

50+ Ideas to Integrate Technology with the SIOP Instructional Model  
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Lesson Preparation

*Enlarged, Adapted Text*

1. Use ZoomIt to guide reading. ZoomIt is a screen zoom and annotation tool. (<http://technet.microsoft.com/en-us/sysinternals/bb897434.aspx>)
2. Use PowerPoint as your choral reading tool. Pages flow more smoothly than with MS Word. It can filter out the distractions found in many books.
3. Use PowerPoint to control the appearance of text line-by-line.
4. Before reading text, use PowerPoint (in presentation mode) to show students how to highlight important concepts.
5. Use the document camera to demonstrate the drawing of pictures to reflect vocabulary and conceptual understandings. (Students and teachers alike.)

*Alternate Materials*

6. Use clip art, maps, video snippets, sound files from the Internet.  
[www.pics4learning.com](http://www.pics4learning.com)  
[www.archive.org/](http://www.archive.org/)  
[www.memory.loc.gov/](http://www.memory.loc.gov/)
7. Use timelines to display chronological events.  
[www.readwritethink.org/materials/timeline/](http://www.readwritethink.org/materials/timeline/)
8. Use graphic organizers to help students visualize new information.  
Inspiration®  
SMART Ideas  
[www.mywebspiration.com](http://www.mywebspiration.com) ,  
[www.wordle.net/](http://www.wordle.net/), [http://www.readwritethink.org/student\\_mat/index.asp](http://www.readwritethink.org/student_mat/index.asp)

*Scaffolding*

9. Use PhotoStory or iMovie to provide scaffolding, especially when teaching a new process or sequence. This provides graphics, text, and audio to the teaching of a new concept.

Building Background

*Linking Past Learning with New Concepts*

10. Review video created from 'Practice and Application'. Play video without sound and challenge students to provide commentary. (See 'Practice and Application'.)
11. Save each PowerPoint slide of a lesson as a JPEG, place those slides into PhotoStory or iMovie, add narration, and create a movie for review.

*Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see).*

12. Use voice recorders or Audacity to create sound files of key vocabulary.
13. Use PowerPoint to embed and play back sound files. (Use 'Action Settings'.)
14. Use PowerPoint to provide custom animation to emphasize key words.
15. Duplicate PowerPoint slides used for classroom demonstrations, so annotations can be kept on the original. A 'clean' copy is there for immediate review.
16. Find Internet video clips that address either students' backgrounds or past lessons.

### Comprehensible Input

17. Use PowerPoint to create classroom flip books. (Alternative: <http://www.readwritethink.org/materials/flipbook/>)
18. Use flash-card sites on the Internet.  
[www.esl-kids.com](http://www.esl-kids.com)  
<http://www.studystack.com/>  
<http://www.eslflashcards.com/>
19. Taped Texts for Scaffolding--Use Audacity to record text at a slower rate, use speech at the appropriate level, and enunciate clearly.
20. Take snapshots of realia with the document camera. Transfer to Word or PowerPoint document and ask students to use their vocabulary words to label key parts.

### Strategies

21. Have students dictate learning strategies to you, as you type them on PowerPoint slide. That list is there for later review.
22. Use the document camera to demonstrate acceptable note-taking strategies. Have students demonstrate as well.
23. Create video of yourself modeling a 'think-aloud'. Encourage student volunteers to do the same.
24. On video, address content/a lesson by asking questions that demonstrate the range of thinking/questioning skills. In Windows Movie Maker, add title slides that identify the various thinking skills. Revisit the video to reinforce a lesson on a specific skill.
25. Use PowerPoint to provide frames for higher-order questions, followed by pertinent discussions to answer those questions.
26. Use PowerPoint's handout printing capability to create a graphical outline tool for students to fill out during a lesson. (File/Print/Handouts/3 will give you screen shots of the three slides in the left column, with blank lines in the right column to accompany each slide.)
27. Use PowerPoint to create a SQP2RS [Survey, Question, Predict, Read, Respond, Summarize] framework. See below.

*Questions: We will find answers to... | Predictions: We will learn to...*

As you fill in answers/content, create links to Web sites that reinforce this knowledge.

### Interaction

28. When students work in cooperative groups, have the reporter/recorder use a voice recorder to get input from team members. Many mp3 players also have recording capability.
29. Challenge team members to add a new fact rather than repeat what previous students contributed. Use the voice recorder to document these contributions. (Goal: Elaboration)
30. Use 'Cool Timer' to keep students on track during group activities.
31. Have more reticent students dictate a story to a voice recorder or to an available aide who can type in a font large enough for student to see as the words are formed on the screen.
32. Use a scanner or document camera to show exemplary note-taking by a student.
33. Create electronic 'what does not belong?' activities. Use photos or text. Students work in groups to reach conclusions.

### Practice/Application

*Activities provided for students to apply content knowledge in the classroom.*

34. Use a video camera to record both you and students engaged in any practice/application activities.
35. Use the scanner to digitize student art. (i.e. pages of their self-published book. See next.)
36. Students use PhotoStory or iMovie to create multimedia books from scanned images
37. Students use voice recorder while on a field trip to share their observations, answer teacher-prepared questions, and ask their own questions. Play back the following day as a reinforcement activity.
38. Students use the document camera for 'show and tell'.
39. Use Construct-a-Word to build phonemic awareness and word-building skills. (<http://www.readwritethink.org/materials/construct/>)
40. Use 'What's in the Bag' to develop vocabulary, speaking, and listening skills. Students guess the identities of hidden objects. They receive three one-word hints, and then three answer choices. ([http://www.readwritethink.org/materials/in\\_the\\_bag/](http://www.readwritethink.org/materials/in_the_bag/)) j
41. Plot Chart-- Use PowerPoint to create a slide for each of the following words/phrases:
  - Somebody
  - wanted
  - so
  - but
  - so
  - In the end,

Use these words to guide your composition of a sample story. Create duplicates of these slides for later review/reinforcement of plot development.

### Lesson Delivery

42. Use PowerPoint's links (to a separate slide or a website) to further explain key concepts. (Inspiration can be used as well.)
43. Use the Graphic Map online tool for a whole-class pre- or post-reading lesson on sequencing and story development.  
(<http://www.readwritethink.org/materials/graphicmap/>)
44. Use screencasting software to capture a demonstration or a sequence or process you're teaching. (Commercial products: *Captivate*, *Camtasia*. Open source product (free): *Camstudio*. These tools record every step of a process and then create a video file for user playback. Teacher plays/pauses video to elicit predictions and review.
45. Use clickers (student response systems) as an alternate for 'Secret Answer' (hand signals held close to one's chest).
46. Use clickers as an alternate to 'Take Your Corners' (students move to a specific labeled location that represents their opinion on a topic).
47. Use clicker software's graphics to accompany the 'What Do You Know?' activity (formative assessment) to encourage a more informed student response. Keep answer choices simple and succinct.

### Review and Assessment

48. Play back (and pause for discussion) audio from field trips.
49. Create less-than-perfect models of an assignment. Use document camera to display to students and elicit their comments and suggestions on how to improve it (with additional information, clearer language, more effective organization)
50. Use Wordle to encourage students to brainstorm past or current learnings.
51. Create a picture dictionary in Word/PowerPoint/Keynote or on a web page. Use student artwork (to be scanned), clip art, or royalty-free photo websites. Let students conduct their own searches.
52. Use clickers for 'Number 1-3 for Self-Assessment of Objectives'.  
Use terminology appropriate to your learners' language level.

1= I didn't (or can't) meet the objective.

2= I didn't meet the objective, but I made progress toward meeting it.

3= I fully met the objective.

53. Type up results of the 'Simultaneous Round Table' review activity. Use this for further review and elaboration. Send home with students prior to a test.

54. Use clickers [or fingers] for 'Self-Assessment Rubrics'. (Use a variation of this prior to the teaching of new content.)

Rubric items:

1= I think I understand.

2= I understand, but I still have questions.

3= I understand, but I can't really explain (the concepts) to others.

4= I understand and can explain the concepts to others.