

SIOP: Building Background

*Lorraine Hansberry Academy
Facilitated by: M. Maehara and W. Schneider
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Agenda

- ▶ Objectives
 - ▶ Content Objective
 - ▶ Language Objective
- ▶ Types of ELLs
- ▶ Building Background
 - ▶ Linking learning to student experiences
 - ▶ Linking learning to past lessons
 - ▶ Developing key vocabulary
- ▶ Strategies for Building Background
- ▶ Strategies for Developing Academic Vocabulary
- ▶ Application: Lesson Revision
- ▶ Closing

Objectives:

- ▶ Content Objectives:

- ▶ Identify strategies to connect to student experiences and past learning.
- ▶ Identify elements of academic language and describe its importance for ELLs.

- ▶ Language Objectives:

- ▶ Select academic vocabulary for a SIOP lesson (i.e. content, general academic vocabulary and word parts—roots/affixes)
- ▶ Revise lesson plans incorporating activities that build background with explicit links to student experiences and/or past learning.

Teaching from a Culturally Responsive Perspective

Types of ELLs

- ▶ Interrupted schooling (SIFE)
- ▶ Varied levels/quality of schooling experience
- ▶ May lack academic language and key vocabulary in order to access content
- ▶ May simply need equivalent English terms to connect with concepts

Activating Prior Knowledge vs. Building Background

- ▶ What is “activating prior knowledge”?
- ✓ What is “building background”? —though widely varied
 - o All students have prior knowledge
- ✓ How do these two terms differ instructionally?
 - o Teachers build background
 - o Fill in gaps of schemata
 - o Help students connect what they know → what is taught

Building Background: Links to Student Experience

- ▶ **Learner's "schemata"**
 - ▶ Understanding
 - ▶ Learning
 - ▶ Remembering

- ▶ **Scaffolds:**
 - ▶ Chapter previews
 - ▶ Anticipation guides
 - ▶ Visuals
 - ▶ Dual translation
 - ▶ Meaningful activities—explicit links

Building Background: Links to Past Learning

- ▶ **Building bridges**

- ▶ Learning occurs when the “new” is integrated with the “old”
- ▶ Explicit connections

- ▶ **Scaffolds:**

- ▶ Brief review discussions
- ▶ Connecting across content areas
- ▶ Video clips
- ▶ Preserve/refer to:
 - ▶ Word banks
 - ▶ Outlines
 - ▶ Charts
 - ▶ Maps
 - ▶ Graphic organizers
 - ▶ Class notes
 - ▶ Models
 - ▶ Illustrations/photos

Building Background: Developing Key Vocabulary

▶ Key to academic achievement

- ▶ Twofold: Systematic and comprehensive
- ▶ Must accelerate
- ▶ 40,000 by eighth grade
- ▶ Select words critical to understanding and provide strategies for learning, remembering and using (less is more)
- ▶ Present terms in context

▶ Academic Vocabulary:

1. Content Vocabulary—*Subject specific, technical terms*
2. General Academic Vocabulary—*Cross-curricular, test-taking terms, transitions/connectors*
3. Word Parts—*Roots, affixes*
4. [Academic Vocabulary List \(Middle/High School\)](#)

Building Background: Developing Key Vocabulary

- ▶ **Developing students' "word consciousness"**
 - ▶ Interest and awareness of words
 - ▶ Manipulate words
 - ▶ Word games
 - ▶ Choice
- ▶ **Academic Vocabulary Framework** (Manyak, 2010):
 1. Provide student-friendly definition
 2. Provide examples of use
 3. Prompt students to create their own examples

Strategies: Building Background

- ▶ Cloze Assessment
 - ▶ Twofold baseline:
 - ▶ Content knowledge
 - ▶ Syntax

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Name: _____

Date: _____

Class: _____

Instructions: Fill in the missing words with your knowledge of science and English sentence structures.

Weather Forecasts

SUMMARY

Weather Observations:

- Meteorologists are people who study the _____ and make weather maps.

Forecasting Weather:

- Meteorologists gather _____ about current weather and make predictions about future _____ patterns.
- A station model shows weather conditions at _____ specific location on Earth's surface by using symbols _____ record meteorological data.
- On weather maps, isotherms are _____ that connect points of equal temperature.
- An isobar _____ a line drawn on a weather map that _____ points of equal atmospheric pressure.

Strategies: Building Background

▶ Ant

Lorraine Hansberry Academy

Date: _____

Name: _____

Class: _____

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Background:

Ancient Greeks believed in hundreds of gods and goddesses that had powers over certain areas (i.e. Poseidon is the god of the sea, Athena is the goddess of wisdom). These gods and goddesses had human traits like anger and jealousy.

uments w/

Anticipation Guide:

	<i>Agree:</i>	<i>Disagree:</i>	<i>I think so because...</i>	<i>I learned...</i>
<i>Struggling against someone who is more powerful than you is pointless.</i>				
<i>Human beings can only endure (put up with) so much pain and suffering.</i>				
<i>Stories from Ancient Greece are not relevant to (important) modern students.</i>				

students:

to (important) modern

Strategies:

Building Background

▶ Insert Method

▶ Partnered annotation:

- ▶ ✓ concept/fact already known
- ▶ ? confusing concept/fact, or not understood information
- ▶ ! unusual/surprising concept/fact
- ▶ + idea/concept new to the reader

▶ Procedure:

1. Partners read and annotate.
2. Share markings with another partnered pair.
3. * annotation for misconceptions/misunderstandings that are clarified (replaces ?)
4. Whole class discussion based on reading and learnings.

Strategies: Developing Key Vocabulary



The fluffiest clouds, that look like cotton candy, are called *cumulus* clouds.

(n.)
A white, billowy cloud type with dark flat base.

Origin:
from Latin *cumulus*, meaning "heap"

cumulus

Strategies: Developing Key Vocabulary

WordSift

Visualize Text [Take a quick video tour.](#)

Home

Stanford University ELL Resources - more!

air atmosphere become called **change** changing clump come **condensation** condense
contact cycle drop droplet dust earth enter evaporation eventually form forming **gas** glass heavy known
leave leaves **liquid** move ocean particle place plant precipitation **process** rain release released
stream sunny **surface** take time tiny together transpiration **vapor** waste
water windowsill

New York Science, Grade 6, (p. 292-293)

Application:

Revising a Lesson

- ▶ Ensure you have the following SLOP components:
 - ▶ Content Objective
 - ▶ Language Objective
 - ▶ Objectives written in student friendly terms

- ▶ Select key vocabulary (no more than five):
 - ▶ Create a meaningful activity that explicitly builds background and integrates your chosen vocabulary

Conclusion

- ▶ Component I: Content & Language Objectives
- ▶ Component II: Building Background
 - ▶ Activating Prior Knowledge vs. Building Background
 - ▶ Developing Key Vocabulary
- ▶ Strategies for Building Background
- ▶ Strategies for Developing Academic Vocabulary

Questions & Discussion

mmaehara@schools.nyc.gov
wschneider@schools.nyc.gov