

The Early Release

SIOP Newsletter

Researched and Written by Lori Keleher

The Sheltered Instruction Observation Protocol (SIOP) is a research-based system for planning and teaching lessons which includes 30 features within 8 components. This newsletter will focus on the second SIOP component, building background.

Second Component—Building Background

There are three features involved in the Building Background component:

1. Concepts Linked to Students’ Backgrounds

“It is a widely accepted notion among experts that a learner’s ‘schemata’ - knowledge of the world— provides a basis for understanding, learning, and remembering facts and ideas...”

2. Links between Past Learning and New Learning

“Research clearly emphasizes that in order for learning to occur, new information must be integrated with what students have previously learned.”

3. Developing Key Vocabulary

“In SIOP lessons, teachers select words that are critical for understanding the text or material and provide **a variety of ways** for students to **learn, remember, and use** those words. In that way, students develop a core vocabulary over time.”

Source: [The SIOP Model](#) Eschevarria, Vogt & Short



WATCH FOR A MOTHLY ISSUE ABOUT EACH OF THE 8 SIOP COMPONENTS

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review & Assessment

HHS SIOP COACHES

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ASSESSING BACKGROUND KNOWLEDGE

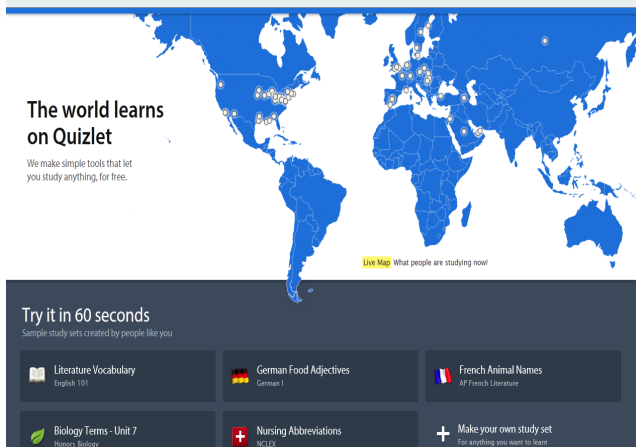
taken from Overcoming Textbook Fatigue

by ReLeah Cossett Lent



*“The world is round.”
~ Christopher Columbus*

<https://quizlet.com>



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Sample study sets created by people like you

- Literature Vocabulary (English 101)
- German Food Adjectives (German I)
- French Animal Names (AP French Literature)
- Biology Terms - Unit 7 (Honors Biology)
- Nursing Abbreviations (NCLA)
- Make your own study set (For anything you want to learn)

6 Study Modes

Flashcards Learn *Scatter*
Speller Test *SpaceRace*
Use what other teachers and students have made or create your own!

“Before beginning any chapter or unit, it is essential to find out what your students know about the topic. What students know is difficult to predict without some sort of objective measure, especially considering the ranges of background knowledge in any one class. Following are...ways to assess individuals' background knowledge and get a feel for how much the class as a whole knows about the topic.”

CAROUSEL WALK

1. Write one word or term on a separate sheet of chart paper and hang the pieces of chart paper around the room.
2. Place students in groups of three or four and give each group leader a different colored marker.
3. Station one group by each chart. When you say "begin," the students in each group will list everything they know about the term. When you say "move," they will advance to the chart on their right and begin listing everything they know about that term until you again say "move." Groups move and add to the lists until they return to their original charts.
4. Have students sit down (within their groups) and go through each chart with the whole class, reading the items aloud and asking for clarification from the groups (easily identifiable by the color of the marker used). You can foster discussions and make connections as you assess, activate, and build background knowledge prior to reading.

TEXTBOOK SCAVENGER HUNT

- Choose five words or terms the group thinks will be important to this unit. (Note: Don't use the vocabulary words that are highlighted at the beginning of the chapter.)
- Choose one picture in this chapter and tell why your group thinks this picture is important.
- Choose one graph or map and provide a different caption for it.
- Give a summary of the cycle on page X.
- Write the items needed for the lab on page X. Think of two more items that would be useful for this experiment.
- Find the answer to one "review" math problem in this chapter.
- Record something in this chapter that your group has studied in previous years and discuss what new information is presented.
- List three things to look up online that would help your group better understand this chapter.
- Discuss which visual in this chapter is most interesting to your group. Explain why.

“I have seen that in any great undertaking, it is not enough for a man to depend simply upon himself.” ~LoneMan (IsnaLaWica) of the Teton Sioux