

## SIOP LESSON

## INTRO:

1. Activate Prior Knowledge (connect students prior experiences with the content of your lesson)
2. Pre-assess your students
3. **Recognize and build on students' strengths**
4. **Honor and respect the children's home cultures**
5. Model, guide, scaffold students' responses
6. From concrete to abstract
7. Transition to the body of your lesson

## FROM INTRO to the BODY:

1. Build background knowledge
2. Link previous learning with the content students will examine through the lesson
3. Prepare your students

## BODY:

1. Discuss both content and language objectives
2. Enrich the objectives with students' prior knowledge
3. Design activities to teach content and language
4. Create a formative assessment
5. Assess your students as you teach
6. **Integrate** language development as you teach
7. Students working in groups (heterogeneous grouping)
8. Strategic, **designated language development** (homogenous grouping)
9. Promote the idea, we, as the classroom space
10. Have the courage to teach rather than to instruct

## FROM THE BODY TO THE CLOSURE:

1. Prepare your students for the summative assessment/independent practice
2. Students' performance is a key indicator of teaching effectiveness

## CLOSURE:

1. Provide opportunities for students to reflectively frame their own knowledge to the ongoing project of an unfinished competency

## GUADALUPE VALDÉS

*"Con Respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait"*

## LISA DELPIT

*"Multiplication is for white people": Raising expectations for other people's children*

## CARMEN BLACK

The most crucial portion of the assessment component is the pre-assessment. We cannot possibly know whether our teaching strategies are working if we are unaware whether students already had the requisite knowledge and skills before we began working with them.

## PEDRO NOGUERA

The best teachers do not expect children to learn the way they teach. The best teachers teach the way children learn.

## PALMER

- We teach who we are
- The subjects that we teach are as large and complex as life, so our knowledge of them is flawed and partial.
- The students that we teach are larger than life and even more complex.
- Teaching, like any truly human activity, emerges from one's inwardness, for better or worse.

## JOE BOALER

**Assessment AS learning-** a process where students are aware of their own learning

**Assessment FOR learning-** throughout the teaching and learning process to constantly adjust instructional strategy

**Assessment OF learning-** at the end of teaching and learning process to rank student's achievement

## PAOLO FREIRE

*"The teaching task ... requires constant intellectual rigor and the stimulation of epistemological curiosity, of the capacity of love, of creativity, of scientific competence and the rejection of scientific reductionism. The teaching task also requires the capacity to fight for freedom, which without the teaching task becomes meaningless."*

## NEGRI &amp; HARTD "Empire"

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<http://www.zocalopublicsquare.org/>

<http://www.whatitmeanstobeamerican.org/ideas/america-needs-an-integration-policy/>