

Support and Activities for SIOP Components

B) Preparation/Lesson Delivery/Building Background				B) Differentiation			
adapted text agree/disagree anchor charts anticipation guide category sort demo dictogloss	do now graphic organizer highlighted texts illustrations list-group-label manipulatives marginal notes	multimedia mystery word outlines planning flowchart picture walk predictions	realia songs time line TPR word association word bank	Content readability media vocabulary multisensory grouping	Process/Activities level of Support tiered activities personal agendas manipulatives vary time	Product alt. Assessments rubrics create product	Environment volume levels various places movement routines for help
B) Visuals			D) Interaction				
flow charts KWLH maps graphs pictures		semantic webs story Maps T-Charts timelines Venn diagrams	give one, get one jigsaw line-ups match partners numbered heads together one stay, two stray power reading		reciprocal teaching response boards role play RWS triad round table roving reporter send a problem		tableau take a stand talking chips Talmudic pairs team product thinkpairshare&square three min review
C) Vocabulary			E) Learning Strategies				
Teach Tier 2 words (high frequency vocabulary found across a variety of knowledge domains)			Chunk & chew GIST (10 words or nouns & verbs) mnemonics PQRST		question prompts questions in a can SQP2RS think aloud		
<ol style="list-style-type: none"> 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. <p>(ideas adapted from <u>Building Academic Vocabulary</u> by Robert Marzano and <u>Bringing Words to Life</u> by Isabel L. Beck.</p>			F) Review/Assessment				
			12 words summary 3-2-1 (ideas, examples, question) ABC summary analogies box tops example/non		find the fib foldables handprint (1 thing you learned each finger) jumbled summary muddiest point 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