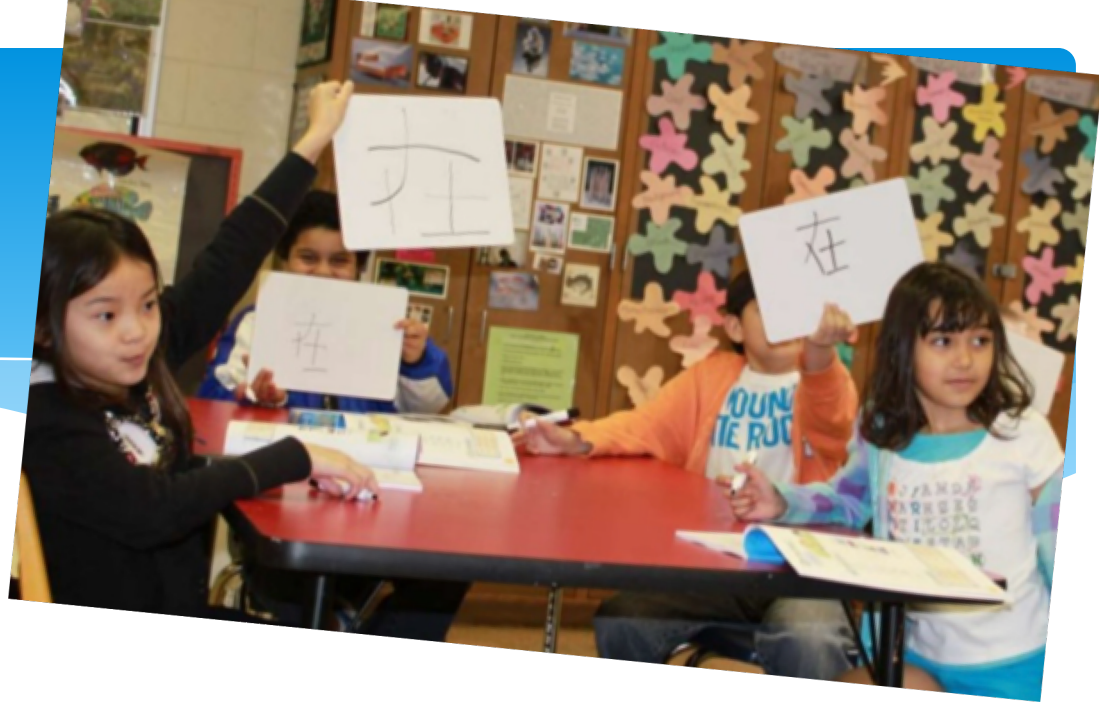


Building a Meaningful and Successful Content-Based Chinese Program with the SIOP Model

Presented by

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Question



* For the Chinese Language Learners(CLLs) in K-12 Chinese classes:

What are the individual and sociocultural factors that may influence the educational success of these students?

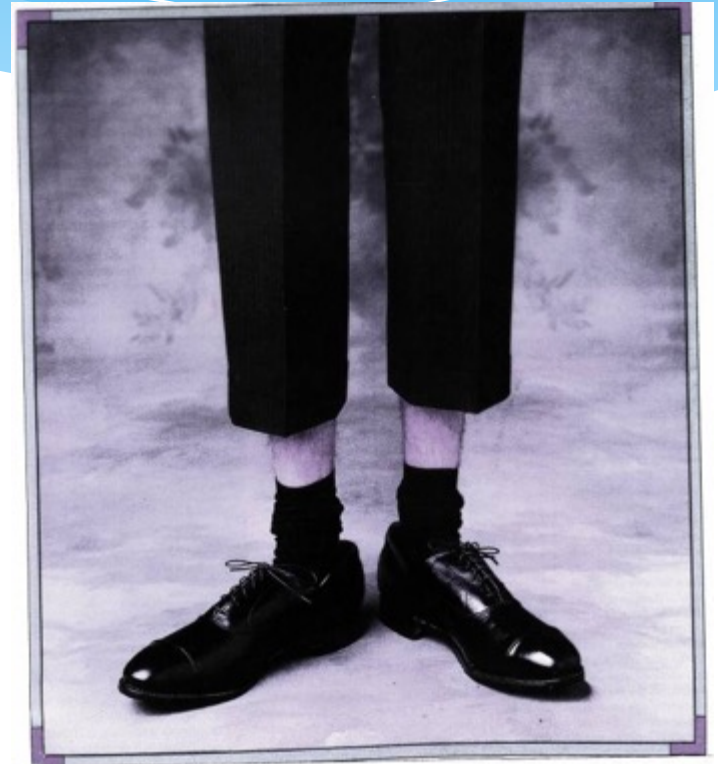
CLLs Diversify



- * Home language and/or dialects
- * Language proficiency (listening, speaking, reading, writing)
- * Socioeconomic status
- * Educational backgrounds
- * Expectations and motivations of learning Chinese
- * Age
- * Personal experiences
- * Parents' education levels and influences
- * All these factors have an effect on the type of programs and instructional experiences the students should receive in order to succeed in the Chinese classes.

To teach CLLs...

- fundamental shifts need to occur in teacher development, program design, curricula and materials, and instructional and assessment practices.



ONE SIZE DOES NOT FIT ALL

What is Sheltered Instruction (SI)?

庇护教学法

- * **Sheltered Instruction** is an approach for teaching content to **Chinese** learners (ELs) in strategic ways that make the subject matter concepts comprehensible while promoting the students' **Chinese** language development.



The SIOP Model

The SI lesson planning and delivery system

庇护式教学与观察模式



The SIOP Model

庇护式教学与观察模式

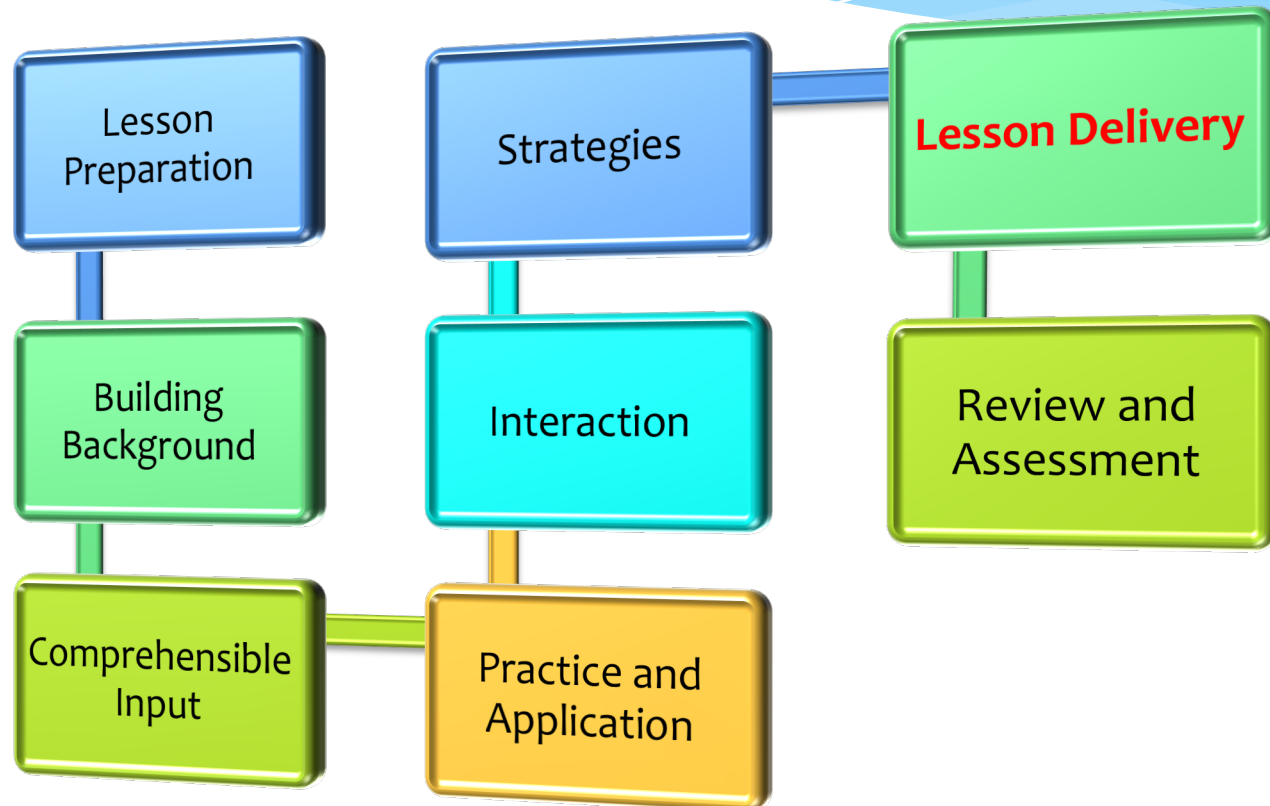
The SIOP is characterized by its careful attention to the Language learners' distinctive language development needs.

*** It emphasizes...**

1. that **language** is learned through meaningful use and interaction
2. that **content and language objectives** should be woven systematically into a lesson of any area
3. that **content** taught should be connected to language learners' experiences and prior knowledge
4. that **visual aids, modeling, vocabulary instruction, modified instruction, cooperative learning and primary language support** are important in helping language learners comprehend lesson content
5. that a high level of **student engagement** with the teacher, with other students and with texts should be promoted

SIOP: *30 features* in 8 components

When designing a lesson plan for a meaningful class



SIOP: **30** *features* in **8** components

1. **Lesson preparation** 课程准备，确定教学目标
2. **Building background** 建构新旧知识联系
3. **Comprehensive input** 可理解式语言输入
4. **Strategies** 学习策略导入
5. **Interaction** 互动环节设计
6. **Practice/application** 练习与应用设计
7. **Lesson delivery** 课堂教学
8. **Review/assessment** 教学评估



Lesson Preparation 确定课程重点

Content Objective

Language Objective

SLOP
Feature 1 & 2

1. WHAT

2. Emphasize **grade-level content standards**
3. Develop **academic knowledge**

1. Lesson-level Objectives
2. Student-friendly Language
3. Objectives Shared with students both Orally & in Writing

1. HOW

2. Emphasize **Grammar & Vocabulary**
3. Develop **academic language skills**

Building background 建构新旧知识联系

SIOP
Feature 9

Word
Sort

Key Vocabulary
Emphasized

Short Vowels with Digraphs II

K.2.13

ch		sh		wh	
ă	ě	ĩ	õ	ũ	



chop


inch

rush

shed

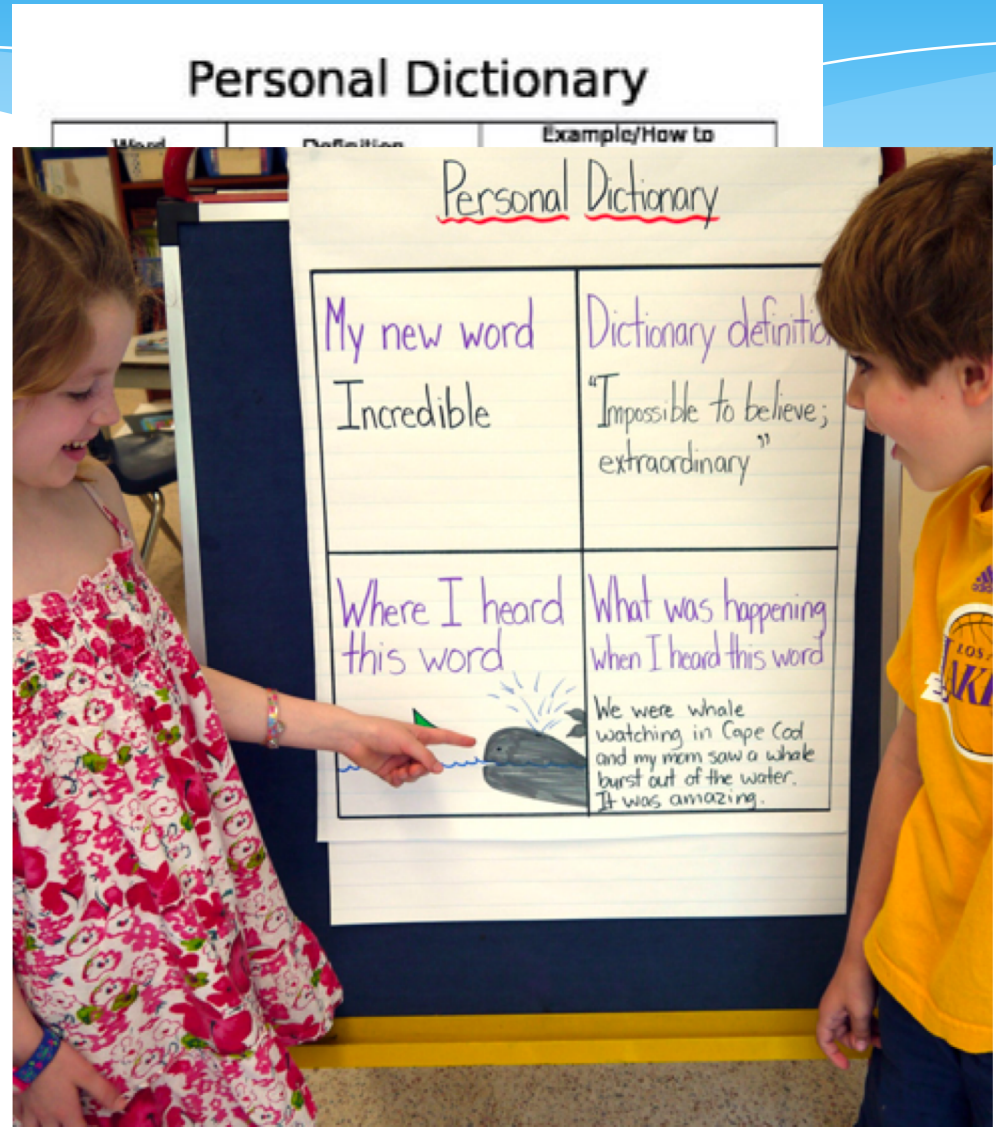
shag

Building background 建构新旧知识联系



SIOP
Feature 9

Key Vocabulary
Emphasized




Building background 建构新旧知识联系



SIOP
Feature 9

Key Vocabulary
Emphasized

WORD WALL

Aa 

any

and

are

aren't

ask

at

add

Bb 

blew

blue

book

book

beach

beaches

baby

Cc 

child

chair

can

can't

could

couldn't

Dd 

do

don't

dear

deer

dish

dash

Building background 建构新旧知识联系



SIOP
Feature 9

Key Vocabulary
Emphasized

波士頓惠濟人文學校 三年級

美洲華語第三冊

第二課 課文：猴子撈月（剪貼填空）

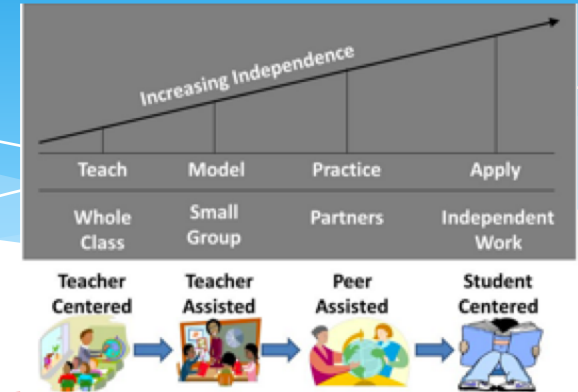
中秋節的晚上，許多猴子在
井邊玩兒，
有一隻猴子看見井裡面有個
月亮，
他嚇得大叫：「不好了！月亮掉進

Cloze Sentences

Strategies Guidance 学习策略导入



Scaffolding Techniques



- Verbal scaffolding
- Procedural scaffolding

*T's provide substantial support in the beginning
→ T decreases assistance and offers multiple practices*

HOTs

What can we do?

➤ Compare the following questions:

1. 他是爸爸吗?

A nod or one-word response

2. 你觉得哪位更像爸爸? 为什么?

A nod or one-word response is not sufficient. An analysis is required before students can answer the question.



Interaction 互动环节设计



Frequent Opportunities for Interaction and Discussion

老师：什么是“中秋节”？

学生：中秋节是一个中国节日。

老师：对，中秋节是中国的一个节日。它是中国人团圆的节日。

老师：什么是“中秋节”？

学生1：中秋节是一个中国节日。

老师：对，中秋节是中国的一个节日。还有呢？

学生2：过中秋节要吃月饼。

老师：很好，为什么要吃月饼？

学生3：因为月饼是圆的。

老师：月饼是圆的，大家还知道什么有关中秋节的事情呢？

学生：……

Lesson Delivery 课堂教学

SIOP
Feature
23-26



1. ***Content Objectives clearly supported orally and visibly***
2. ***Language Objectives clearly supported explicitly and visibly***
3. ***Students engaged approximately 90% to 100% of the period***
4. ***Pacing of the lesson appropriate to students' ability levels***

Question

- * What are some SIOP features that you may have used in your Chinese class?
- * What are some SIOP features that you would have included in your lesson plan?

Activity: Building a SIOP Lesson Plan

- * With the template, let's create a SIOP model lesson plan for your next class!



Reference

- * Center for Applied Linguistics
<http://www.cal.org/siop/about/>



Helping Educators Work Effectively With
English Language Learners

Google Custom Search

Go

Resources

Products

Lesson Plans and Activities

News

FAQ

All People Can Learn!

Thank You!
Xie Xie!
謝謝!

The SIOP Model



- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice / Application
- Lesson Delivery
- Review / Assessment

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