



At Your Tables:

What strategy have you tried recently to make your instruction accessible for ELs and ALLs?

# Critter Chatter #2:


Using SLOP to  
support A.L.L.s at  
Woodson!

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District Coordinator of Gifted & Talented Services  
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**IF CRITTERS COULD CHAT... WHAT  
WOULD THEY SAY?**



I HID MEAT  
IN THE COUCH

A photograph of a dog with white fur and brown patches, sitting on a carpeted floor. The dog has large, upright ears and is wearing a blue collar. It is holding the head of a baby doll in its mouth. The doll's head is severed from its body. A sign is placed on the floor to the left of the dog.

I STOLE A  
BABY DOLL FROM  
A SIX-YEAR-OLD  
AND RIPPED ITS  
HEAD OFF!



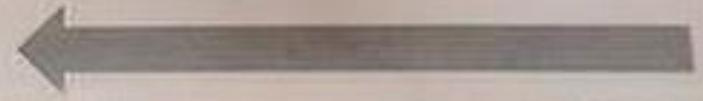
I stole a  
little girl's ice  
cream at the  
park.



I peed on his bed.



I ate her kale.



I stole a 6"  
Sub sandwich,  
dragged it upstairs,  
then hid behind  
Mommy's bed and  
ate all of it.



more awesome pictures at [THEMETAPICTURE.COM](http://THEMETAPICTURE.COM)





I eat crayons  
and poop  
rainbows



# Today's Objectives

David's presentation on Lesson Prep and Building Background

The learner will...  
...distinguish between 'prior knowledge' and 'building background'

Participants will use various vocabulary strategies to build students' background knowledge.

...group vocabulary terms into three tiers.

Participants read Ch. 4 in the PreK-K SIOP Book

... plan opportunities to use vocabulary strategies to build students' background.

Students will access academic language

SIOP

**Lesson Preparation**

**Building Background**

Comprehensible Input

Strategies

Interactions

Practice & Application

Lesson Delivery

Review & Assessment

Input

Output



Listening

Speaking



Reading

Writing

# Building Background Features

Concepts explicitly linked to the students' background experiences

Links explicitly made between past learning and new concepts

Key vocabulary emphasized

introduced,  
written,  
repeated,  
highlighted,  
in context, rather than in isolation

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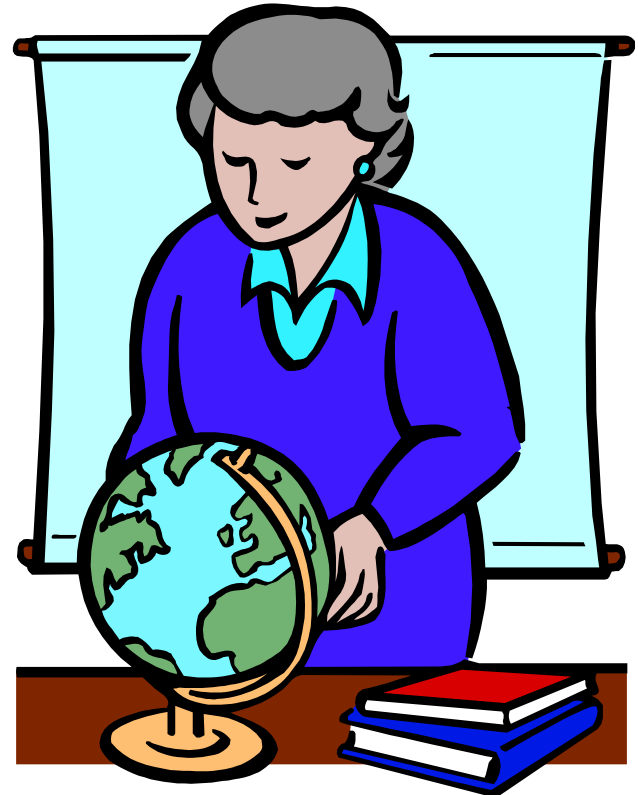
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# Building Understanding

Prior Knowledge



Building Background

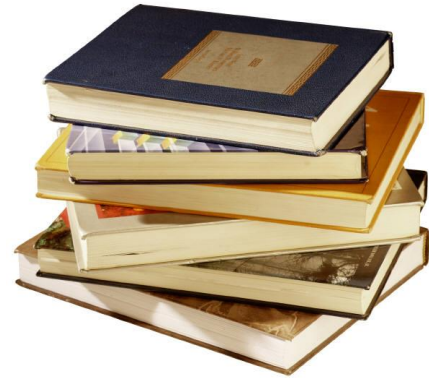


# Making Connections

Text to Self



Text to Text



Text to World





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# **TIERED VOCABULARY**

# Tiered Vocabulary

Tier 1

Tier 2

Tier 3

Phrases that describe each tier from the  
“Three Tiers of Words” article.

EXAMPLES from K Standards

# High Frequency Tier 2 Processing Verbs

Synthesis of Kindergarten Minnesota State Benchmarks & Bloom's Taxonomy

Created by David Wolff, District Coordinator of Gifted & Talented Services, Austin Public School District

<i>Costa's Levels of Thinking</i>	<b>Gathering Information</b> Identifying & recalling information	<b>Processing Information</b> Making sense out of information; making connections and relationships	<b>Applying Information</b> Applying & evaluating actions, solutions, and connections in order to predict			
<i>Bloom's Levels of Thinking</i>	<b>Remember</b> -recall, remember, and recognize specific information	<b>Understand</b> -explain ideas; understand information	<b>Apply</b> -Use information in similar situations; apply learned concepts in a new way	<b>Analyze</b> - distinguish between parts; understand relationships between parts	<b>Evaluate</b> -Justify a decision; judge the value of an idea by applying a criteria	<b>Create</b> -generate new ideas, products, points of view; combine ideas to develop an idea, solution, or way of thinking
Verbs crossing Content Domain	Identify	Compare	Use	Describe the		Create

## Domain-Specific Tier 3 Vocabulary

Kindergarten Minnesota State Benchmarks

Compiled by David Wolff, District Coordinator of Gifted & Talented Services, Austin Public School District

<i>Terms in ELA</i>	Details	Stories	Characters	Setting	Events
	Unknown words	Front cover	Alphabet	Phonics	Songs
	Texts	Back cover	Syllable	Decoding	Poems
	Author	Title page	Sounds	Spellings	Conversations
	Illustrator	Letters	Rhyming	Opinions	Research
	Illustrations	Print	Consonant	Book	Dictation
	Ideas	Upper-case	Vowel	Verbs	Drawing
	Plural	Lower-case	Words	Nouns	Write
		Question	Sentences	Punctuation	Capitalization

# **TEACHING VOCABULARY TO YOUNG CHILDREN**

A young child with dark hair, wearing a red shirt, is sitting at a wooden table. The child is holding a round, golden-brown cookie in their mouth and appears to be eating it. To the left of the child is a clear glass bowl filled with several cookies, including chocolate chip and vanilla varieties. The background is a plain, light-colored wall.

scrumptious

yummy

eating

cookies

devour

# Interacting with Words

## Questions/Reasons/Examples

What is something you would be reluctant to do at school? At a mall? At Valley Fair?

If you were devouring something, what would it look and sounds like?

Which of these might be scrumptious? Why?

A piece of cereal that has been on the floor or a taco fresh from the kitchen.

## Making Choices

Which of these might be scrumptious? Raise your hand if you think the choice would be scrumptious.

1. Chocolate chip cookie
2. Jicama sticks with salsa
3. Moldy bread
4. Dog food
5. Apple with peanut butter

If any of the things I say are reluctant, say "reluctant". If not, do not say anything.

1. Getting a hug from grandma
2. Cleaning your bedroom
3. Touching a spider

# Interacting with Words

## One context for all words

What would a scrumptious bag of cotton candy look like at the county fair?

Why might you feel reluctant to pet a llama at the county fair?

What type of food would you devour if it was a hot day at the county fair.

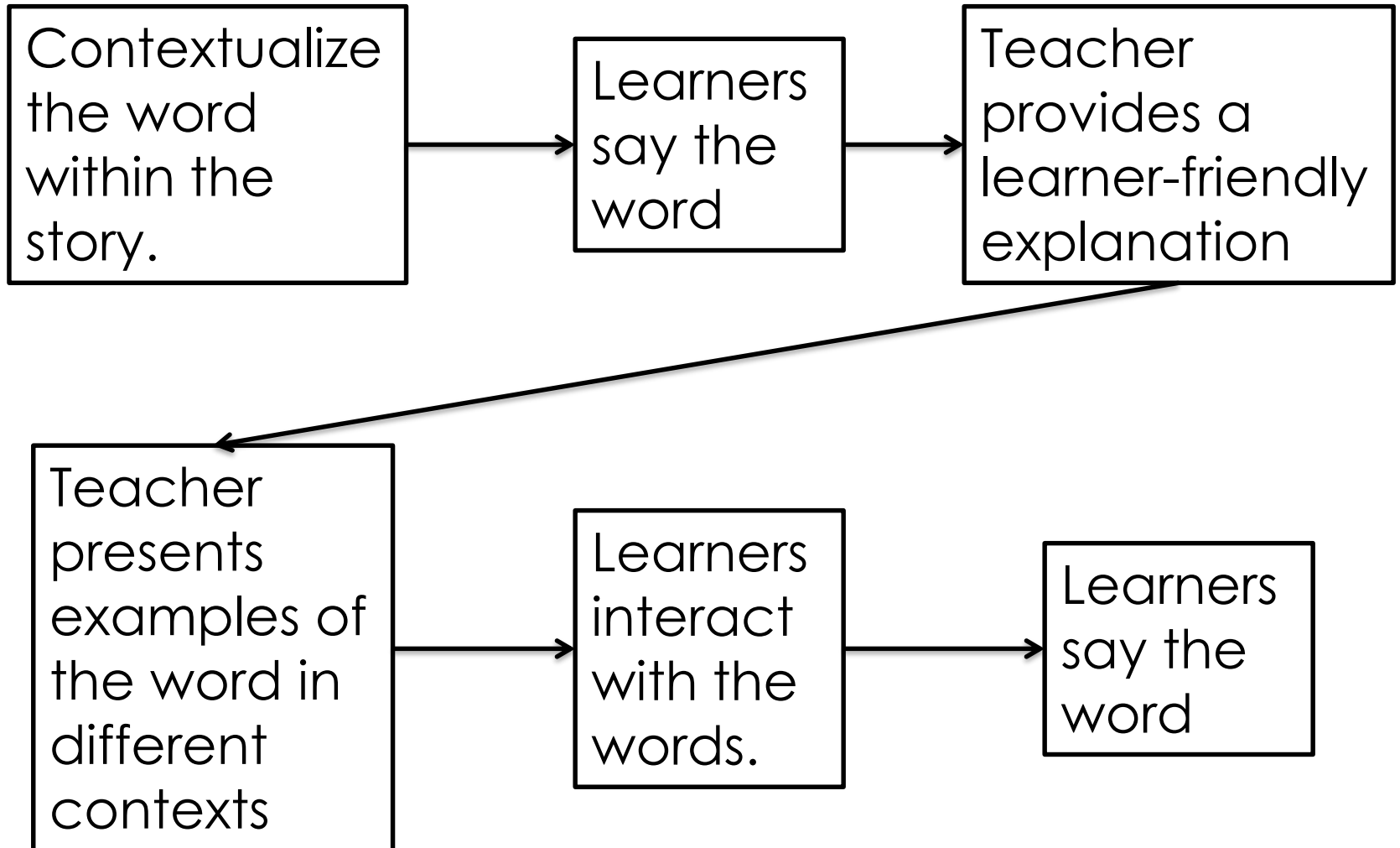
## Learner created examples

If you devoured four ice-cream cones AND some cheese curds, how might you feel afterwards?

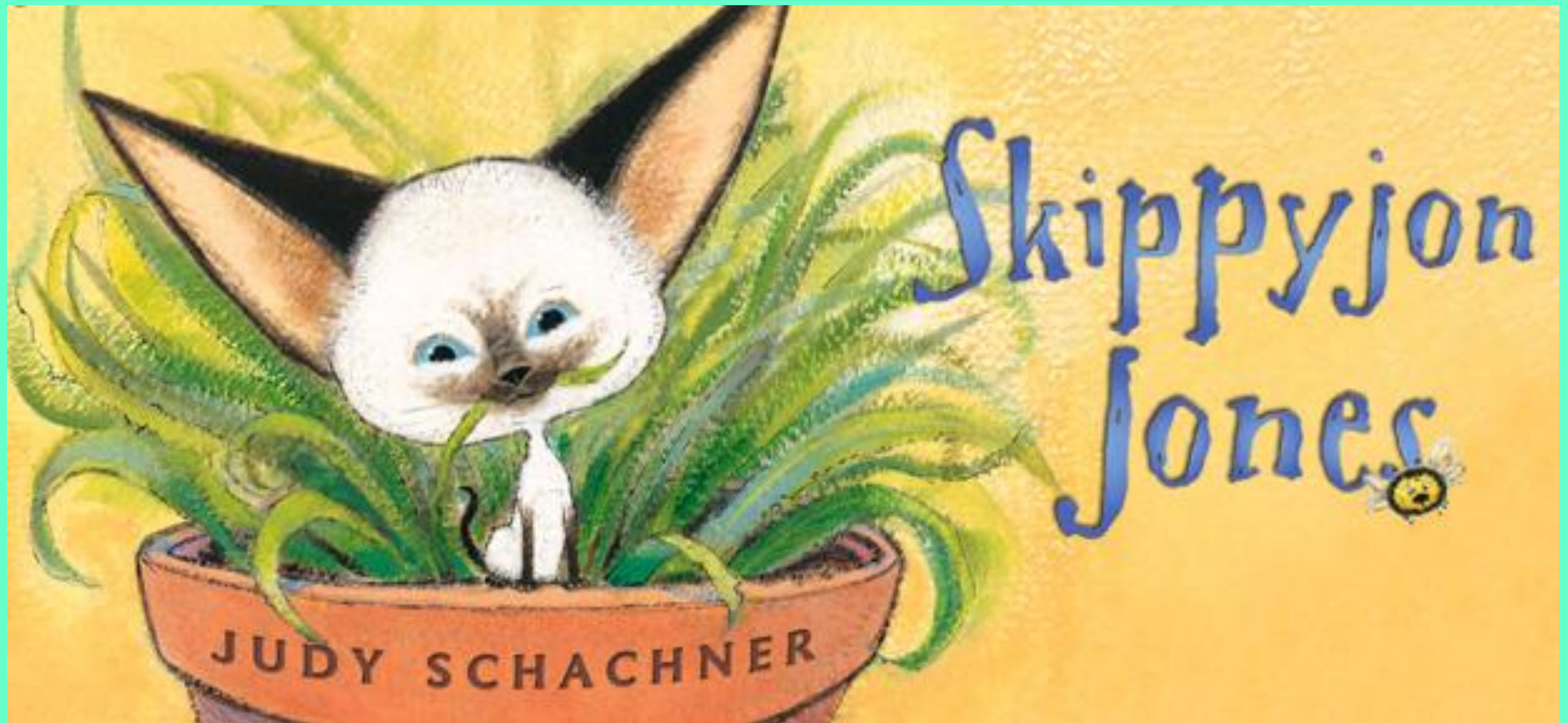
If you had to share a scrumptious piece of cake, how would you decide who would get the first piece?



# Teaching Vocabulary to Young Children



**EXAMPLE FROM ...**



*“On his way down to earth from a gigantic big bounce, Skippyjon Jones shot past his bedroom mirror.”*



In the story, Skippyjon Jones was coming down from a gigantic bounce on his bed!

Gigantic means very, very big!

Say the word with me, Critters. “Gigantic”

There are many things that are gigantic to me are the high school and the restaurant signs that stick high in the air! To you, I might be gigantic.

*“On his way down to earth from a gigantic big bounce, Skippyjon Jones shot past his bedroom mirror.”*



If you were an ant or a fly, what things would be gigantic to you?

What if you were an elephant, what things would be gigantic to you?

If I say some things that might be examples of gigantic, say “gigantic.” If not, be quiet.

- Hot air balloons
- Pencils
- Statue of Liberty
- Mints

Say the word one more time with me, Critters. “Gigantic”

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# Next Steps:

## Homework

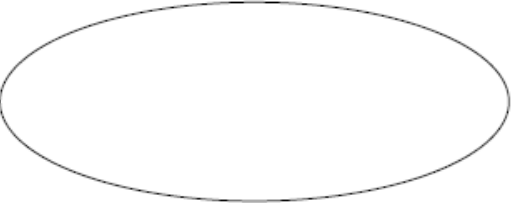
Read Ch. 5 in the PreK-K  
SIOP Book.

Pages 45-54

SIOP Components  
Included:

- Comprehensible Input
- Strategies

## Practice & Application

Instructional Planning Sheet		
<small>from, Teaching Reading Beyond the Primary Grades ©2007 Scholastic page 260</small>		
The concept in need of improvement:		
		
Students targeted:		
Instructional Strategies:		
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
6.	_____	