

SIOP Toolbox

This is a list of strategies that can be used in the classroom to promote language objectives: reading, writing, listening, speaking

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.

