



# 99 IDEAS AND ACTIVITIES FOR TEACHING ENGLISH LEARNERS **2e** with the SIOP Model



MaryEllen Vogt | Jana Echevarria

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# 99 Ideas and Activities for Teaching English Learners with the SIOP Model 2nd Edition

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*Dedication*

*To all dedicated SIOPers, including those who have been teaching with SIOP for 20-plus years Your commitment to effective, appropriate, culturally responsive, and equitable instruction for all students is inspiring — and we thank you.*

## about the authors

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**MaryEllen Vogt**, EdD, is Professor Emerita, California State University, Long Beach. She earned her doctorate in Language and Literacy from the University of California, Berkeley. She is the author/co-author of numerous articles, chapters, and books, including literacy texts and those in the SIOP series. While at CSULB, she served as co-director of the CSU Center for the Advancement of Reading. Dr. Vogt has provided professional development throughout the U.S. and in several countries, and she served as Visiting

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PhD from UCLA and is a member of the California Reading Hall of Fame. She serves as an expert on English learners for the U.S. Department of Justice, Civil Rights Division. Follow her blog about English learners at [www.janaechevarria.com](http://www.janaechevarria.com).

## preface and acknowledgments

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Over the past twenty-five years, we have worked with thousands of teachers and administrators who have committed to providing highly effective content and academic language instruction for English learners, as well as other students. The term SIOP (pronounced *sigh-op*), the acronym for the Sheltered Instruction Observation Protocol (see Appendix B), has become widely known throughout the United States and across the world, as an empirically validated approach for implementing appropriate content and academic language instruction for English learners and other students. The SIOP Model, derived from the SIOP Protocol, includes eight components with thirty instructional features which, when used in combination, consistently and systematically, have been found to improve English learner's academic achievement and academic language proficiency (Echevarría, Richards-Tutor, Canges, R & Francis, D, 2011; Echevarría, Richards-Tutor, Chinn, & Rattleff, 2011; Echevarría & Short, 2010; Echevarría, Short, & Powers, 2006; Short, Echevarría, & Richards-Tutor, 2011). This book has been written to assist teachers in creating effective SIOP lessons that have a dual focus on academic content and academic language.

The first edition of *99 Ideas and Activities for Teaching English Learners with the SIOP Model* was published in 2008, and a new volume of SIOP activities, cleverly titled, *99 More Ideas and Activities for Teaching English Learners with the SIOP Model*, was published in 2015. When our editor approached us about updating the original *99 Ideas and Activities* book, we were taken aback. How would we update a book of activities, especially one that's been popular and widely used by SIOPers (those who teach SIOP lessons) for so many years?

Our initial reluctance was ameliorated once we began to dig into the first edition of this book and realized that we and our fellow SIOP educators have learned a great deal more over the years about what makes an effective and appropriate SIOP lesson. For example, we know that we don't write content and language objectives for *activities*. Instead, we write them as *learning goals* (content and language) that we want our students to meet by the end of a lesson. Content and language objectives, derived from standards, represent a hallmark of the SIOP Model. Achieving those objectives is the *end goal* of a lesson.

Activities, on the other hand, are the *means to the end*—or how we enable students to practice, apply, and hopefully, meet the content and academic language goals. This is an important distinction for teachers to make, and hopefully, it is made clearly in this second edition, especially as you reflect on the many examples of content and language objectives that are found throughout the book.

We have become increasingly aware over time that lessons need to highlight the cultural and linguistic assets students bring to the classroom. The ideas and activities in this book lend themselves to tap into students' strengths and assets so our English learners can shine!

We have also discovered, over the years, that some ideas and activities are more effective than others, so in this edition, we've carefully culled replacing some ideas and activities with new ones that have been created and recommended by experienced SIOP educators. These ideas and activities integrate technology tools, promote

student-to-student interaction, activate and develop students' background knowledge, enable students to actively engage in their learning, involve higher levels of thinking, require the use of a variety of learning strategies, and are applicable to a wide variety of subject areas and content topics, from grades K–12.

If you are new to SIOP, this book will help you plan effective SIOP lessons for English learners and other students, *after* you have read one of the core texts (Echevarría, Vogt, & Short, 2017; Echevarría, Vogt, & Short, 2018a, or Echevarría, Vogt, & Short, 2018b) In the first chapter of this book, you will find an overview of the SIOP Model that will help you get started. If you're a veteran SIOPer, we hope this new and improved edition will be a useful resource for updating your existing lessons, while providing new ideas and approaches for creating SIOP lessons.

### New to This Edition

For this edition, we essentially wrote a new book, in which we include some of the most popular activities from the first edition, with the addition of many new ideas and activities, as well as new lesson plans. In this edition, you will find the following:

- Approximately one half of the ideas and activities are new to this edition.
- All other ideas and activities have been updated, with new content and language objectives related to specific lesson topics; and with more detailed directions for implementing the ideas and activities to make it easier for you to include them in your lessons.
- A new template was used to organize each of the ideas and activities in the book. We suggest a range of grade levels, grouping configurations, time frames for the idea or activity, an example of an academic topic with related content and language objectives, explicit steps for implementation, and hints for success with the idea or activity. Note that teaching ideas are different from activities, therefore, we generally do not include content and language objectives for the ideas that are included in the book.
- Some of the ideas and activities include handouts or graphic organizers that you can reproduce for classroom use.
- The four lesson plans in Appendix A are all new to this edition. Created by two expert SIOP educators, **Dr. Katie Toppel** (@Toppel\_ELD) and **Tan Hunyh** (@TanELLClassroom), you will have an opportunity to see how the eight components and thirty features are woven into each lesson plan. Using the SIOP Protocol (Appendix B) while you read the lesson plan, will assist you in recognizing the SIOP features that are included in the lesson.

We have made every attempt to identify the originators of the ideas and activities that are included in this publication. If an idea or activity lists no contributor, it is because we (MaryEllen and Jana) created it at some point during our many years as teachers. As far as we know, none of the ideas or activities have been published elsewhere, with the exception of the first edition of this book. If you know of any attributions that we missed, please let us know.

## Acknowledgments

We are especially grateful to the following superb SIOP educators who assisted by providing many new ideas and activities that they have found to be highly effective with students and teachers:

- **Dr. Katie Toppel**, English Language Development Specialist, Durham Elementary School, Tigard-Tualatin School District;
- **Tan K. Huynh**, EAL Teacher, International Schools, Bangkok, Thailand;
- **Andrea Reints**, Professional Learning Coordinator, Shakopee School District Shakopee, MN;
- **Esther Park**, Instructional Designer Ideation Inc. ESL Coach Northern Virginia;
- **Allyson Newton**, Senior SIOP Product Manager, Savvas Learning Company

We are honored to include their work and to continue to learn from these exceptional educators about teaching and learning with the SIOP Model.

Finally, and with great admiration, we express our appreciation to our SIOP colleague and dear friend, Dr. Deborah Short, and to our families, who provide loving support of our work.



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# Overview of the SIOP Model

**A Teacher’s Thoughts<sup>1</sup>:** *“I have found that increasing opportunities for more student-to-student interaction in small groups during SIOP lessons provides a non-threatening environment for my English learners, thus increasing their participation.”*

During the past thirty years, increasing numbers of English learners, students whose primary language is other than English, have entered schools in the United States, whether as immigrants or as native-born students. In our increasingly transitory world, many countries experience the same phenomenon, as students enter their classrooms speaking a language other than the language of instruction. Historically, immigration has always been part of the fiber of the United States, with too little attention paid to ensuring that students who spoke little to no English had supportive, focused attention provided to them so that they could master not only conversational English but also the requisite academic English to enable their full participation in school, at all levels. Not surprisingly, many of these students dropped out of school prior to graduation, and for those who stayed, there were significant gaps in their achievement as compared to their native-English-speaking peers. For educators, this has been a conundrum: How do we provide language minority students with the grade-level content instruction they need, while at the same time, providing them with English instruction so they can be successful academically?

In the mid-1990s, we identified the need for an instructional model that would jointly address the English language and academic content development of English learners in the United States.<sup>2</sup> Along with our colleague, Dr. Deborah Short, we engaged in a federally funded research study to determine if there are instructional techniques and approaches that are particularly effective for English learners. At that time, sheltered instruction was a common approach for teaching English learners. The goal of sheltered instruction was to provide access for English learners to grade-level content standards and concepts while they continued to improve their English language proficiency. Generally, sheltered content classes (such as math, science, and social studies) included English learners with varying levels of English proficiency, and in some cases, a mix of both native English speakers and English learners. In sheltered classes, the language of instruction was English.<sup>3</sup>

<sup>1</sup> You will find a teacher’s quote at the beginning of each chapter. The teachers, elementary, middle, and high school, all teach in a mid-sized urban district in southern California. Their anonymous quotes were part of a research study on SIOP implementation in the district.

<sup>2</sup> Also referred to as English language learners, emergent bilinguals, language minority students, multilingual students, ENL (English as a new language) and other similar terms.

<sup>3</sup> Note that as the SIOP Model is implemented outside of the U.S., the language of instruction may vary. Currently, the Model is being implemented in all 50 states, the U.S. territories, and many other countries.



After discussions among ourselves and with colleagues across the country, we realized that even though there were instructional techniques recommended in the ESL (English as a Second Language) literature, there was little agreement about what effective sheltered instruction was. If English learners were to make academic gains while they were learning academic English, just “sheltering” these students clearly was not enough. Definitions and descriptions varied widely across the country, with most including a list of activities and techniques, few of which had been empirically validated with English learners. To further compound the problem, many school administrators were not receiving professional development in the unique learning and language needs of English learners. They were, therefore, unable to provide their teachers with instructional assistance about the needs of English learners after lesson observations and during conferences.

In 1995, we began the process of creating an observation protocol that could be used by researchers, administrators, university supervisors, coaches, and teachers. Our goal was to operationalize sheltered instruction so that educators would have a common language to use when discussing appropriate content instruction for English learners, who must be able to develop academic language proficiency and content knowledge concurrently. Therefore, a common definition and instructional framework for teaching English learners was needed.

Using research findings on ESL/bilingual methods, articles on best practice, and our own experiences as teachers (elementary, middle, and high school; regular education, ESL/bilingual, special education, and language/literacy specialization), we began to create what ultimately became the Sheltered Instruction Observation Protocol or SIOP. Throughout the developmental process (which occurred over seven-years), we collaborated closely with teachers who helped shape our thinking, field-tested SIOP in their own classrooms, implemented the SIOP components with their students, and eventually became project teachers for a federally funded grant through the Center for Research on Education, Diversity, and Excellence (CREDE) (see Echevarría, Vogt, & Short, 2017, for detailed information about the research project and findings; see research citations in this book’s Reference list). The teacher-researcher collaboration greatly enhanced SIOP as it evolved through 22 iterations to its present form.

As you review the eight components and thirty features of the SIOP Model, many, if not most, will be familiar to you. Our original task was to take what we knew to be effective instructional techniques, such as increasing wait time after questioning, and determine if they positively impacted the achievement of English learners when used consistently and in combination. At the conclusion of the research study, the English learners in the classrooms of teachers who fully implemented the 30 SIOP features outperformed on a standardized measure those English learners in classrooms where teachers had received professional development in sheltered instruction, but not specifically in the SIOP Model (see Echevarría, Short, & Powers, 2006).

The components and a description of the features of the SIOP Model follow (see Appendix B for the complete SIOP Protocol):

- 1. Lesson Preparation:** Teachers plan lessons carefully, paying close attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities.

2. **Building Background:** Teachers make explicit links to their students' background experiences, knowledge, and past learning, and teach and emphasize key vocabulary.
3. **Comprehensible Input:** Teachers use a variety of techniques to make instruction understandable, including speech appropriate to students' English proficiency, clear academic tasks, modeling, and the use of visuals, hands-on activities, demonstrations, gestures, and body language.
4. **Strategies:** Teachers provide students with instruction in and practice with a variety of learning strategies, scaffolding their teaching with techniques, such as think-alouds, and they promote higher-order thinking through a variety of question types and levels.
5. **Interaction:** Teachers provide students with frequent opportunities for interaction and discussion, group students to support content and language objectives, provide sufficient wait-time for student responses, and appropriately clarify concepts in the student's first language, if possible and as necessary.
6. **Practice & Application:** Teachers provide hands-on materials and/or manipulatives and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, and speaking).
7. **Lesson Delivery:** Teachers implement lessons that clearly support content and language objectives with appropriate pacing and high levels of student engagement during the instructional period.
8. **Review & Assessment:** Teachers provide a comprehensive review of key vocabulary and concepts, regularly give specific, academic feedback to students, and conduct assessment of student comprehension and learning throughout the lesson.

What began as an observation protocol has now evolved into an empirically validated model of instruction for English learners, where the focus is on the concurrent teaching and learning of both academic language and content, and is used in pre-K-12 classes throughout the U.S. Our research has shown that given sustained professional development (from 1–3 years), teachers can learn to implement the 30 features consistently and systematically from lesson to lesson. More recent research studies have investigated the efficacy of the SIOP Model with varied student populations, and results have indicated that all students benefit from the consistent focus and inclusion of the thirty SIOP features in content lessons.

If you are new to the SIOP Model, it is *very* important that you read carefully one of the core texts:

- *Making Content Comprehensible for English Learners: The SIOP Model*, 5th Ed., Echevarría, Vogt, & Short, 2017
- *Making Content Comprehensible for Elementary English Learners: The SIOP Model*, 3rd Ed., Echevarría, Vogt, & Short, 2018a
- *Making Content Comprehensible for Secondary English Learners: The SIOP Model*, 3rd Ed., Echevarría, Vogt, & Short, 2018b.

This book, *99 Ideas and Activities for Teaching English Learners with the SIOP Model*, 2<sup>nd</sup> Ed., is intended to be a companion to one of the core texts, not a replacement for it. As you learn more about the SIOP Model, you will see that it involves complex teaching practices that must be used in combination daily. Therefore, our recommendation is that teachers who are learning the SIOP Model go slowly—perhaps implementing one component a month or quarter. It is not unusual for a school that has adopted the SIOP Model to take two or three years for full implementation. The SIOP Protocol (see Appendix B) is at the heart of the SIOP Model. Its use as a lesson planning guide, an observation (not evaluation) instrument, and as the focus of conferences and discussion is critical to the success of SIOP implementation.

Teachers and administrators throughout the country have reported that planning and delivering SIOP lessons on a consistent basis has resulted in gains in both academic and language achievement, as well as positive changes in the culture of the school. We are delighted that you have chosen this book and hope that it will help you create highly effective lessons for the English learners in your classroom and school, as well as your other students. As a SIOPer, you're joining an enthusiastic and committed group of educators who embrace the linguistic and cultural diversity in their classrooms.

# Lesson Preparation

**A Teacher’s Thoughts:** *“Content and language objectives have kept my instruction more focused. My students are aware of what’s expected of them daily.”*

## Component Review

Educators agree that there is value in thoughtful, detailed lesson planning. More experienced teachers probably don’t use as much detail when planning lessons as do new teachers because there are aspects of instruction that have become automatic over time. Likewise, teachers who are new to the SIOP Model may need to carefully plan more detailed lessons at first, but with experience, many features of SIOP become “just the way I teach,” and the planning process becomes less intensive.

SIOP lesson planning involves writing content and language objectives for each lesson. Content objectives are drawn from district and state content standards but are specific to the lesson content being taught. Language objectives focus on specific aspects of language development, such as language functions, language structure, content-related academic language, and vocabulary.

Using the lesson’s content and language objectives to guide planning, teachers are more deliberate and purposeful in their selection of instructional materials, techniques, and activities. All students, regardless of language proficiency, must have access to appropriate grade-level content concepts and vocabulary, so SIOP teachers use whatever they can to help English learners access content: modeling, realia (real objects), multimedia, demonstrations, illustrations, and so forth. SIOP teachers also select relevant and meaningful activities for practicing and applying content and language knowledge. Therefore, lesson planning may require more thought, time, and attention in the early stages of implementing SIOP.

## The Lesson Preparation component includes these features:

1. Content objectives clearly defined for students
2. Language objectives clearly defined for students
3. Content concepts appropriate for age and educational background level of students
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., multimedia, graphs, models, visuals)

5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking.

**Note:** The Ideas and Activities in this book were originally planned for face-to-face instruction in a classroom. For those of you who are teaching remotely, you will find that you can adapt many of them to the platform you're using. Some will adapt more easily than others to online teaching and we've noted a few of these in each chapter.

# Ideas and Activities for Enhancing Lesson Preparation



## Cue Tips

### Description of Idea:

Many English learners have difficulty with English language functions, such as drawing conclusions, summarizing, explaining causal relationships, and so forth. Within English (and other languages), there are particular words and phrases that provide *cues* that *tip* off the reader to these challenging text structures and language functions. Explicitly teaching these words and phrases and providing students with practice using them while they're writing and speaking is of critical importance. English learners and other students will benefit from multiple exposures to these cue words and phrases.

### SIOP Components and Key Features:

- Lesson Preparation (Feature 6: Meaningful activities that integrate lesson concepts)
- Building Background (Feature 9: Key vocabulary emphasized).

**Grade Level:** 3–12. Choose words from Cue Tip posters that are appropriate for your grade level.

**Grouping Configuration:** Independent reading and writing; partner and/or group reading and writing

**Materials Needed:** Markers, poster board or chart paper

**Approximate Time Frame:** Ongoing

**Means of Assessment:** Evidence of Cue Tip words and phrases used during discussions and in student writing

### Instructional Sequence:

**Topic:** The U.S. Civil War

#### Content and Language Objectives:

**Content:** Students will

- Compare and contrast the North and South's positions in the weeks preceding the first battle of the Civil War.

**Language:** Students will

- Select appropriate Cue Tips for comparing the North and South's positions at the beginning of the Civil War.
- Write five sentences about the North and South's positions at the beginning of the Civil War, using the selected Cue Tips.

## Steps to Implement the Activity:

1. Introduce Cue Tips: words and phrases that tip off readers and speakers about a language structure and/or function. These are sometimes called signal words.
2. Create and hang on the board Cue Tip posters with the respective word lists so that they are visible and usable for all students or involve students in creating the posters that will be displayed.
3. Teach students how the Cue Tips are used in speech and in writing.
4. Encourage English learners (and all students) to routinely refer to the Cue Tip posters while reading and writing.

## Hints for Success:

- Teach how Cue Tip words and phrases are used to convey language functions, such as causal relationships, summarizing, comparing/contrasting, sequencing, and so forth.
- Model the use of the Cue Tips in your own speech and writing, pointing to the respective posters as you use the words and phrases.
- Make Cue Tip posters large enough so that students can easily read them from anywhere in the classroom.
- Cue Tips are intended to be used daily in reading and writing.
- Make Cue Tip prompts with sentence frames for students who need additional support.

Examples:

- \_\_\_\_\_ *is similar to* \_\_\_\_\_ *because* \_\_\_\_\_.
- \_\_\_\_\_ *is different from* \_\_\_\_\_ *because* \_\_\_\_\_.
- *If* \_\_\_\_\_ *happens, then* \_\_\_\_\_ *will happen.*

### Words and Phrases for Cue Tips Posters

<b>Compare</b>	<b>Contrast</b>	<b>Cause &amp; Effect</b>	<b>Describe or List</b>	<b>Sequence or Order/Chronology</b>	<b>Summarize</b>
also as well as like in the same way in like manner likewise similarly in similar fashion similar to compared with	however but despite even so as opposed to nevertheless still another different from although yet whereas in contrast different from less than though yet whereas conversely on one hand rather on the other hand	because because of since consequently therefore in order that nevertheless this led to..., so... accordingly if...then... as a result of in order to due to yet for this reason also so that thus may be due to	for instance for example such as to illustrate for instance in addition and again moreover also most important in addition furthermore another first of all to begin with	first, second, third.... next then initially before in the first place initially after last meanwhile now finally too for one thing another next	in essence... in summary... in summing up... the main points are...

FIGURE 2.1 *Cue Tips Words and Phrases*



## Dream Community

Contributed by Tan Huynh

### Description of Activity:

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Tasks that invite English learners to apply their comprehension is key to developing critical thinking and a deeper grasp of content concepts. Teachers frequently assign reports, posters, and projects to foster student interest. As a creative alternative, with the Dream Community, students apply their content knowledge in a unique way by imagining what an ideal community would be like for a person living during a particular time period, historical event, or unique circumstance. Stepping into the “dream community” and imagining what one would see, feel, experience, and do will bring content concepts alive for students — and teacher alike!

### SIOP Components and Key Features:

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- Lesson Preparation (Feature 6: Meaningful activities that integrate lesson concepts, with language practice opportunities for reading, writing, listening, and/or speaking)
- Practice & Application (Feature 21: Activities provided for students to apply content and language knowledge in the classroom)

**Grade Level:** 3–12

**Grouping Configuration:** Partners, small group, whole class.

**Materials Needed:** Poster paper and markers, recording device if students want to do an “interview”, resources (print and online) for researching the person

**Approximate Time Frame:** Time will vary, depending on the scope of the project: Designing a poster could take one or two instructional periods; conducting a comprehensive search with a multimedia presentation/project could take several days (or even weeks).

**Means of Assessment:** Accuracy of completed projects and presentations to class.

### Instructional Sequence:

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**Topic:** Science: Ecosystems—a biologist, such as Jane Goodall; History: Civil Rights Movement—Rosa Parks or Martin Luther King; Literature: Atticus Finch (*To Kill a Mockingbird*) or Michelle Obama (First Lady; author of *Becoming*)

(continued)



*(continued)*

### **Content and Language Objectives:**

#### **Content:** Students will

- Conduct research about a person who was involved in a remarkable event or lived during a remarkable time period.
- Create an informed look into the person’s feelings and experiences during the event or time period.

#### **Language:** Students will

- Invite class members into a famous person’s life, events, and/or time period by orally and in writing, providing insights and information about the person’s life and experiences.

### **Steps to Implement the Activity:**

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1. After students have gained some understanding of the content through a text, video, or shared experience, students, with teacher assistance, identify a person related to the topic that they want to learn more about.
2. Students can work with partners or in groups to make a list of things that matter to the identified person as it relates to the topic studied.
3. Using print and electronic resources, students will research the person, using notes and videos (e.g., YouTube), to create a profile of the person.
4. Using their research information, students collaboratively create a Dream Community on poster paper, with multimedia, a diorama, PowerPoint, and so forth, in which the identified person would be happy to work and live. Remind students that a list of things that matter to them will help in creating the plan for this Dream Community.
5. Students can write or record sentences or paragraphs for each item in their Dream Community, with a rationale for the inclusion of each.
6. Once all the groups have finished, have students present their Dream Community posters, projects, videos, and so forth to the class.

**Example(s) of Student Work:** See Figure 2.2 Examples of Dream Communities

### **Hints for Success**

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- This learning experience works best when information about the selected person is in a text, such as a historical person related to the topic or characters in the students’ textbook chapter.
- Modeling the process first with a student will help them understand the instructions — and what they are expected to complete.