

## SIOB Toolbox

**This is a list of strategies that can be used in the classroom to promote the language objectives (reading, writing, listening, and speaking) for English Language Learners**

**Line Up**--Have student line up based on an attribute such as birthdays. Pair off the last person with the first person to share ideas or answers for questions that require an opinion/prediction.

**Mix and Match**—Pass out cards to individuals. The cards should be able to be matched up with another person, ex. vocabulary/definition, equation/answer. Each person is able to walk around and read and help each other with their card. They can trade if they want. The teacher calls time and everyone has to find their partner and then share out with everyone.

**Think/Pair/Share/Write**—Pose a question or thought to the class. Give students time to think about their answer and then have them write on a card. Share with a neighbor/shoulder buddy. Have some students share with class.

**Round Robin White Board**—Have students sit in small groups. Give each group a white board (or sheet of chart paper.) Each student will write down one thing that was learned in the lesson. They pass the white board around and each person continues to write. The group shares out with the class.

**Reel**—Pair up in 2 lines, you can have them number off 1,2 or assign each student a number. Place the ELs in line 2. Have the number 1's share and idea with their partner. Ideally this should be a thought provoking or opinion type question. After the 1's share have the 2's share. All of the 1's will then move one person down and the first person at the line will go to the back (like an old fashioned reel.) The new pairs will then share with each other.

**Treasure Hunt**—Use the book to have students work in groups to skim and scan to look for answers. The group completes a graphic organizer or sheet of questions. This will teach the lay out format of different texts. All groups share out with each other.

**Red Light Green Light**—Post group created posters around the room. Have each group go to their poster and assign each person in the group a letter. Call out a letter and the person with that letter stays at their poster while the rest of the group moves clockwise. The person who stays then explains their poster to the next group. Choose another letter and then that letter stays while the group moves on. That person will now be explaining a poster that they did not create. This is a good listening/speaking activity. You should give the ELs the same letter and call that letter first so that they can explain their poster first and then their letter will not be called to explain a poster that they did not create.

**Word Chain**—This is an activity for summarizing. Write one word that was used in the days lesson, then pass it to your neighbor and they will write another word--however their word has to start with the last letter of your word. Ex. SIOP, Procedures, Schema

**Concept Puzzle**—Great activity for vocabulary and definitions. Write a vocabulary word on a card and then the definition on another card. Divide students into groups and give each group a set of the cards. Have them match the cards together. Call a time and have 1 person run to other groups to “spy” on other tables. That person goes to other tables to look over their answers and then comes back to report to his/her group. Each group can share and report out to whole group.

**Anticipation Guide**—This is a graphic organizer that is used prior to instruction to activate student’s prior knowledge of a topic. It provides explicit links to background knowledge and links prior learning to new learning. It can be a list of yes/no questions that students answer before the lesson and the answer again after it is taught to see if their learning has changed their answer. Another example, provide a list of words and pictures and students need to review the list and choose the ones that relate to the topic. A Predict-O-Gram is a list of words that pertain to the lesson that is being taught. Students will take those words and sort them into categories based on similar traits. Similar to the yes/no questions you could also have an anticipation guide that has a list of questions with a

multiple choice answer. The students answer the questions before the lesson and then answer the same questions after the lesson to see what they have learned.

**Snowballs**—Count off by 1,2. Have all students write their name along with a statement/prediction/thought on a piece of paper. Have the 1's throw their paper. The 2's retrieve a snowball and find the person. The person who wrote the statement explains their answer to the other person. Everyone goes back to their seat and the 2's throw their snowball and the 1's retrieve and look for the person.

**Traveling Jigsaw**—Divide students into groups and have them make a poster/graphic organizer about the lesson. Hang posters on the wall. Assign each poster a letter and give each person in the group a letter that matches one of the posters. Send the group to the poster that matches the letter they have. Once they are at the poster the person with that letter will explain the poster to the group. The idea is for each group to be comprised of a person who helped to create each poster. The groups then shift clockwise and another person will explain their poster,

**Jigsaw**—Put students into groups and assign different parts of reading to different students in the group. Have them read their piece and take notes. Have the members of the group report about their section of the reading.

**Guided Listening**—Play a 2-3 minute lecture for students to listen to. Provide students with a worksheet that matches the concepts in a mini lecture. The worksheet should have each important word/ phrase from the lecture. Play the lecture a second time and check off words/phrases that they heard in the lecture. After they do this have them pair off and choose odd or even numbers. Listen to the lecture a third time. This time they will have sentences written that have the same words/phrases missing from the sentences. As they listen to the lecture, they will write the answers to their statements. The partners will use their notes to take turns retelling the passage to their partner. They will then work together to summarize the passage into 4 sentences.

**Below is a list of activities provided on Days 3-4 of SIOP training. The handout materials provided a lot of resources that could be used in the classroom**

**Taboo**—Have students write a content or vocabulary word on a post it note. Then write 3 words under that word that are related to the term they chose. Put students in groups and have them describe their word *without* using the 3 related words.

**Verbose**—This is the opposite of Taboo. Put students into groups of 4. Give each student a card with a vocabulary word at the top and 3-4 words below that describe the term. Have students take turns giving the describing words to see if the others at the table can guess the vocabulary word.

**Talking Chips**—This is a way to have all students participate during discussions. Give everyone a small manipulative like a colored chip, paper clip or lego. Have them hold onto their piece until asked to contribute or they choose to contribute to the discussion. Once they have contributed then they put away their piece until the next discussion. You can specifically give certain colors to students and then call on them to answer certain questions. This is a way to monitor everyone's contributions.

**Tea Party**—Put thought provoking questions on cards. Have students mingle around reading and answering each others cards. These should not just be questions that offer yes/no answers, but really involve a bit of discussion or supporting opinions. You can scaffold the cards by using pictures, or providing students with some clues. You can use questions that will extend the lesson or integrate other content areas, review material for a test.

**Gallery Walk**—Have groups create informational posters about a topic(s) you are discussing. Hang them around the room. Groups of students travel around looking at the posters. Give each a group a marker and have them write a comment or a follow up question on each poster they visit. Each group gets to discuss their poster and address the comments/questions.

**Zip Around**—AKA “I have who has?” Have cards with a question written on one side and an answer to another question written on the back. Put a star on the card that starts first. That person will read their question to the group ( on the back of his card he will have the answer to the last question so that it is a continuous loop) The person who answers the first question then reads their question to the group. So on and so forth until all questions are read and answered and it returns to the first person who answers the last question read.

**Zip Line**-- Each person gets a card with a line drawn down the middle. A vocabulary word is written to the left of the line and a definition for another vocabulary word is written to the right of the line. The students need to line up so they get their vocabulary word to match.

**Simulations**—Similar to charades. Put students in groups and give them a concept that you are studying. They will work together to pantomime or form the concept. Ex. Writing process, isosceles triangle, lever/pulley. Students will have to work together to plan their activity and then do it in front of the class to see if others can guess.

**Living Diorama**—Another charades activity. Students work together to act out a concept. Ex. Levels of the rainforest, ancient civilizations, scenes from a play, water cycle. They will need to work together to plan what each person will do and then perform this for the group.

**Time Line**—Take a concept that has steps to follow or events that happen from the beginning to the end. Write one step or event on a piece of paper and give each student one of the papers. Have them read all the events/steps and line themselves up in the correct order.

**Sentence Strip Process**—Each student gets a card with a vocabulary word on it, or a matching definition, or a sentence that would use the vocabulary word (write the sentence but omit the vocabulary word). They have to mingle and find the group that would have their word, definition, and sentence to form a triad. Review orally to class.

**You Are the Teacher**—This is a great activity to use in math. Put students into groups of 4 and give them a concept/process to complete on a poster. They will write the main ideas of the problem or give a brief description of the concept. They will also include an equation that another group will have to solve based on their overview of the concept. Once they are done with their poster they will label themselves A-D. Hang the posters on the wall and choose a letter to stay with their poster, (ideally all LEP students will have the same letter and they will be chosen first to describe their poster.) All other members of the group rotate clockwise to another poster. The person who stays with their poster must “teach” the concept to the group using the description/main ideas they wrote. The group will then answer the sample problem and create a new problem for the next group. A new letter is called to stay and the rest of the group moves on to another concept poster.

**Gist**—Divide a mini lecture into 3 parts. Read the first part aloud to students and have them take notes on your lecture. When you are finished with the first part have them review their notes and write a summary sentence for that section. Do this for the other 2 parts of your lecture. When all 3 parts have been read to students have them read the 3 summary sentences to write a topic sentence about your mini lecture. You could also use written text and have them highlight important information and write a summary based on the highlighted information.

**Text Recall and Summary**— (handout provided in day 4 materials) This can be done orally for the whole group or it can be done with small passages and pairs of students. Read a short passage to students and as you are reading have them jot down key vocabulary or phrases included in your lecture. Once you are finished reading, have them retell a summary of the passage to a partner using the most important words or phrases they wrote. If you are doing this in pairs then give students a reading that has at least 2 paragraphs. While the first person reads the second person will listen and jot down the key words/phrases. Switch readers and have partner 2 read while the other student jots down key words and phrases. Each partner retells his paragraph summary based on the notes.

### **Interpretive Pair Work and Retelling—(handout provided in day 3 materials)**

Have students get together in partners. 1 person will read a short piece of text to the partner and use his own words to explain it/summarize. Both partners can then discuss their meaning of the text and work together to underline key words in that piece of text. The person who reads is the person who explains their meaning of the text. Keep switching roles so each partner has a chance to read and explain the text. It is important to keep underlining the key words. Once the passage/text has been completed and the key words have been underlined, then each partner takes turns retelling it using only the key words that were underlined.

### **SQP2RS-- 6 parts to previewing and reading assigned text ( handout provided in day 3 materials)**

**Survey:** Preview the text

**Question:** List 1-3 questions that you think you will find the answers to in the text

**Predict:** State 1-3 things you will learn as you read the text

**Read:** Read the assigned section of the text

**Respond:** Try to answer the questions you listed. Modify, drop, and or add more questions for the next section of reading

**Summarize:** At the end of the selected reading use your notes to summarize either orally or in writing

### **THIEVES-- This is a previewing strategy for textbooks. (handout and reproducible graphic organizer provided in day 3 materials)**

**Title:** Read the title (This states the topic, scan for bolded titles within the chapter and make predictions about you already know)

**Headings:** Read the headings in sequence (These organize the chapter and provide words for graphic organizers. By putting headings together students can create a summary of the chapter.)

**Introduction:** Read the first and second paragraphs (The beginning paragraphs provide background information and give the setting)

**Every first sentence:** Read the first sentence of every paragraph (These are the topic sentences that provide the most information)

**Visuals and Vocabulary:** Look at captions, illustrations, charts, maps, bolded words (Think about meaning of important words, can record in personal dictionaries, think about how charts and pictures explain important ideas)

**End of chapter questions:** Read these questions before reading the chapter (These will set a purpose for reading and let students know what parts of the chapter are important)

**Summary:** Read the last 1 or 2 paragraphs of the chapter (This summary gives students an overview of the chapter)

**Clock Buddies:** (handout provided in Day 4 materials)

Have students find 12 people in the class and make an appointment with each one of them for a different hour on the clock. Both parties need to write down the other person's name on their clock so as not to forget. Use these clocks periodically to pair up with different people for pair work.