

Explanation of Anticipation Activities

(adapted for SIOP by Lauren Artzi, Center for Applied Linguistics)

Note: Since each activity sheet has different sentence structures, it is not advised to put them under the overhead or directly read off of any one sheet. Instead, using the sheets to guide a discussion about each of the points is recommended.

Activity Sheet A

Activity A is the most scaffolded. It provides visual support for words related to the unit as well as more general academic words that an ELL with lower English language proficiency might be less likely to know. In addition, more difficult but high utility general academic words (pleasant, foolish, occupation) are highlighted in the text so there is exposure to those important words, but a glossary is provided at the bottom of the page as an additional support. In the glossary a simple definition is provided as well as some contextual support with a following sentence. In addition, sentences are written in the simple tense when possible and auxiliary words are simplified (trip). Questions are also broken up by category (do you think/ If you lived).

Activity Sheet B

Activity B still contains visual support for words related to the unit, but there is less visual support of the general words. High utility general academic words are still highlighted in the text, but there is no glossary provided. Instead and in order to keep a similar format to Activity A, there is an extra information box about the Oregon Trail provided at the bottom of the page. The main purpose of this is to keep the formatting similar between the 3 activities, but this extra information box can be used with early finishers since students who have activity A are likely going to need more time to complete their activity sheet. Sentences move from the simple tense to more difficult constructions. Questions are still broken up by category.

Activity Sheet C

Activity C contains visuals that are critical to understanding the guide and that the student has not likely encountered. However, there is no more visual support. The sentence construction is more difficult and contains more difficult words. Students are asked to write their answers as opposed circling and questions are no longer broken up by category. Students are also asked to list five facts they believe they already know about the topic. The teacher can use these students' responses to build background for students who have had less exposure to this topic.

Differentiation ideas

Students in the differentiated classroom become used to working on different activities from their peers and this is most effective when some differentiation takes place based on interest and not a student's ability or language level. For instance, in a science class, students can choose to perform a rap about the water cycle while others might choose to create a visual or make a play. In a social studies class, students can decide which branch of government they want to start at for a jigsaw activity. Adding and deleting scaffolds to account for various ability and/or language levels in one classroom is essential to

differentiation. Below are some easy to apply scaffolding ideas. While the ideas below are for scaffolding activities, remember that taking away scaffolds is just as vital in the differentiated classroom!

- Adding visual support
- Adding clues to guide students to the correct answer (ELLs with lower English language proficiency will still be able to participate in the lesson)
- Adding a word bank
- Adding glossaries (glossaries should provide not only definitional meanings, but contextual support as well)
- Keeping in high utility academic words, but providing support so students can deal with those words
 - Visual support
 - Glossary support
 - In-text meaning-making statement
 - Highlighting key words
- Utilizing simple sentence structures for more scaffolded guides
- Providing a few key example answers
- Formatting guides so that there is added scaffolding (open-ended format versus multiple choice)