



Using THE SIOP® MODEL with Pre-K and Kindergarten English Learners (SIOP Series)

By Jana Echevarria, Deborah J. Short, Carla Peterson

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Using THE SIOP® MODEL with Pre-K and Kindergarten English Learners (SIOP Series) By Jana Echevarria, Deborah J. Short, Carla Peterson

This new addition to the best-selling SIOP® Model series shows how to use the SIOP® Model with pre-K and kindergarten English learners so they can fully participate in all aspects of early schooling.

Understand the young English learner and language development, learn all eight components of the SIOP Model (lesson preparation, building background, comprehensible input and strategies, interaction and lesson delivery, practice & application and review & assessment), and see how other programs have used the SIOP Model to create an optimal learning environment for their young students.

- Focuses on **preschool-aged children and kindergarteners**—and shows how to create an effective and developmentally appropriate instructional setting for these young English learners.
- Provides an **overview of the SIOP Model**—and explains its research support and application to early childhood programs.
- Describes the **young English learner, current demographic trends and the fundamentals of language development** early in the book—to provide a context for later material (Chapters 2 and 3).
- Devotes four chapters to the **eight components of the SIOP Model**—so educators learn how to use lesson preparation, building background, comprehensible input and strategies, interaction and lesson delivery, practice & application and review & assessment with their young English learners (Chapters 4-7).
- Provides a **sample lesson plan** and highlights **three sample programs**—so educators can see how to implement the framework in different settings and circumstances.
- Includes a **comprehensive version of the SIOP protocol and an abbreviated version**—so educators learn how to use the tool to observe lessons, provide feedback, and support other teachers (Chapter 9 and Appendix A).

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Editorial Review

Review

Clearly written with step- by- step procedures and how to application of the SIOP® Model.

A useful guide or tool for in-service teachers... I recommend it as a valuable resource.

Sanjuanita Ybarra-Hana, ESL Teacher, Barlow Elementary, Plainfield, NJ

The authors have a comprehensive grasp of early childhood "techniques" and have refashioned the SIOP® Model to this age group with lots of examples and detail.

This book is very appealing and should be a welcome resource to early childhood educators. Even without a full-scale adoption of the SIOP® Model in a school or district, the book can serve as a professional development resource for individual reference or the basis of a group book study.

Joseph E. Leaf, ESL Coordinator, Norristown Area School District, Norristown, PA

From the Back Cover

Jana Echevarría - Deborah J. Short

Using the SIOP® Model with Pre-K and Kindergarten English Learners

Based on the widely used resource, *Making Content Comprehensible for English Learners: The SIOP® Model*, which includes all grade levels, this book is tailored to the specific needs of pre-K and kindergarten children and their teachers, as teachers implement high-quality sheltered lesson planning, delivery, and assessment.

Designed for early childhood teachers and administrators, *Using the SIOP® Model with Pre-K and Kindergarten English Learners* describes the young English learner, current trends in early childhood education, and the fundamentals of language development. Focusing on implementation, the book includes a sample lesson plan, versions of the SIOP® protocol, and descriptions of how sample programs have used the SIOP® Model to provide an optimal learning environment for their young students. Chapters explore the SIOP® model, key components, and the research that explains why the model works.

What Educators Are Saying...

"The authors have a comprehensive grasp of early childhood "techniques" and have refashioned the SIOP® Model to this age group with lots of examples and detail. This book is very appealing and should be a welcome resource to early childhood educators."

–Joseph E. Leaf, ESL Coordinator, Norristown Area School District, Norristown, PA

Take a Glimpse Inside:

- Shows how to create an effective and developmentally appropriate instructional setting for young English learners.
- Features an overview of the SIOP® Model and explains its research support and application to early childhood programs.
- Describes the young English learner, current demographic trends, and the fundamentals of language development.
- Presents a complete review of the eight components of the SIOP® Model and how to implement them in lesson planning and delivery with young English learners.
- Provides a sample lesson plan and highlights three sample programs.
- Includes a comprehensive version of the SIOP® protocol and an abbreviated version to help educators observe lessons, provide feedback, and support other teachers.

About the Author

Jana Echevarría is a Professor Emerita at California State University, Long Beach. She has taught in elementary, middle, and high schools in general education, special education, ESL, and bilingual programs. She has lived in Taiwan, Spain and Mexico. An internationally known expert on second language learners, Dr. Echevarría is a Fulbright Specialist. Her research and publications focus on effective instruction for English learners, including those with learning disabilities. Currently, she is Co-Principal Investigator with the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) funded by the U.S. Department of Education, Institute of Education Sciences (IES). In 2005, Dr. Echevarría was selected as Outstanding Professor at CSULB.

Deborah J. Short is a professional development consultant and a senior research associate at the Center for Applied Linguistics in Washington, DC. She co-developed the SIOP® Model for sheltered instruction and has directed national research studies on English language learners funded by the Carnegie Corporation, the Rockefeller Foundation, and the U.S. Dept. of Education. She recently chaired an expert panel on adolescent ELL literacy. As the director of Academic Language Research & Training, Dr. Short provides professional development on sheltered instruction and academic literacy around the U.S. and abroad. She has numerous publications, including the SIOP® book series and five ESL textbook series for National Geographic/Hampton-Brown. She has taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of Congo.

Carla Peterson is a professor in the Department of Human Development and Family Studies and the Associate Dean for Research and Graduate Studies for the College of Human Sciences at Iowa State University. Dr. Peterson earned a Ph.D. at the University of Minnesota. She has worked in early care and education for 35 years as a teacher, administrator, teacher trainer, and researcher. She has worked in child care, Head Start, and early childhood special education settings. Her research and teaching have focused on designing interventions to meet children's individual needs within inclusive settings.

Users Review

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Michelle Beltran:

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