Virtual Learning SIOP Integration

Traditional Lesson Preparation

- ☐ Write content objectives clearly for students.
- ☐ Write language objectives clearly for students.
- ☐ Choose content concepts appropriate for age and educational background level of students.
- ☐ Identify supplementary materials to use (graphs, models, visuals).
- ☐ Adapt content (e.g., text, assignment) to all levels of student proficiency.
- ☐ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four domains.

Virtual Lesson Preparation

- ☐ Start with big ideas and focus on the standards when planning.
- ☐ Ensure both the content and the digital task are developmentally appropriate.
- ☐ Account for the time it takes not just for the assignment, but to log in, read directions, find materials, and learn new platforms.
- ☐ Offer links to additional supplementary materials.
- ☐ Avoid fancy fonts, small text, or bright colored backgrounds that might make content difficult to read.
- ☐ Keep students on your main page, embedding (rather than linking) media whenever possible.
- ☐ Be flexible, be creative, but be consistent.

Traditional Building Background

- ☐ Explicitly link concepts to students' backgrounds and experiences.
- ☐ Explicitly link past learning and new concepts.
- ☐ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.

Virtual Building Background

- ☐ Teach each platform BEFORE integrating content.
- ☐ Use images, sound clips, video, & virtual field trips to build background.
- ☐ Utilize vocabulary tools such as the dictionary built into Google apps or websites like Quizlet for practice.
- ☐ Utilize tools that mirror platforms students are familiar with, such as Flipgrid, which are like facebook, snapchat or twitter.
- ☐ Teach both technology, general academic, & content vocabulary.

Traditional Comprehensible Input

- ☐ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
- ☐ Explain academic tasks clearly.
- ☐ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Virtual Comprehensible Input

- ☐ When teaching make sure viewers can see your mouth clearly and that sound is not distorted.
- ☐ Consider using closed captions in platforms like Microsoft Teams, Zoom, YouTube (which also has an automatic translate function) and edpuzzle.
- ☐ Use props, realia, models, images, digital manipulatives, and video clips to make ideas clear.
- ☐ Post models and exemplars of student work along with rubrics and step-by-step directions.
- ☐ Make recordings available to students for review.
- ☐ Require simple tasks first to assure students understand what you are asking and build on the complexity with each assignment.

Traditional Strategies

- ☐ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- ☐ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson.
- ☐ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Virtual Strategies

- ☐ Pre-teach vocabulary before assigning activities and readings.
- ☐ Hold students accountable for vocabulary use.
- ☐ Teach students to use platform aids such as the highlight function.
- ☐ Monitor analytics and elicit frequent feedback from students on how accessible lessons are. Adjust accordingly.
- ☐ Utilize digital graphic organizers to make connections between ideas such as the Holt Digital Organizers or multilingual organizers like these from Reading A-Z.

*Note that teaching metacognitive strategies is extremely important in an online classroom, where more responsibility for learning is placed on the student.

Virtual Learning SIOP Integration

Traditional Interaction

☐ Provide frequent opportunities for interactions and discussion between teacher/student and among students and encourage elaborated responses.
☐ Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
☐ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Virtual Interaction

☐ Use a variety of small groupings for synchronous learning and projects.
☐ Provide model responses, sentence frames, vocabulary boxes, and other speaking guides.
☐ Structure interactions to reduce risk, give think time (such as releasing questions prior to a live discussion or using asynchronous discussions), and encourage elaboration of ideas.
☐ Use primary language aids when possible.

Traditional Practice & Application

☐ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
☐ Provide activities for students to apply content and language knowledge in the classroom.
☐ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Virtual Practice & Application

☐ Use digital manipulatives such as the Virtual Math Manipulatives by Didax or these by Toy Theater.
☐ If using synchronous learning, plan for low-risk student talk time using functions like Microsoft Team's breakout groups.
☐ Create and keep routines for turning in work, accessing grades, asking questions, etc.
☐ Make your homepage your starting point for every task and avoid too many links that might lead students down a rabbit hole.
☐ Teach basic internet safety and Digital Learning Citizenship.
☐ Be warry of websites that contain external links which students may be tempted to click on when working independently.

Traditional Lesson Delivery

☐ Support content objectives clearly.
☐ Support language objectives clearly.
☐ Engage students approximately 90-100% of the time (most students taking part/on task).
☐ Pace the lesson appropriately to the students' ability level.

Virtual Lesson Delivery

☐ Chunk assignments. Plan multiple check-ins for longer projects.
☐ Allow for self-pacing within a syllabus structure with hard deadlines.
☐ For asynchronous learning (AL) use written step-by-step directions with screenshots, as well as embedded voice recordings, create how-to videos.
☐ For AL avoid multiple gateways to content such as having to click on multiple links, enter multiple passwords, or typing in a URL.
☐ Manage your expectations. Expect computer glitches, internet outages, platform crashes, and delays.
☐ Have clear directions for when things go wrong- how to report a broken link, contact tech support, basic trouble shooting, etc.

Traditional Review and Assessment

☐ Give a comprehensive review of key vocabulary.
☐ Give a comprehensive review of key content concepts.
☐ Provide feedback to students regularly on their output (e.g., language, content, work).
☐ Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Virtual Review and Assessment

☐ Allow for multiple types of submissions whenever possible (illustration, text, voice, video).
☐ Teach the use of accommodations such as the Google Extensions voice-to-text and text-to-speech features or Canvas's Immersive Reader.
☐ Provide timely, actionable feedback such as test taking platforms that use instant grading and give students multiple opportunities to retake assessments and make corrections (Google forms, Canvas etc.).