the performance of all subgroups.
We will...

1. Compare our personalities to punctuation.

2. State and defend our positions on using native language in the classroom using the Four Corners strategy.

3. Discuss various quotes about learning using the Fan and Pick strategy.

4. Restate our learning with a cootie catcher.
Language Objectives

We will...

1. **Summarize** each of the six previous SIOP components in writing.

2. **Discuss** SIOP using a Talking Wheel.

3. **Create** a word gradient using a given vocabulary word.

4. **Model** using singing to promote classroom learning.

5. **Summarize** our learning in a tweet.
What is SIOP?

- SIOP is research-based lesson components that are proven to support students’ academic and social language needs! SIOP makes grade-level academic content more accessible for LEP students while at the same time promoting their English language development.

The 8 Components of SIOP

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. High Yield Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment
Vocabulary
Post-It Partner Game

1. Take six Post-it notes. Label each with one of the six components we have studied:

- Lesson Preparation
- Building Background
- Comprehensible Input
- High Yield Strategies
- Interaction
- Practice and Application

2. Under each post-it, write a 1-2 sentence description of the component.

3. After you have finished writing, trace the outline of the Post-it notes.

4. Switch the Post-its around.

5. Pass your paper to a teammate to unscramble.

See handout
SIOP Level 2

5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Sheltered Instruction Observation Protocol
SIOP Level 2

Lesson Delivery

Sheltered Instruction Observation Protocol
Lesson Delivery

- Support content objectives during delivery
- Support language objectives during delivery
- Promote student engagement
- Pace lesson appropriately
Component 1
Lesson Preparation

- Plan for content objectives
- Plan for language objectives
- Address grade-level content
- Use supplementary materials
- Use adapted content
- Plan meaningful activities with language

Component 7
Lesson Delivery

- Support learning of content objectives
- Support learning of language objectives
- Promote student engagement
- Pace lesson appropriately
Young learners are motivated and engaged by a variety of conditions. Some are...

- Novelty
- Cultural significance
- Product focus
- Emotional connection
- Choice
- The chance to contribute to something beyond themselves

"That was an awesome worksheet," said no student ever.

Tomlinson, Fulfilling the Promise
Pacing

Pacing refers to the rate at which information is presented during a lesson. For LEP students the lesson should ...

- Be brisk enough to maintain interest
- Be slow enough to maintain comprehension
- Allow for time to process
- Include frequent comprehension checks
Chunk and Chew

- Deliver lessons in small chunks and allow students time to process (chew).
- “Chewing” can be done as an individual, in partners, and/or in small groups.
- For every 10 minutes of teacher input, students should be given 2 min to process the information given.
The 5-2-1 Model

5 minutes = Teacher Talk
2 minutes = Process Time
1 minute = Student Share Time

10 and 2

10 minutes = Teacher Talk
2 minutes = Process time/student share time
Promoting Student Engagement

How often is this what we want...

but this is what we get?
You’ll need a pencil and a paper clip.

Put the paper clip in the middle and flick to spin.

The SIOP Wheel

Directions: Place a paper clip in the center of the wheel. Put the point of a pencil within the paper clip. Flick the paper clip to spin.
Roll the Dice
1. Favorite part
2. Characters
3. Setting
4. Beginning
5. Middle
6. End

Roll the Dice
1. This reminded me of …
2. One question I still have is…
3. At first I thought… but then …
4. It’s interesting that…
5. I’d like to know more about…
6. I wonder how…
Get them talking!
Get them talking!

- Would you read this story again? Why or why not?
- Would you want to be the main character? Why or why not?
- Where does the story take place?
- What is the story about?
- What do you think will happen next?
- What did you like about the story?
- What would you ask the author?
- If you could change something about the story, what would it be?
Five Finger Retell

When you retell you need...

Characters  Problem  Events  B-M-E  Solution

Main Idea and Details

Setting  Fiction: Fingers  Nonfiction = Palm
Ways We Can Partner Talk...

I’m thinking...
I’m noticing...
I’m wondering...

I can’t believe...
This part reminds me of...
This is confusing because...

I like this part because...
Why...
I think the character is feeling ___ because...

I think _____ will happen next because...
We finished our book now let’s retell using our retelling bookmark!
Get them talking!

punctuation
social personalities
by Carrie Keplinger

never starts an argument but always finishes it
pauses often while speaking
interrupts others with own thoughts

makes himself heard no matter what
asks uncomfortable questions

loves bringing similar people together
often trails off on a tangent
likes to introduce groups of people

tells you what everyone else says
pulls you away from the conversation

which one are you?
13. When did the story take place?

14. Name the continent on which the story takes place. What changes would have occurred in the story if it had been set on a different continent?

15. If the setting of the story were pictured in a magazine, what might the caption below the picture say?

16. Would you like to live in the time period in which the story takes place? Why or why not?
Comprehension Questions #1
1. Describe the main character.
2. What was the problem?
3. How did the character deal with the problem?
4. Should the character have done something differently? What? Why?

Comprehension Questions #2
1. Where did this story take place?
2. What happened there?
3. Who was involved?
4. What is another way the story could have ended?
5. Is there a lesson in this story? What is it?

Comprehension Questions #3
1. What was the problem in this story?
2. What happened? Why?
3. How was the problem solved?
4. What else could have happened?
5. What would you have done?

Comprehension Questions #4
1. Who was the main character?
2. Where did the story take place?
3. Tell about three events that happened in the story.
4. Was there something to be learned from the story? What is it?

Comprehension Questions #5
1. What could be another name for this story?
2. Have you ever read another story that is similar to this? How were the stories the same? How were they different?
3. What was your favorite part of the story? Why?
4. How could you change the ending?

Comprehension Questions #6
1. Where did this story take place?
2. Could this really happen?
3. Describe the main character.
4. How are you like that character? How are you different?
5. Describe three things that happened in the story.
CCSS. Standards for Mathematical Practice MP3
Construct viable arguments and critique the reasoning of others.

Get them talking!
<table>
<thead>
<tr>
<th>Task Level</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entering</td>
<td>Single words, set phrases or chunks of memorized oral language</td>
<td>Highest frequency vocabulary from school setting and content areas</td>
<td>When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar</td>
</tr>
<tr>
<td>2 Beginning</td>
<td>Phrases, short oral sentences</td>
<td>General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident</td>
<td>When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences</td>
</tr>
<tr>
<td>3 Developing</td>
<td>Simple and expanded oral sentences; responses show emerging complexity used to add detail</td>
<td>General and some specific language related to the content area; may grope for needed vocabulary at times</td>
<td>When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse</td>
</tr>
<tr>
<td>4 Expanding</td>
<td>A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity</td>
<td>Specific and some technical language related to the content area; grooping for needed vocabulary may be occasionally evident</td>
<td>At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don’t impede the overall meaning of the communication may appear at times; such errors may reflect first language interference</td>
</tr>
<tr>
<td>5 Bridging</td>
<td>A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas</td>
<td>Technical language related to the content area; facility with needed vocabulary is evident</td>
<td>Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don’t impede communication and may be typical of those an English proficient peer might make</td>
</tr>
</tbody>
</table>

Adapted from ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.
Types of Feedback

1. **Explicit Correction** - the teacher tells the student they are wrong.

2. **Recasts** – the teacher reformulates what the student’s utterance, minus the error.

3. **Clarification Request** - the teacher asks the student to rephrase.

4. **Metalinguistic Feedback** - The teacher does not correct the student, but provides comments, questions, or other information to help the student identify the error.

5. **Elicitation** - The teacher elicits completion of a thought by beginning the sentence for the student or using questions.

6. **Repetition** - The teacher repeats error(s) and uses intonation to highlight mistake.
Word Gradients

1. Take a paint strip.
2. Choose a word.
3. Think of synonyms or words that mean almost the same thing.
4. Rank the words.
5. Write them on your paint strip using an expo marker.
Get them talking!

- ecstatic
- glad
- alright
- thrilled
- elated
- happy
- okay
Ways to “Chew” on New Learning

1. **Stand Up – Sit Down**
   - Give students true/false statements.
   - If students believe it is true they stand, if false they sit.
   - 2-3 students share rational and thoughts.
   - Allow other students to change their minds and tell why.

2. **Magic Buttons/Signs**
   - Students have an “I’m thinking” and “I got it” sign on their desk.
   - I agree or I disagree.
   - Color Coded tags: red (Help me) or green (I’m OK).

3. **Response Cards**
   - Students respond with either one letter or number showing at a time.

4. **Fist of Five**
   - Show your understanding.
     1. I don’t know.
     2. I’m little confused.
     3. I think I know.
     4. I know.
     5. I know it well enough to teach someone else.

5. **Secret Answer**
   - Using a hand signal close to their chest students can choose a correct answer by showing their fingers.
     - Gives students time to process.
     - The answer is only between the student and the teacher.

6. **Think-Pair-Share**

See Handouts
Take your Corners

1. I will post and read a statement.

2. Show your thinking by going to the corner that corresponds to your thinking.
Take Your Corners

Students should be allowed to use their native language:

1. Never
2. Only to clarify academic information
3. Only in social situations outside of the classroom
4. Always
Take Your Corners

1. With your group, come up with the top three reasons you believe your choice to be correct.
2. Record them on a poster board.
3. Read them aloud.

Kids should wear uniforms to school! We agree!
Student Engagement with Music
Why sing?

1. Songs are memorable.
2. Songs improve pronunciation, phrasing, and intonation.
3. Songs introduce grammar and vocabulary.
4. Songs can provide repeated exposure.
5. Songs allow all learners to participate.
6. Songs can lower the affective filter.
7. Songs can be combined with movement to cover multiple learning styles.
8. Singing increases endorphins and oxygenation.
9. Songs are fun, engaging, and positive!
That’s Where I live!

*(To the tune of The Wheels on the Bus)*

by Dr. Jean

Kindergarten Geography and Environmental Literacy
K.G.1 Use geographic representations and terms to describe surroundings.
The name of my SCHOOL is...
Old Town,
Old Town,
Old Town,
The name of my SCHOOL is...
Old Town,
That’s the name of my SCHOOL!
The name of my CITY is... Winston-Salem, Winston-Salem, Winston-Salem, The name of my CITY is Winston-Salem, That’s the name of my CITY!
The name of my STATE is... North Carolina, North Carolina, North Carolina, That’s the name of my STATE!
The name of my COUNTRY is... The United States, The United States, The United States, The name of my COUNTRY is... The United States, That’s the name of my COUNTRY!
The name of my CONTINENT is...
North America, North America, North America
The name of my CONTINENT is...
North America, That’s the name of my CONTINENT!
The name of my PLANET is...
Earth, Earth Earth, Earth
Earth, Earth Earth, Earth
That’s the name of my PLANET!
First Grade Math
Common Core
Standard
Operations and
Algebraic Thinking
C6: Add and
subtract within 20, demonstrating fluency for addition and subtraction within 10.

Friends of Ten
By Mrs. Rebecca Olsen

7 and 3 are friends of 10,
Du da, du da
6 and 4 are friends of 10,
Du da, du da, day

8 and 2 are buddies,
9 and 1 are pals,
5 and 5 are friend of 10,
All the live long day

3 and 7 are friends of 10,
Du da, du da
4 and 6 are friends of 10,
Du da, du da, day

2 and 8 are buddies,
1 and 9 are pals,
5 and 5 are friend of 10,
All the live long day
First Grade
Social Studies
Essential Standard 1.2
Identify examples of goods and services in the home, school and community.

Goods and Services
(Tune: Mary Had a Little Lamb)

Goods are things we touch and feel,
Touch and feel,
Goods are things we touch and feel.
An apple is a good.

Note: Students will choose other items to substitute for "apple" in the last line of the song.

Services are things we do for others,
Do for others,
Do for others.
Services are things we do for others.
Teaching is a service.

Note: Students will choose other items to substitute for "Teaching" in the last line of the song.
Fourth Grade Math Common Core Standard Measurement and Data 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

Measure Away
By Mrs. Olsen
to the tune of She'll Be Coming around the Mountain

2 cups in a pint
So measure away,
2 pints in a quart
So measure away,
If you want to bake a cake
then you must know what each makes,
4 quarts in a gallon
So measure away!

12 inches in a foot
so measure away,
3 feet in a yard
so measure away,
Length is good to know
If it's distance you want to show
36 inches in a yard
so measure away!

8 ounces in a cup
so measure away,
16 ounces in a pound
so measure away,
If you're skinny or you're fat
and you want to measure that,
climb on a scale today
and measure away!
Second Grade Science Essential Standards 1. Understand patterns of weather and factors that affect weather.

**The Water Cycle Song**
(Sung to the tune of “Oh My Darlin’ Clementine”)

- Evaporation
- Condensation
- Precipitation falling down,

This is called the **Water Cycle,**
And it goes around and round.
Determine whether a group of objects (up to 20) has an odd or even number of members.

Even and Odd Cheer

0, 2, 4, 6, 8
Even numbers are great!

1, 3, 5, 7, 9,
These are odd all the time!
Ways to Use Music in the Classroom

- Warm-up
- Introduce Content
- Review Content
- Transitions
- Hello/Greeting
- Circle time
- Clean-up song
- Choosing song
- Brain Break song
- Storytime music
- Goodbye song
Other Resources:

Youtube: Fractions-Fractions Song
https://www.youtube.com/watch?v=DnFrOetuUKg

Conjunction Junction School House Rock YouTube
https://www.youtube.com/watch?v=RPoBE-E8VOc

It’s Too Late to Apologies: A Declaration
https://www.youtube.com/watch?v=uZfRaWAtBVg

Bad Romance: Women’s Suffrage
Bad Romance: Women’s suffrage

Super Simple Songs: Click on the drop down box labeled Songs.
http://supersimplelearning.com/songs/original-series/one/knock-knock-hello/

Have fun Teaching: A handful of free songs, including songs on topics like volume, verbs, adjectives, and the days of the week.
http://www.havefunteaching.com/songs/songs-for-kids

SIOP Level 2

Review and Assessment

Sheltered Instruction Observation Protocol
Review and Assessment

Review
lesson objective

Key vocabulary

Assess
lesson objectives

Regular feedback on student output

Assess student comprehension of objectives

Textbook pages 209-236
“English learners often receive 30 minutes or more of input in a new language. Unless the teacher takes the time to highlight and review key information and explicitly indicate what students should learn, English learners may not understand the lesson’s focus. LEP students, devoting time and energy to translating are less likely to be able to determine which pieces of information and vocabulary are important to remember.”

SIOP 2nd ed. text p. 214
Review Key Vocabulary

- Use analogies
- Point out multiple meanings
- Point out synonyms and antonyms
- Draw students’ attention to how words are used in context
- Provide multiple exposures
- Provide multiple opportunities for practice
Fan and Pick

An activity used for review, in Fan and Pick each child has a responsibility. The table card can be rotated with each turn so that everyone knows their role.

Group Roles:

**Person 1** Fans the cards

**Person 2** Chooses a card

**Person 3** Answers or responds to the card

**Person 4** Corrects, adds to the response, and or praises.
Assessment is ongoing and occurs throughout a lesson to drive instruction, modifications, and interventions.

**Formative**
- Frequent (per lesson, day, week, or unit) assessments
- Linked to learning experience
- Assess student learning and mastery
- Data used to modify instruction

**Summative**
- Quarterly or End of year assessments
- State and national assessments
- Aligned to Common Core
- Measures student AYP
- Tied to teacher accountability and evaluation
Teach/ Introduce new concepts and vocabulary

Practice and Apply new concepts and vocabulary

Reteach new concepts and vocabulary

Assess new concepts and vocabulary

Review new concepts and vocabulary

Assessment

Formative Assessment
Best Practices in Formative Assessment

**Examples:** Formative assessments should have examples of good student work and meaningful exemplars to help teachers and students set goals.

**Identify Current Skills:** Formative assessments provide information on what students know now and inform teachers of where instruction needs to go accordingly.

**Highlight Gaps:** Formative assessments identify students’ gaps in learning so both students and teachers know instructional needs.
Monolingual child

10,000 English Words

Bilingual Child

5,000 English
7,000 Spanish

Distributive Property of Bilingualism
### Examples of Testing Modifications

<table>
<thead>
<tr>
<th>Modification</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students objective tests (matching, multiple choice, T or F) instead of subjective tests (essays).</td>
<td>Provide extra testing instructions, bold/highlight key words, or rephrase directions.</td>
<td>Test key concepts or main ideas (not specific points).</td>
</tr>
<tr>
<td>Make a simplified language test.</td>
<td>Supply ELs with word banks for tests.</td>
<td>Reduce the number of test responses (give two choices rather than four on a multiple choice test).</td>
</tr>
<tr>
<td>Simplify test directions or use picture clues.</td>
<td>Assess ELs on their effort to understand content area material at their level of language ability.</td>
<td>Use familiar formats that students are used to and comfortable with.</td>
</tr>
</tbody>
</table>
Cootie Catcher Review
Feedback

- Should support and validate

  - Should be specific and academically oriented
  - Should focus on both content and language objectives

  - Should include modeling
  - Should include paraphrasing

  - Should include facial expressions, body language, and gestures
  - Can be provided to students by each other.
When giving students feedback ask yourself...

1. Is it **comprehensible**? Can the student understand the feedback?

2. Is it **actionable**? Can the student use the feedback to improve?

3. Is it **criterion referenced**? Does it address the standard students are working on?

4. Is it **timely** and **relevant**?
“Feedback is very powerful if done well. The power of formative feedback lies in the double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next- the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning- the motivational factor. “

-Brookhart, How to Give Effective Feedback to Your Students, 2008
ENCOURAGE!
ENCOURAGE!
ENCOURAGE!
Starting Line-Up
Have the children form two lines facing each other. One at a time, announce a child’s name as if they were a player at a sporting event. For example: “Starting line-up for me, Jason” means it’s Jason’s turn. He has brown hair on his soccer shirt. Let’s hear it for Daniel! That child runs through the middle of the line as everyone gives him a high-five, a pat on the back, or an encouraging word.

Ole’! Ole’! Ole’!
Count with your fingers in the air as you say in Spanish, “Uno, dos, tres.” Swing around with your index finger in the air as you say, “Ole’ Ole’ Ole’!”

Cowboy Cheer
Put one finger in the air, circle it like a lasso as you say, “Ye-haw!”

Kiss Your Brain/Kiss Your Heart
When children answer a question with an answer that is clever, correct, or creative say, “Kiss your brain.” Model how to kiss your fingertips and touch your head. If you see a child doing something kind, use the same cheer and say, “Kiss your heart!” Kiss your fingertips and touch your heart.

Shine Your Halo
When children have been good, say “Shine your halo,” while modeling the movement of shining your fingers in a circle above your head. If you’re looking for a way to get children to settle down, use the same cheer and say, “Where are my angels? Shine your halo.”

Pat Yourself on the Back
Have children put themselves on the back as they say, “I’m good stuff.” Next, have them pat their neighbor on the back as they say, “You’re good stuff, too.”

Silent Cheer
Tell the children they can jump around, wave their hands in the air, and make as much noise as they want — as long as you can’t hear them.

Sign Language Applause
Teach your children how to applaud in sign language. They do so by raising both hands in the air and rotating them back and forth quickly.

See Handout
100+ Ways To Praise A Child

A+ work
Amazing effort!
Awesome!
Beautiful work.
Beautiful!
Bingo!
Bravo!
Breathtaking!
Brilliant!
Class act!
Clever!
Congratulations!
Cool!
Dynamite!
Excellent!
Exceptional!
Exceptional performance.
Extra special work!
Fabulous!
Fantastic job!
Far out!
Fantastic work!
Give them a big hug.
Good!
Good for you!
Good job!
Good learning!
Good thinking!
Good planning!
Great!
Great answer!
Great discovery!
Great work!
Hip Hip Hooray!
Hooray for you!
How artistic!
How extraordinary!
How nice.
How original!
How smart!
How thoughtful of you!
I can't get over it!
I knew you could do it.
I knew you had it in you!
I like the way you did that!
I like you.
I trust you.

I'm proud of you.
It couldn't be better.
It's everything I hoped for!
Keep up the good work!
Looking good.
Magnificent!
Marvelous!
Neat!
Nice going!
Nice work!
Nothing can stop you now.
Now you've got it!
Outstanding!
Outstanding performance.
Phenomenal
Remarkable job.
Right on!
Say, "thank you".
Spectacular work!
Stupendous!
Super!
Super job!
Super work!
Superb!
Take a bow.
Terrific!
Thanks for caring!
Thanks for helping!
That's amazing!
That's good manners.
That's incredible.
That's perfect.
That's remarkable.
That's right.
That's the best.
Thumbs up.
Unbelievable work!
Very brave.
Very good!
Way to go!
Well done!
What a genius!
What a great idea.
What a great listener!
What an imagination!
Wonderful!

Wonderful sharing.
Wow!
You belong.
You brighten my day.
You came through.
You deserve a hug.
You did that very well.
You figured it out.
You go the extra mile!
You have a great sense of humor.
You have a wonderful smile.
You made it happen!
You made the difference.
You make me feel good.
You make me happy.
You make me smile.
You made my day.
You make my life complete.
You mean a lot to me.
You set a good example!
You should be proud.
You tried very hard.
You work hard.
Your effort really shows!
Your help counts!
Your project is first rate.
Your work is out of sight!
You're #1.
You're adorable.
You're amazing!
You're a champ!
You're a darling.
You're a good friend.
You're a good helper.
You're a great listener.
You're a joy!
You're on target.
You're a real trooper.
You're a shining star.
You're a treasure.
You're a winner.
You're beautiful. 

A hug is worth 1,000 words!
1. Go to WSFCS webpage
2. Go to Departments
3. Go to ESL
4. Go to SIOP
5. Click on Elementary SIOP/Mrs. Olsen’s Picture

Sheltered Instruction Observation Protocol

Rebecca Olsen, LEP Facilitator and SIOP Coach