SIOP: Building Background

Lorraine Hansberry Academy
Facilitated by: M. Maehara and W. Schneider
Thursday, March 6th, 2014
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”?
- All students have “prior knowledge”—though widely varied
- How do these two terms differ instructionally?

Teachers “build background”:
- Fill in gaps of schemata
- 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)](#)
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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Lorraine Hansberry Academy
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**

**Anticipation Guides**
- Content knowledge
- Preview unit topics/themes
- Skills: Prediction, inferring, drawing conclusions, developing arguments with logical evidence, etc.
- Opportunity for discussion
- Confirm/reevaluate learning at close of unit

**Strategies:**
- Building Background

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**Lorraine Hansberry Academy**
**Name:**
**Date:**
**Class:**

**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.

**Anticipation Guide:**

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

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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

<table>
<thead>
<tr>
<th>Four Square Chart:</th>
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<tbody>
<tr>
<td><img src="image.png" alt="Cloud Image" /></td>
</tr>
<tr>
<td>The fluffiest clouds, that look like cotton candy, are called <strong>cumulus</strong> clouds.</td>
</tr>
</tbody>
</table>

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

**Origin:** from Latin *cumulus*, meaning “heap”
Strategies: Developing Key Vocabulary

New York Science, Grade 6, (p. 292-293)
Application:
Revising a Lesson

- Ensure you have the following SIOP 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

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