

At Your Table:

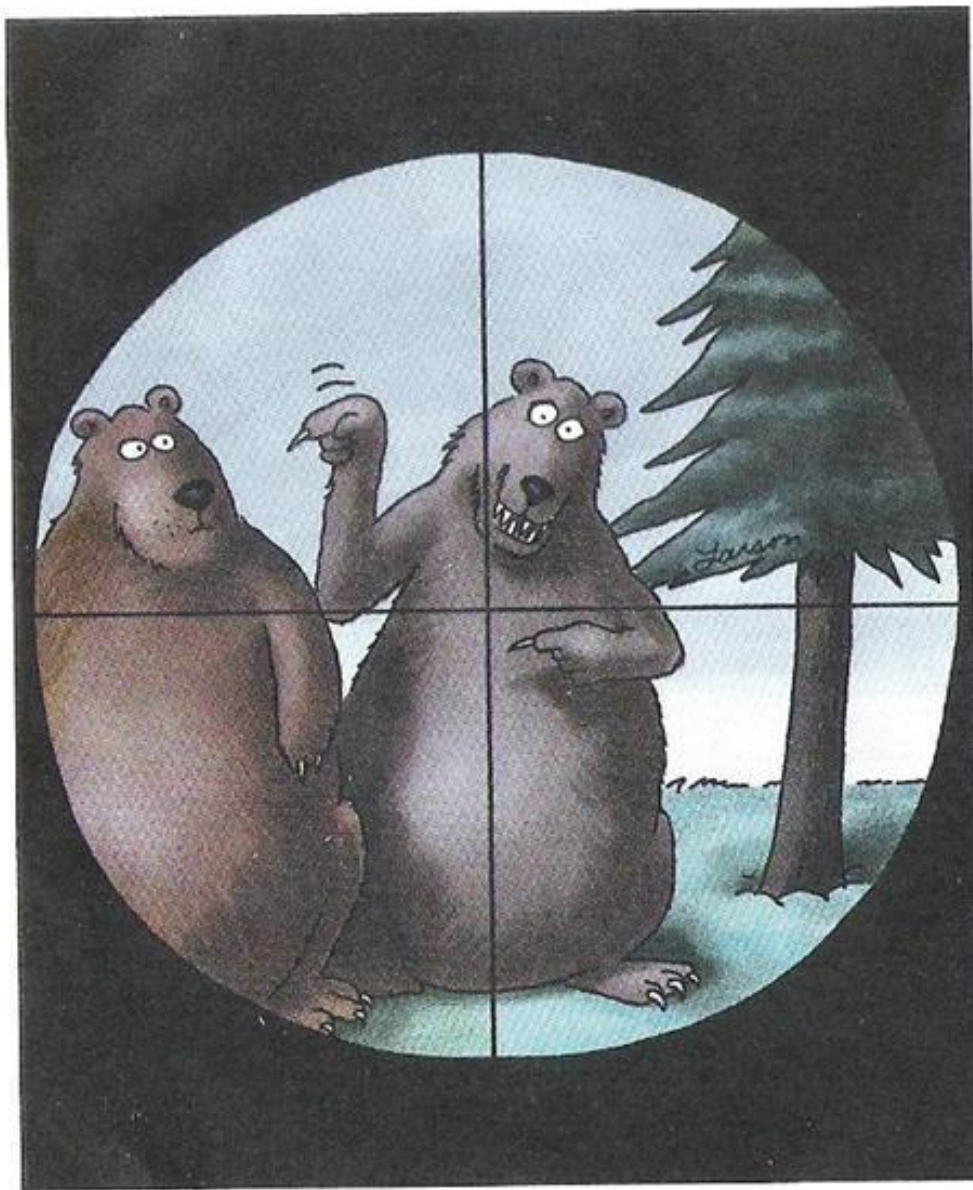
What strategy have you tried recently to make your instruction accessible for ELs and ALLs?



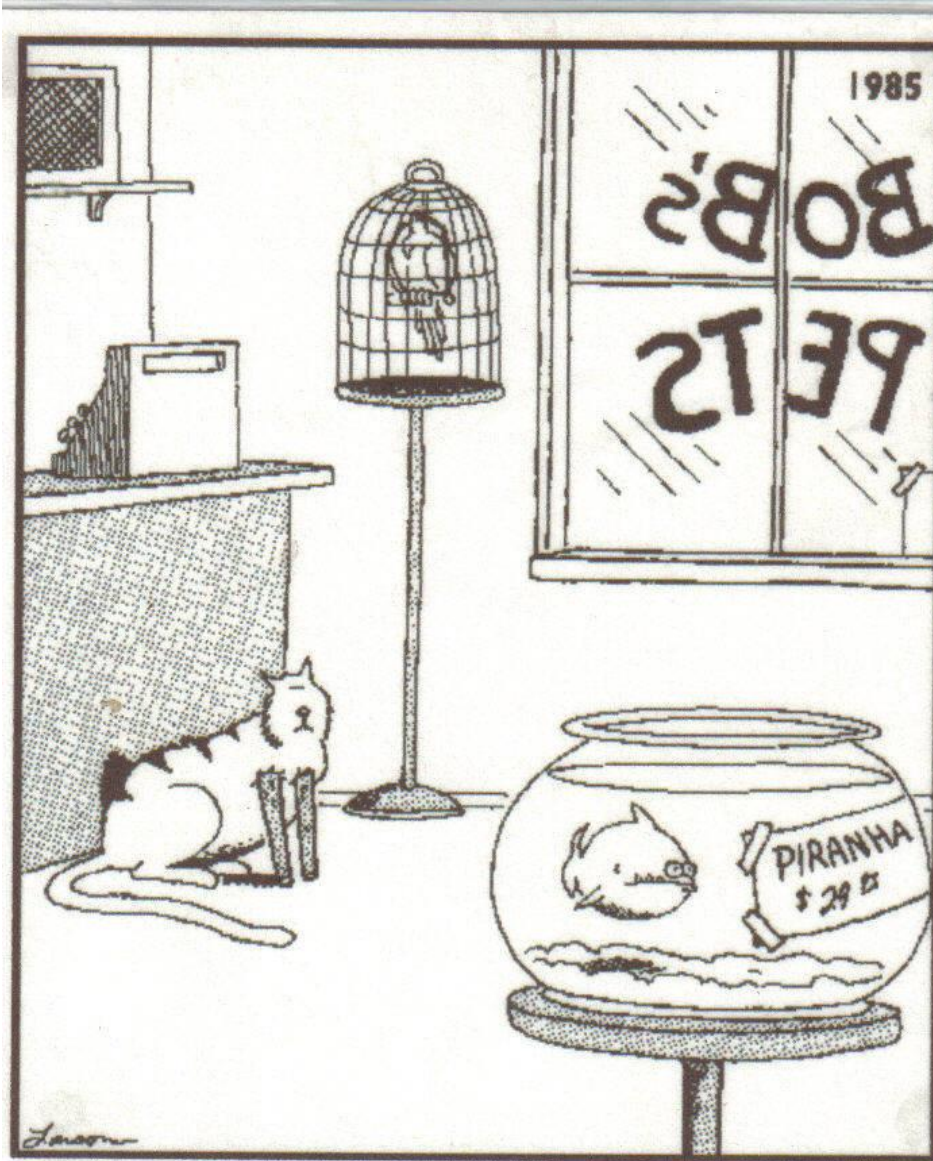
Critter Chatter #3: Using SLOP to support A.L.L.s at Woodson!

David Wolff
Instructional Coach, Woodson Kindergarten Center
District Coordinator of Gifted & Talented Services
Austin, MN

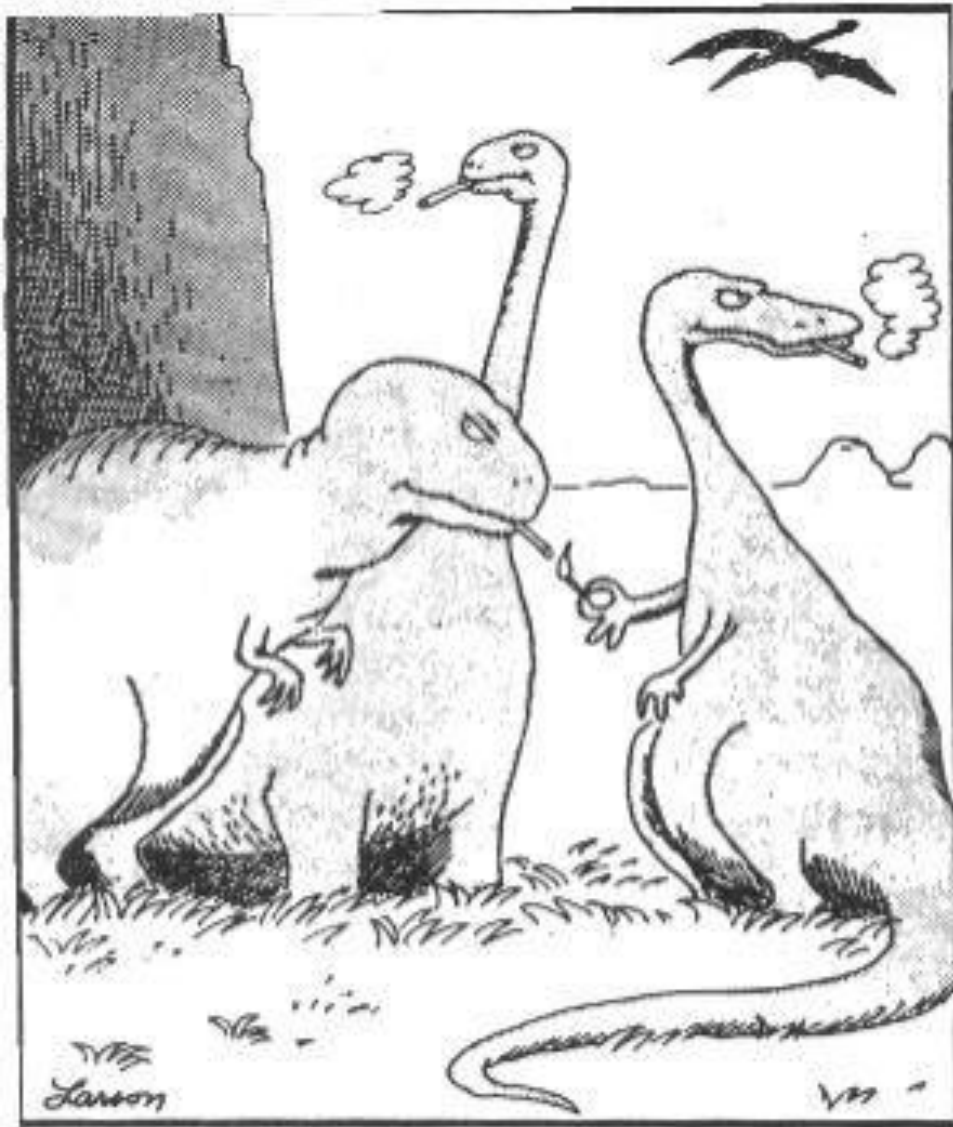
**IF CRITTERS COULD CHAT... WHAT
WOULD THEY SAY?**



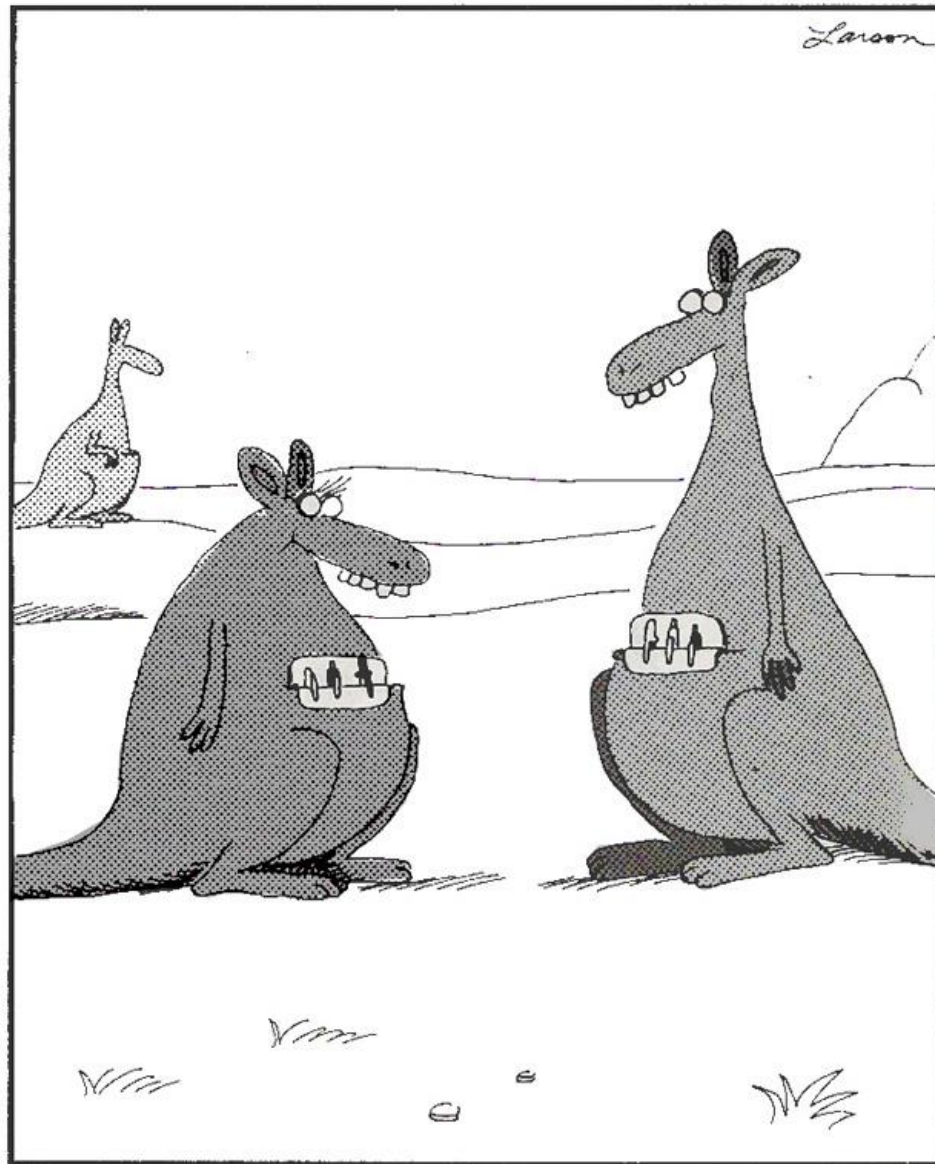
[Write a caption]



[Write a caption]



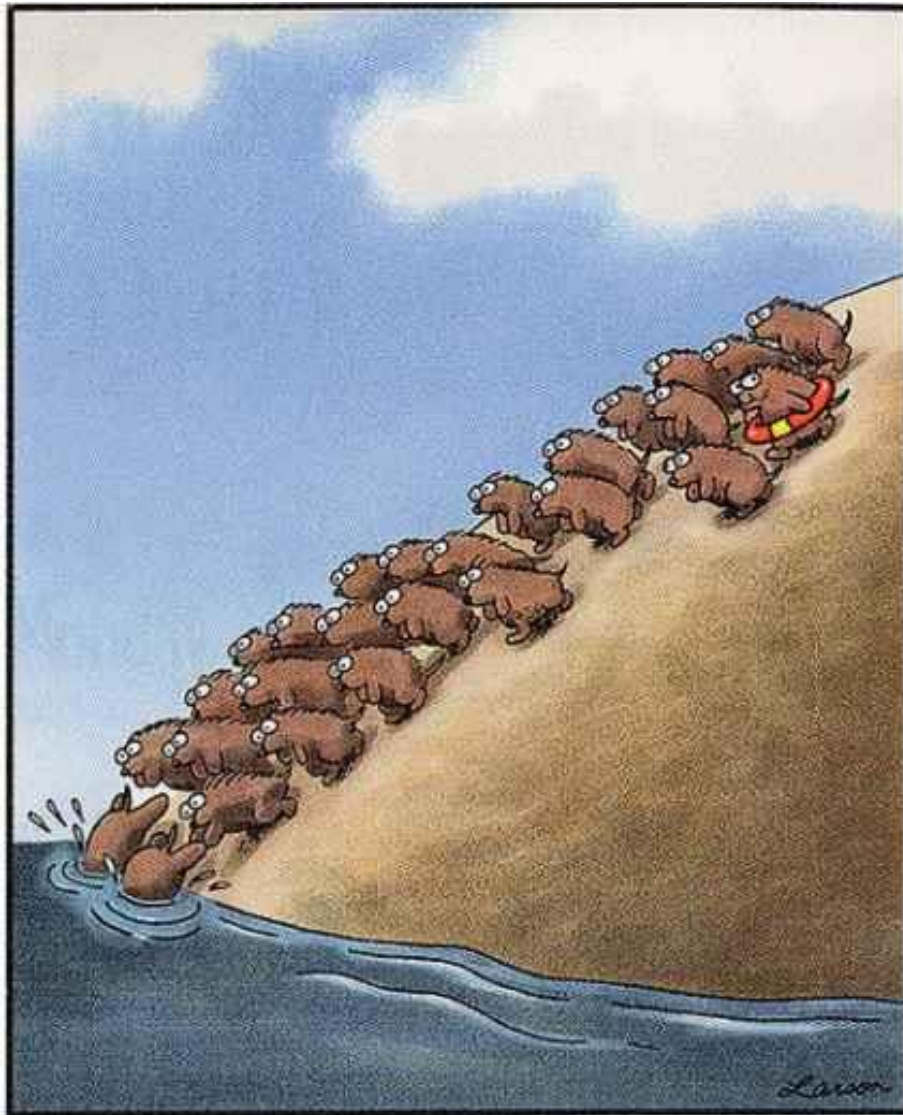
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SIOP

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interactions

Practice & Application

Lesson Delivery

Review & Assessment

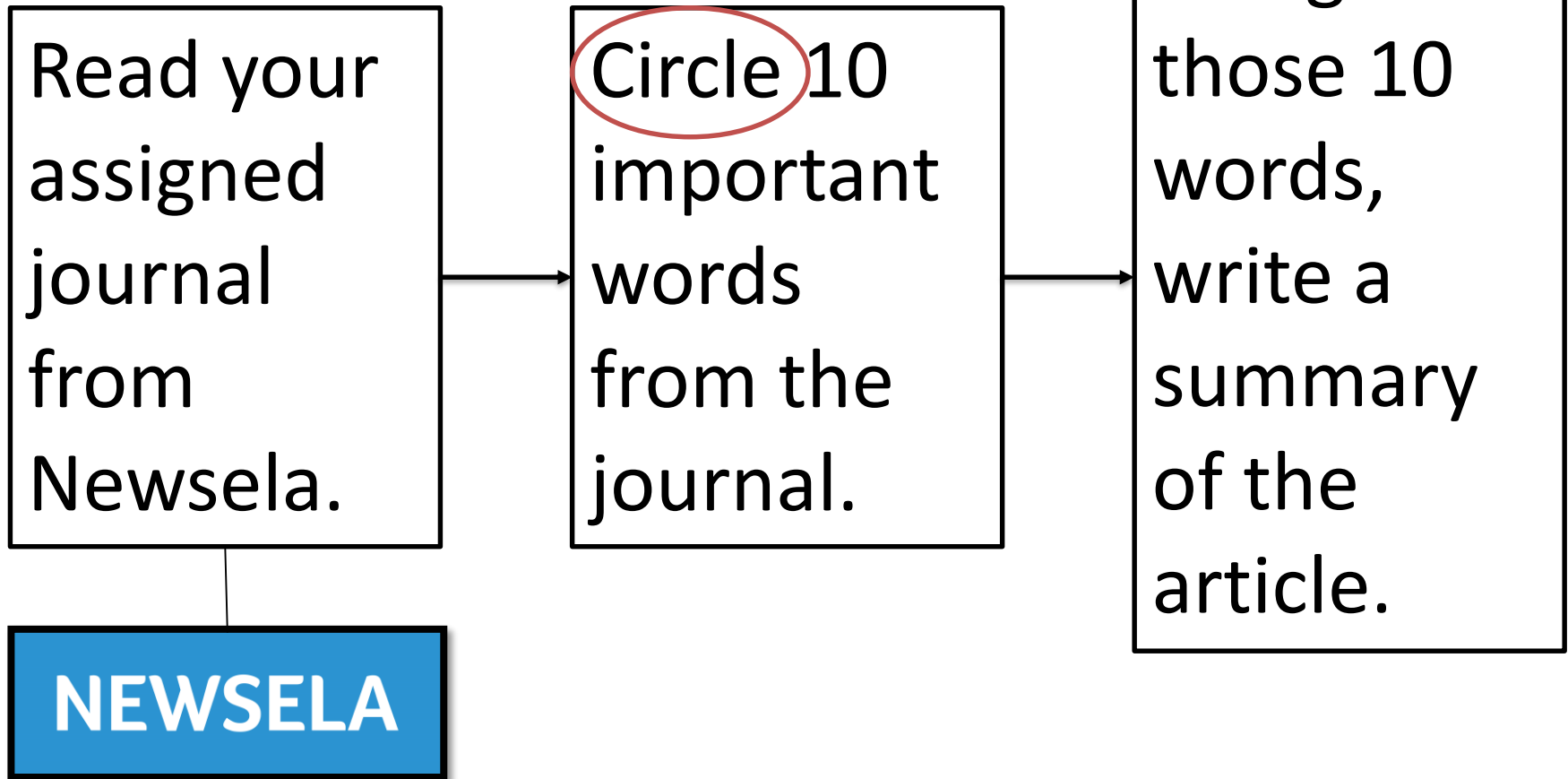
Comprehensible Input Features

Appropriate Speech to match proficiency levels

Clear Explanation of Academic Tasks

Variety of Techniques

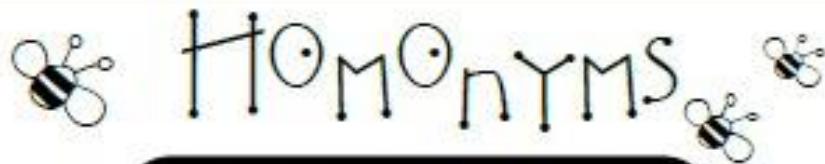
Journal G.I.S.T.



The Wright Family



HOMONYMS



Homophone

Two or more words that have the same pronunciation but have different meanings. They may or may not be spelled the same.

two or more words that have the same spelling or pronunciation but have different meanings.

Homograph

Two or more words have the same spelling but different meanings. They may or may not have the same pronunciation.



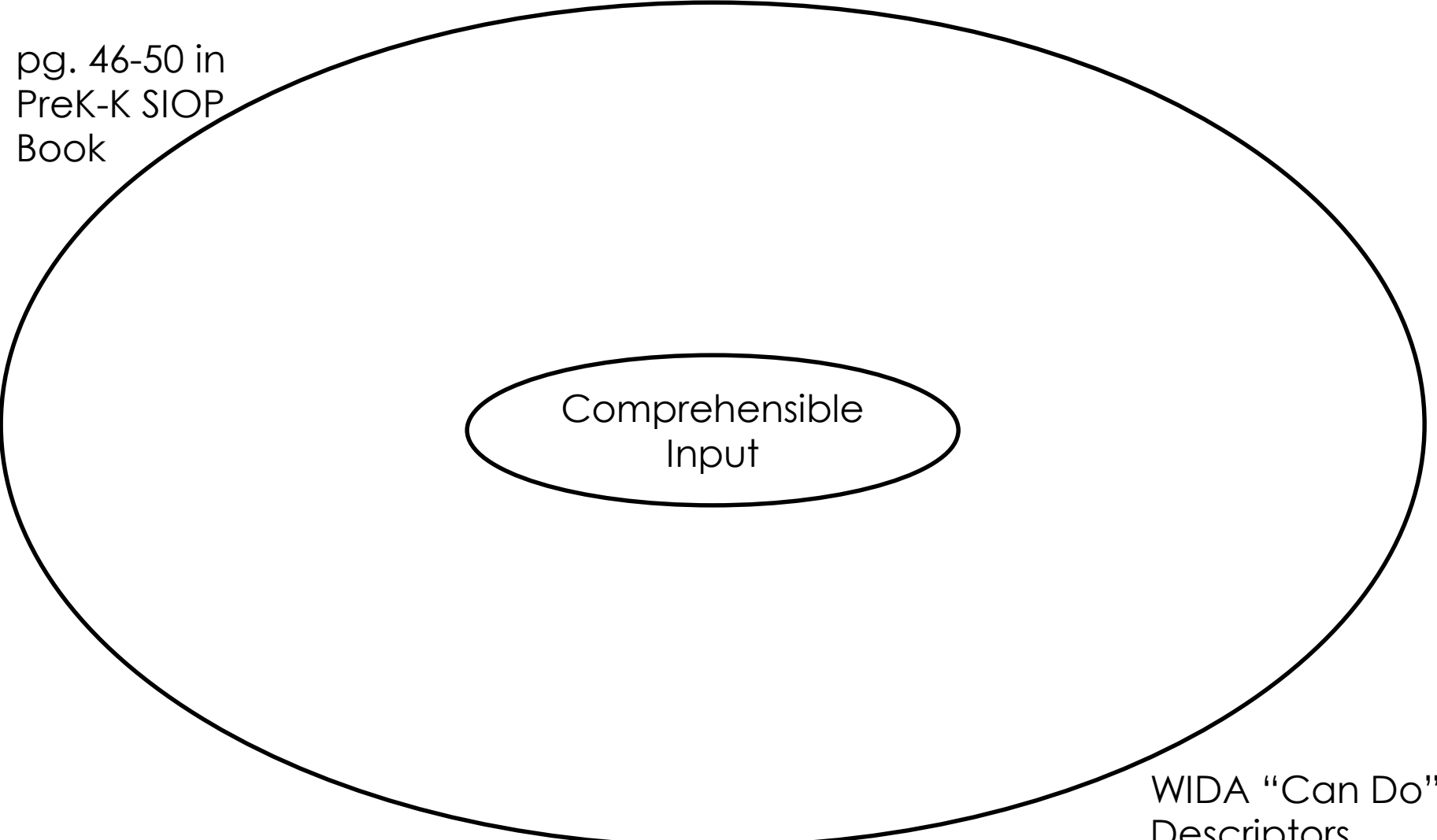
There	Burro	Barry
Their	Burrow	Bury
They're	Horse	Berry
	Hoarse	Band
Two		Banned
Too	Ewe	
To	You	Merry
		Marry
Bare	Fowl	Mary
Bear	Foul	
		Sea
Right	Toad	

Wave	Shake
May	Turkey
Row	Maroon
Coast	Kid
Toast	Harp
Light	Hound
Evening	Badger
Bear	Strained
Chicken	Cut
Trunk	Skirt
Lean	Watch
Punch	Fault
Meat	Blot

Bass
Read
Bow
Minute
Learned
Wind
Sewer
Desert
Wound
Entrance
Refuse
Address
Class

How are you already making English comprehensible for your Critters?

pg. 46-50 in
PreK-K SIOP
Book



Comprehensible
Input

WIDA "Can Do"
Descriptors

Strategies Features

Opportunities to use Learning Strategies

Appropriate Scaffolding

Questions promoting higher-order thinking skills

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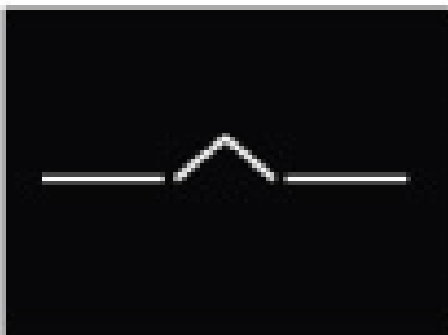
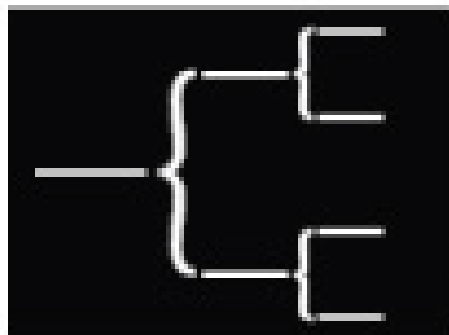
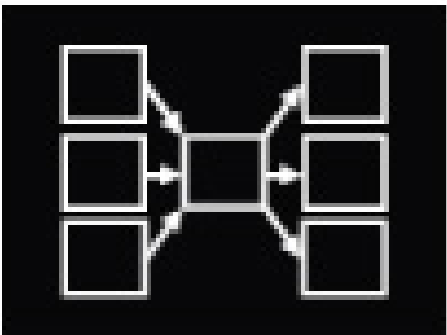
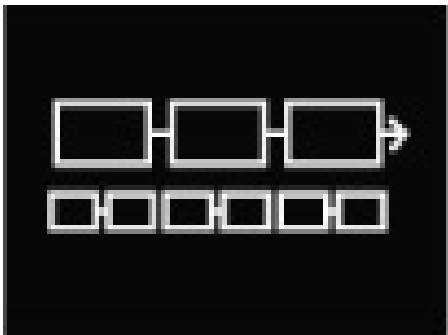
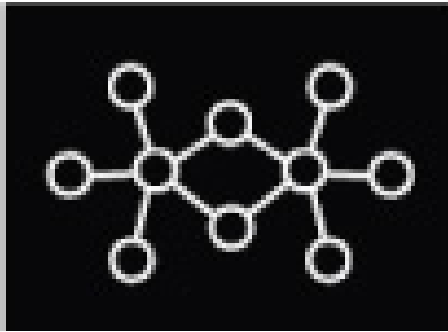
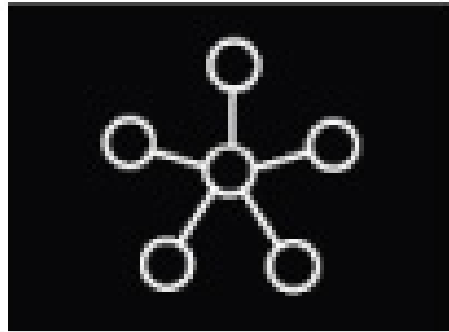
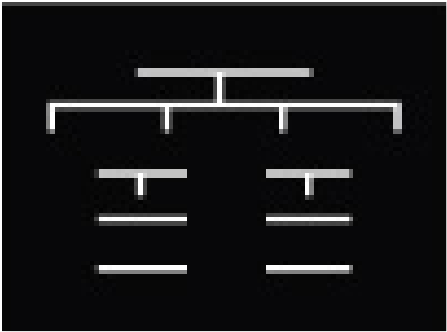
8 Thinking Maps

Circle

Tree

Bubble

Double Bubble



Flow

Multi Flow

Brace

Bridge

Strategies Features

Opportunities to use Learning Strategies

Appropriate Scaffolding

Questions promoting higher-order thinking skills

Encouraging
success

Temporary

Providing the “just right,
right now” support

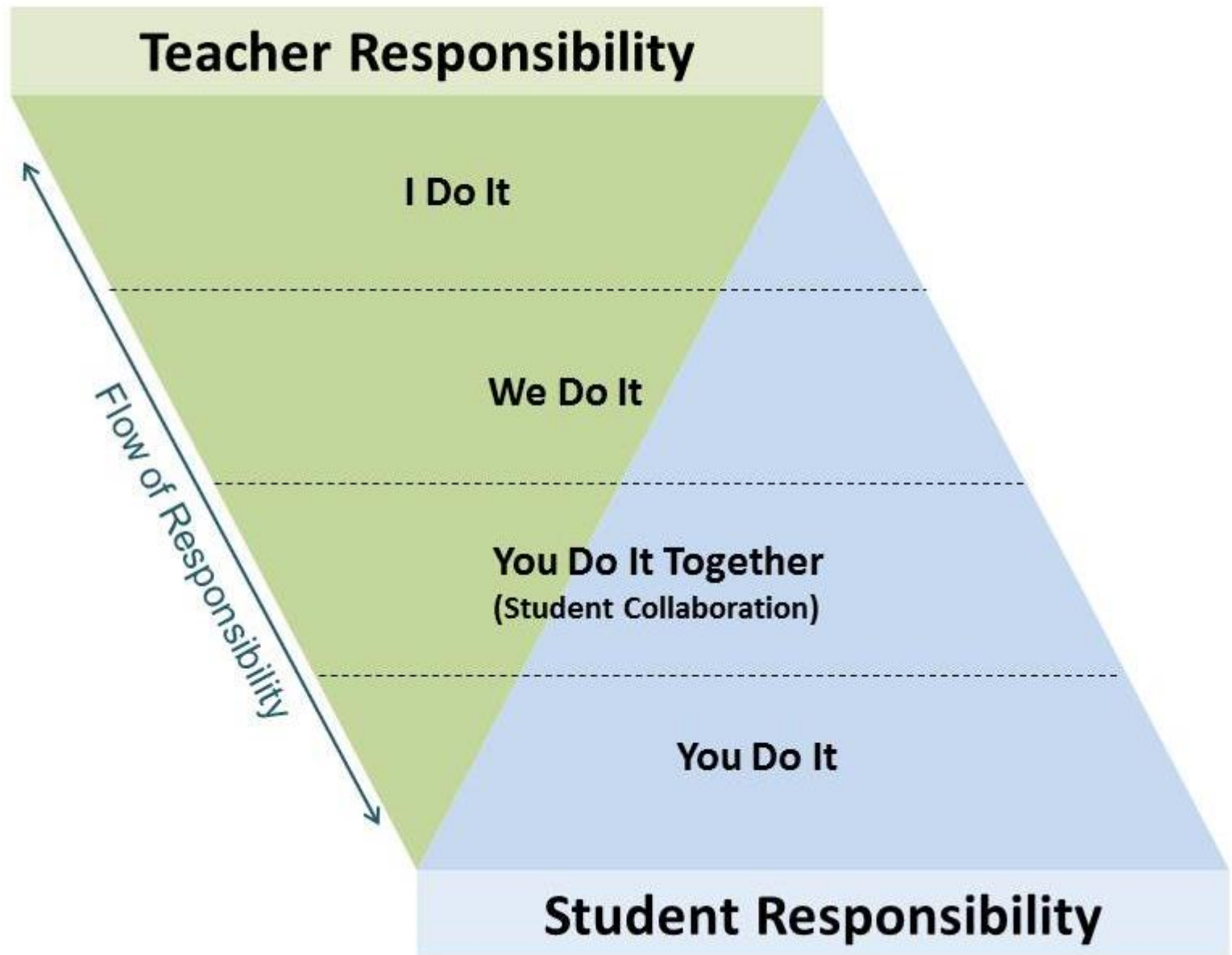


Involves
withdrawing
support as the
student’s skills
develop

Involves monitoring the
learning process

Enables the student to
complete a task

Gradual Release Model of Instruction



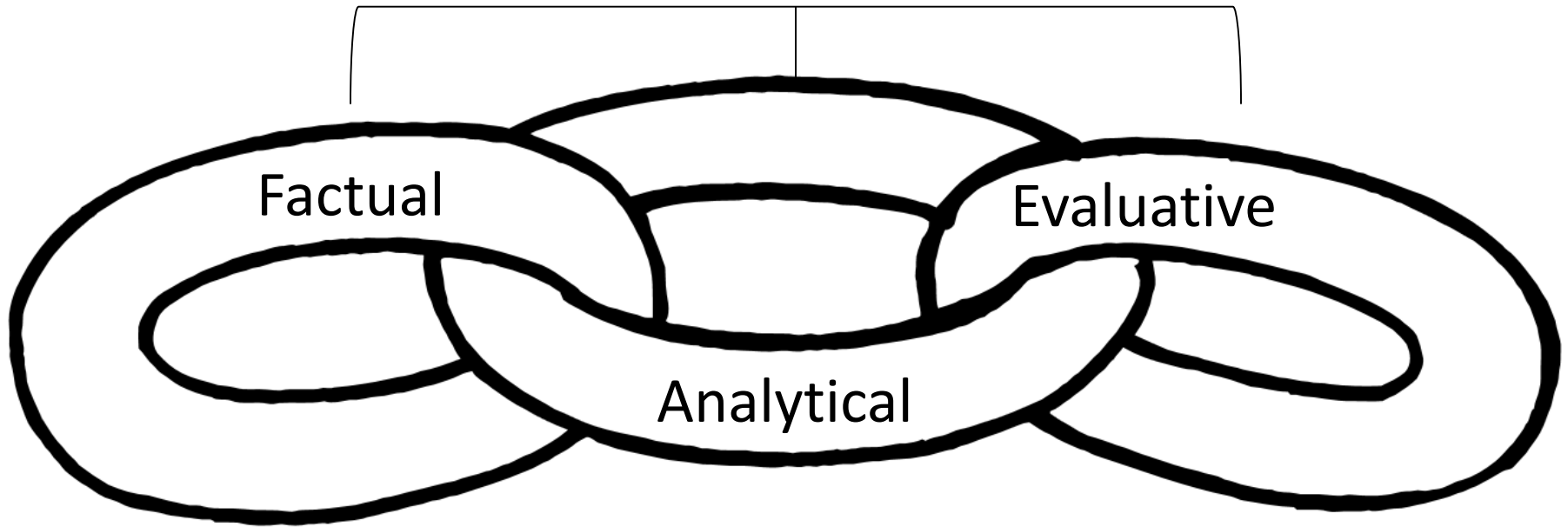
Strategies Features

Opportunities to use Learning Strategies

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Questions promoting higher-order thinking skills

Chain of Questions



Asking for specific information

Requires authentic information

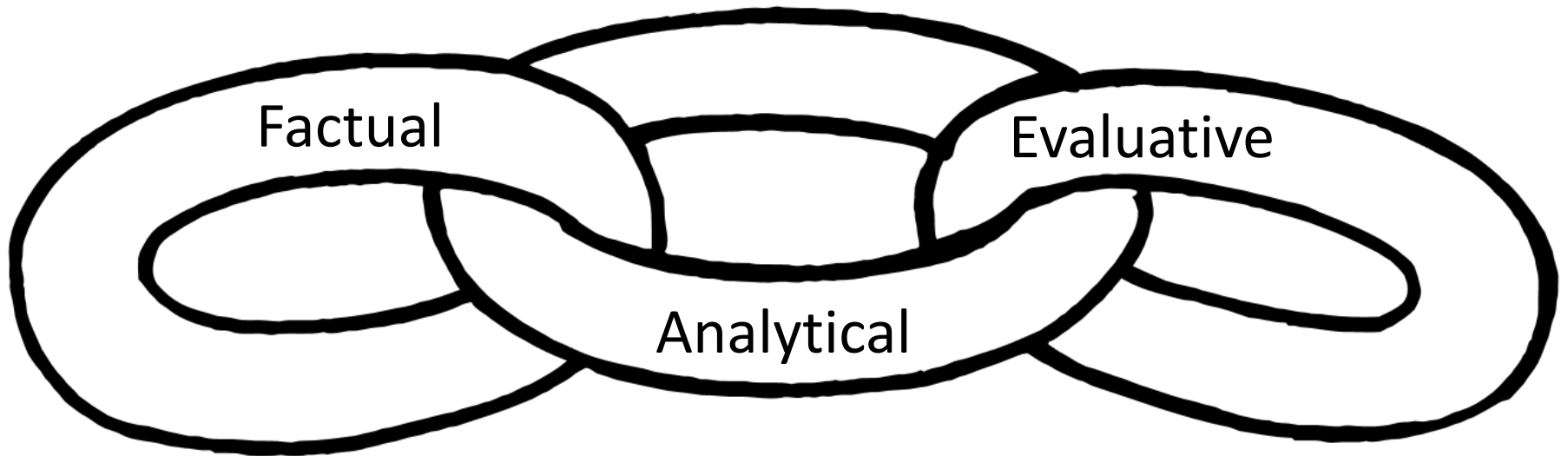
Defines relationships

Requires a way to compare

Requires an opinion

Based on one's judgement and perceptions

Chain of Questions

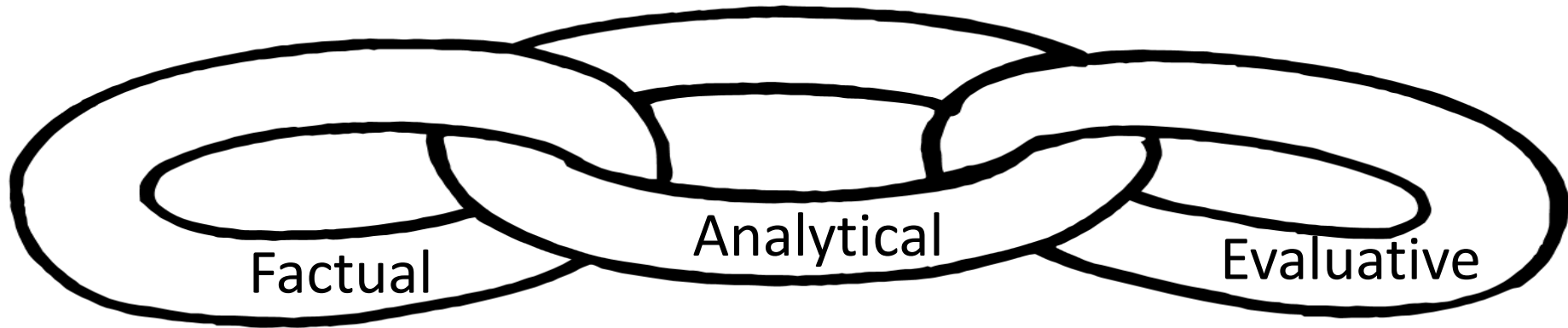


Factual: Would you describe the weather this morning?

Analytical: How will the weather change throughout the day?

Evaluative: What is your favorite type of weather that we will have today?

Chain of Questions



#1			
#2			
#3			

Question Quest!

- Choose a topic, book, unit, etc. that you will be teaching.
- Teams take turns creating a question about the topic by using the word prompts on the side and on the top.
- Record the question and record the team the appropriate points for the question.
- Mark off the square in the grid – no one else can use it!
- After the grid is completed, count up the points and determine the winner.

Question Quest!	Is / Isn't	Do / Does	Might / Might Not	Would / Wouldn't	Should / Shouldn't	Can / Can't
Who?	1	1	1	2	2	2
What?	1	1	1	2	2	2
When? Where?	1	1	1	2	2	2
Which?	2	2	2	3	3	3
Why?	2	2	2	3	3	3
How? What if?	2	2	2	3	3	3

Today's Objectives

The learner will...

...X

...X

... X

David's
presentation
on x



Participants
read Ch. 5 in
the PreK-K SIOP
Book



Participants will
use x



Students will
access
academic
language



Next Steps:

Homework

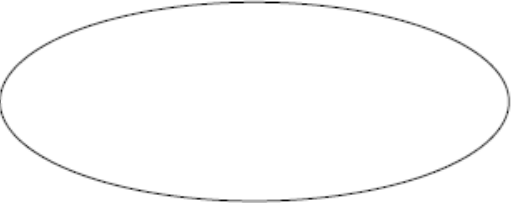
Read Ch. 6 in the PreK-K
SIOP Book.

Pages 55-64

SIOP Components
Included:

- Interactions
- Practice & Application

Practice & Application

Instructional Planning Sheet		
<small>from, Teaching Reading Beyond the Primary Grades ©2007 Scholastic page 260</small>		
The concept in need of improvement:		
		
Students targeted:		
Instructional Strategies:		
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
6.	_____	