

# Welcome to Day 2 !

## Welcome

1. Grounding: Homework Activity
  2. Review of Content & Language Objectives
  3. Comprehensible Input
  4. Building Background Knowledge
  5. Interaction
  6. Introduction to Practice/Application, Review/Assessment, Strategies
- ❖ *Integrated Lesson Planning Time with Instructional Model*

# Answers



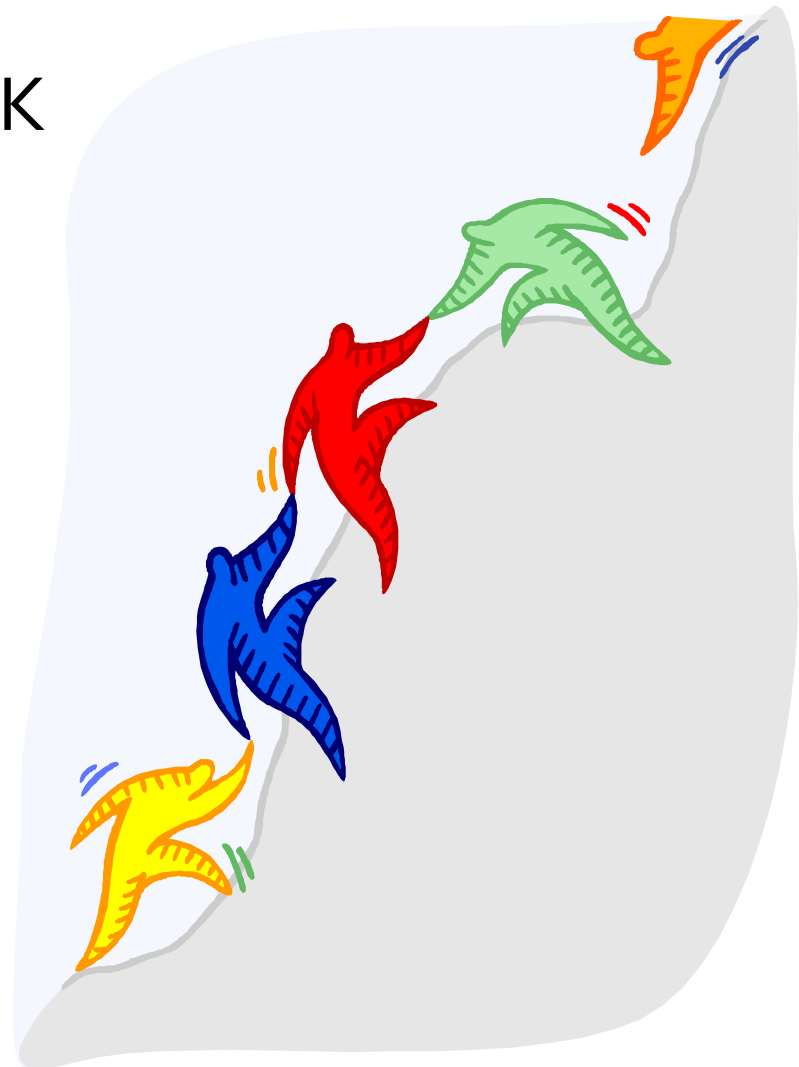
# Do all teachers really *HAVE* to use SIOP?

- <https://www.youtube.com/watch?v=uhiCFdWeQfA&index=1&list=PLnNGykkqVztFjztrpJmngAnd6qHZfl1oi>



# Additional Support

- Instructional Coaches: K – 12
- Technology Integrationists: K-12
- Department Chairs: Holton, Ellis, & AHS
- Coordinators: Integration, EL, & GT



# Shared Understandings

We are all here to enhance our practice!

- Positive
- Inquisitive
- CASE Teaching
- AEIOU Norms

# Objectives

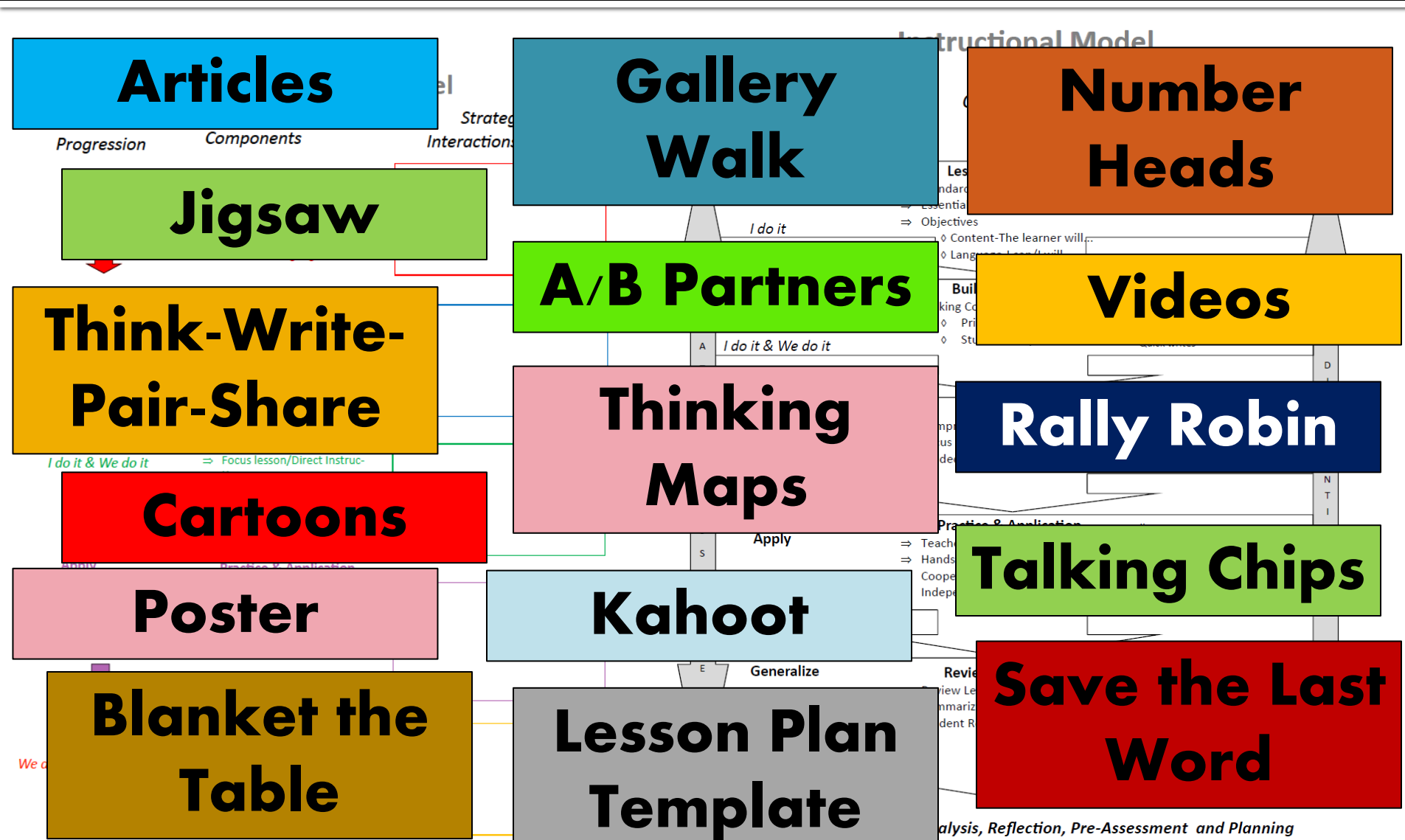
## CONTENT OBJECTIVE: TLW

- Develop techniques that make content knowledge and academic tasks clear.
- Design activities and materials that support meaningful skills practice.

## LANGUAGE OBJECTIVE

- I will orally share techniques that will help make my content comprehensible.
- I will discuss with a partner key vocabulary and background information to front load lessons.

# INSTRUCTIONAL MODEL



# Grounding Activity: Musical Share

- Move around the room until the music stops then find a partner:
  - Tell your lesson subject
  - Give two techniques you will use to help make the content comprehensible for ELs and ALLs





# Components of Sheltered Instruction

- ✓ Lesson Preparation
- ✓ Lesson Delivery
- ✓ Comprehensible Input
  - Building Background
  - Interaction
  - Practice/Application
  - Strategies
  - Review and Assessment



Part I

# **Review of Content & Language Objectives**

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# Content and Language Objectives

- **Clearly** defined and displayed.
- **Reviewed** before, during, and after.
- **Student-friendly** language.

# Content and Language Objectives

- **Content Objectives:** **What** students learn.

**CO = Know**

- **Language Objectives:** **How** students use language to *engage in* and *demonstrate understanding of* content knowledge.

**LO = Show**

# Content and Language Objectives

## Binder Resources:

- Green section: Lesson Preparation
  - Six language categories for objectives
  - Formative checks for CLO
  - Examples of language objectives
  - Supporting English language acquisition with language objectives
  - Sample language objectives starters

# Questions?



Part III

# Building Background

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# Say What ????

**The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.**



# The Influence of Background Knowledge

- How did your background knowledge impact your interpretation?



# Building Background: 3 Key Features

7. Concepts explicitly linked to students' background experiences.
8. Links explicitly made between past learning and new concepts.
9. Key Vocabulary emphasized.

***“What students already know about the content is one of the strongest indicators of how well they will learn new information.”***

**- Marzano, 2004**

## Building Background

## Concepts explicitly Linked to Students' Background Experiences

What's the  
**difference**  
between  
activating  
prior  
knowledge  
and  
building  
background?

All students can activate **prior knowledge** from previous schooling and life experience.

Building **background knowledge** is used to *fill gaps* and to help *connect* what students do know with what is being learned.

# Building Background

- Watch the clip and keep the following questions in mind:
  - What strategies does Venus use to activate background knowledge and make language comprehensible?
  - What strategies of vocabulary structure does he use?
  - What powerful instructional strategies does he use?
  - How does he loosely follow the instructional model?
- DISCUSS THE QUESTIONS WITH YOUR GROUP
- Be prepared to share out three main points decided upon by your group.
- <http://www.youtube.com/watch?v=hbbqIJZ8wCM>

# Consider the following...

Imagine that your student, newly arrived from Mumbai, is asked to read about the civil rights movement in the United States. Realize that, unlike her American classmates, she has not grown up listening to the “I have a dream” speech every year on Martin Luther King, Jr.’s birthday, nor has she ever heard the story of how Rosa Parks refused to move to the back of the bus. Throw her into a text without any explanation of who these people were or what their efforts resulted in, and she will have headaches and little desire to understand the events that led up to the Civil Rights Act.

# Think – Write – Pair – Share

What would you do to activate this student's prior knowledge?

- Share your ideas.
- Generate a list of ideas at your table!



# Ways of Activating Prior Knowledge

- Stories, plays, (picture) books
- Pretest with a Partner
- Graphic organizers: KWLs, Brain Webs, Mind Map, Alphaboxes
- Bloomballs
- Anticipation Guides
- Text Impressions





# Bloomballs



# Anticipation Guides

Before	Statement	After
	Japanese planes bombed the naval base at Pearl Harbor.	
	The American citizens of Japanese ancestry were spying and had to be imprisoned to protect U.S. interests.	
	The internment camps were surrounded with high fences topped with barbed wire and guarded by armed men.	
	During a war, laws have to be broken to keep people safe.	



# Text Impressions

- slavery
- Underground Railroad
- Harriet Tubman
- escape
- conductor
- North Star
- plantation



**In the South before the Civil War,...**



# Text Impressions

In the South before the Civil War, the institution of slavery was very common. Harriet Tubman, a conductor on the Underground Railroad, helped slaves escape from the plantation. By following the North Star, and with the help of kind-hearted people, escaping slaves could flee to the North and find freedom.



# Building Background Knowledge:

## 3 Instructional Interventions

### 1. Provide experiences.

- Field trip
- Guest Speaker
- Artifacts
- Models & Simulations
- Multimedia

# Building Background Knowledge: 3 Instructional Interventions

1. Provide experiences.
2. Introduce a conceptual framework.

# Conceptual Framework



**Graphic Organizers can  
be used to:**

**Categorize or classify ideas or  
information.**

**Show how concepts are alike or  
different.**

**Build a knowledge base or access prior  
knowledge.**

**Show how ideas, concepts, or various  
pieces of information are related.**

# Building Background Knowledge: 3 Instructional Interventions

1. Provide experiences.
2. Introduce a conceptual framework.
3. Teach vocabulary as a pre-reading step.



# Building Background: Article Jigsaw

Find the article "**Getting at the Content**" behind the Building Background tab of your binder.

1. Jigsaw: Number off 1-6.
2. Reading Assignments:
  - **Everyone** reads Introduction & "Language in the Classroom"
  - Numbers **1 and 4** read "Meaningful Mitosis"
  - Numbers **2 and 5** read "What Would You Have Done?"
  - Numbers **3 and 6** read "The Language of Life"
  - **Everyone** reads, "With Language in Mind"
3. Prepare a brief summary of your scenario and key points from your discussion.



# Building Background: Article Jigsaw

1. Return to your original tables
2. Choose roles:
  - Facilitator
  - Time Keeper
  - Recorder
  - Spokesperson/People
  - Encourager(s)
- Discuss Summaries & key points



# Break Time



# INSTRUCTIONAL MODEL

## Instructional Model

## Instructional Model

Lesson Lesson Strategies and Lesson Lesson Strategies and  
 Components Interactions (Examples)

Find 5 different people asking them each for a strategy, interaction, or example to add to your Instructional Model!

<http://www.online-stopwatch.com/countdown/>



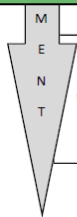
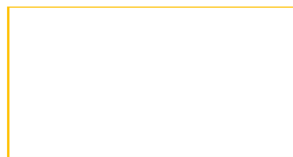
### Generalize

*We do it, You all do it, or You do it*



### Review & Assessment

- ⇒ Review Lesson Objectives
- ⇒ Summarize Learning
- ⇒ Student Reflection



### Generalize

*We do it, You all do it, or You do it*

- ⇒ Review
- ⇒ Summ
- ⇒ Studen

# Vocabulary Instruction

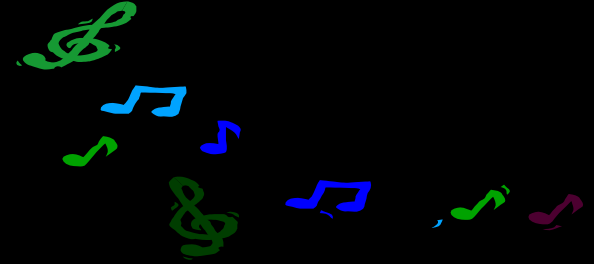
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# You are a Level 3 Secondary EL

Here is your class schedule:

- Period 1: Music
- Period 2: Math
- Period 3: Geography
- Period 4: Biology
- Period 5: Health

# Music Class



Your teacher introduces the new term *scale*.

- “A scale is a series of tones ascending and descending in pitch.”
- A sample sentence using scale:  
*She practices scales on her piano.*

## **Assignment:**

Compare and contrast two different scales.

# Math Class

Your teacher is describing the decimal *scale* as a system of numbering.

- “The decimal *scale* is counted by tens.”
- “For example, we use cents, dimes, and dollars.”

## Assignment:

Evaluate the benefits of using a decimal scale.





# Geography Class



You are working on drawing a city map to scale.

- “The map’s scale should be drawn at 1 inch for each 100 miles.”

## **Assignment:**

Justify the scale used on a variety of different maps.

# Biology Class:



Your teacher is giving a mini-lecture on the topic of fish.

- “Most jawed fish have a protective covering of scales. A scale is one of the thin, hard, flat plates, forming the outer cover of many fish, lizards, and snakes.”

## **Assignment:**

Identify and describe key traits of fish.

# Health Class

Your health teacher is talking about growth and development.

- “A baby scale is one way to measure growth in tiny infants.”

## **Assignment:**

Scale is a term you must know for the test!



**What?!? How can I learn all of that?**



# One Word, Many Meanings

Math	Times <u>tables</u> , data <u>tables</u>
Science	Periodic <u>table</u>
Social Studies	<u>Table</u> top mountain (plateau)
Language Arts	<u>Table</u> of contents
Computer Tech	To make this slide I used the “ <u>insert table</u> ” function.
Meeting	“Let’s <u>table</u> the discussion for now.”

# Many Words, Similar Meaning

## *ADDITION*

And  
Plus  
More (than)  
Altogether  
Increased by  
Sum  
In all  
Total  
Combine  
Add

## *SUBTRACTION*

Take away  
Take from  
Minus  
Less (than)  
Are left  
Remain  
Fewer  
Not as much as  
Difference  
Subtract

# Building Background: Developing Vocabulary

Students need to know essential vocabulary in order to comprehend the text. Therefore, it is important to use **several strategies** to build the background that leads to better reading comprehension for ELL students. It can be beneficial to **review many words we often take for granted** - not only for the benefit of ELL students, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences.

# Academic Language

Family Status	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	Words heard in 4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

- Hart & Risley, 1995



# Academic Vocabulary Debate

## SIDE A: VOCAB PROMOTERS

- Create 3-4 statements that summarize the need for academic vocabulary introduction and review.

## SIDE B: NAYSAYERS

- Develop a list of barriers and roadblocks to teaching and reviewing academic vocabulary.



# Debate Rules: Linguistic Bridges

- Side A shares first, Side B rebuts, and so on...
- Use the following linguistic bridges (or others) to share your thoughts:
  - I see how \_\_\_ is an issue, however...
  - I wonder about...
  - I disagree about \_\_\_ because...
  - I agree that \_\_\_, however...
  - I'm not sure about \_\_\_. It seems to me that...
  - While \_\_\_ is true, I believe...



“There’s a strong, statistical link between a person’s **vocabulary knowledge** and students’ **comprehension ability**; and there’s a very strong link between these two and **academic success.**”

- Nancy Padak

# Choosing the Words to Study

- **Content Words:** Words associated with the topic being taught.
- **Process/Function Words:** Words associated with academic language.
- **Word Parts:** Morphological Structures (prefixes, suffixes and roots)

# Explicit Instruction

- Inductive approaches fall short
- Incidental exposure not frequent enough
  - Context alone is seldom sufficient
- Common Core focus on close reading and informational texts

# Word Parts

- >**60%** of academic words have word parts that always carry the same meaning!
- Roots: Simple & Stable
  - *mov-/mot-* means “to move”
  - *motor, movement > promote, motivate*
- Affixes: a few go a long way\*
  - *un-*
  - *re-*
  - *in-*
  - *dis-*

(\*58% of prefixed words)

# Selecting Vocabulary: Three Tiers

“Thinking of words as belonging in **three tiers** – Tier 1, Tier 2, and Tier 3 – can help deepen and refine our understanding of academic vocabulary and help us decide which words are worth teaching.”

-Beck, McKeown, & Kucan, 2002.

# Tier 1: The most basic words

Basic words that rarely require instructional attention; high frequency.

## Examples:

- table
- happy
- baby
- nose
- purple
- angry
- hamburger



# Tier 2: High frequency words found across a variety of disciplines

Common in school texts but not in conversation.

- Important for reading comprehension
- Multiple meanings
- Abstract

## Examples:

- conduct\*
- classify
- monitor
- investigate
- declaration
- harmony
- maintain

# Example: Grade 5/6 CCSS

<i>Costa's Levels of Thinking</i>	Gathering Information Identifying & recalling information		Processing Information Making sense out of information; making connections and relationships		Applying Information 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 Domains  [*noted verbs in all content domains]	Identify* Describe* Locate* Recognize* Read Know	Explain* Compare* Interpret* Contrast Calculate Give Examples Understand Demonstrate Trace	Use* Apply* Determine* Conduct	Analyze*	Evaluate* Determine* Justify Critique Interpret Estimate Measure	Create* Develop* Generate Graph Write

# Criteria for Selecting Tier II Words

- **Importance and Utility:** Productive use?
- **Instructional Potential:** Conceptual understanding / access? Relate to other words?

# Tier 3: Low Frequency Words Specific to a Discipline

## Tier Three Words

Low frequency and unique to domains.

- Content-specific
- Receptive vocabulary

## Examples:

- bicameral
- mitosis
- isotope
- lithosphere
- Kelvin
- potential energy
- anthracite
- mycelium

# Criteria for Selecting Tier 3 Words

- Not every bolded word needs to be taught
- Ask yourself:
  1. Do the students know the word already?
  2. Is the word essential to understanding the selection at hand?
  3. Will the word appear in future readings?
- Glossary

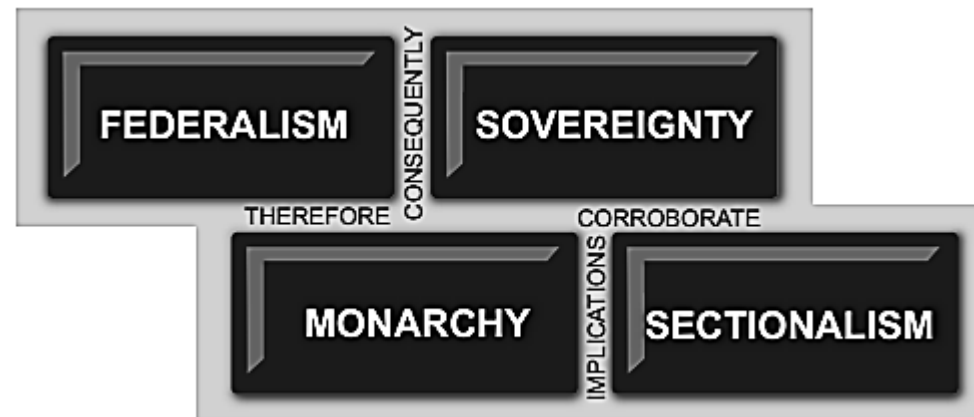
# Bricks & Mortar Analogy

## Mortar (Tier II)

- Required for constructing academic sentences and paragraphs.
- Connect language together and are essential to comprehension

## Bricks (Tier III)

- Specific to a particular discipline.
- Often in glossaries and in bold face print.



Discipline	Bricks (Tier III)	Mortar (Tier II)
Math	reciprocal, equation, proof, obtuse	estimate, solve, represent, approximate
Science	photosynthesis, igneous, genetic	hypothesis, variable, conclude, observe, evaluate
Language Arts	characterization, alliteration, theme, plot, simile, foreshadowing	in contrast, interpret, persuade, narrate, punctuation

# Tier Word Sort

Find the “**Tiered Word Sort**” in the Appendices section of your binder.

1. Sort the example vocabulary words from the Word Bank into their appropriate tiers.
2. With a partner, justify your reasoning why you choose the category that you put each word in.



“We teach **too many** Tier 1 words, **not enough** Tier 2 words, and we’re just about **right-on** with our teaching of Tier 3 words.”

- Doug Fisher, Secondary Literacy Conference, 2010

# We Have the Words - Now What?

Students need to have new words:

- **Introduced**
- **Pronounced**
- **Written for them to see**
- **Reinforced in context throughout the lesson**

# Effective Vocabulary Instruction

## ■ Meaningful:

- Connected to background knowledge
- developed in thematic units
- presented in multiple sources
- Rote memorization does not support word learning!\*

## ■ Immersive:

- Print rich environments promotes repetition
  - word walls
  - All texts like poetry
  - word sorts
  - posters

\*Allington, 2012; Stahl & Fairbanks, 1986

# Effective Vocabulary Instruction

- **Active Learning:**
- Construct meaning through
  - context and picture clues
  - root words and affixes
  - Cognates
  - conversation and reflection
- **Higher-Level Word Knowledge:**
- Expand definitions through
  - concept definition maps
  - multiple meanings
  - figurative meanings
  - connotation and register

# Effective Vocabulary Instruction

- **Personal:**
- Build automaticity – students taking ownership for their learning
  - Help students to self-assess their word knowledge, choose key vocabulary, and keep their own dictionaries
- **Promote Word Consciousness & Wonder:**
  - Model enthusiasm about new words.
  - Display and choose words in various ways.
  - Read books about words to your students.
  - Enjoy word play!

# Vocab Throughout Each Lesson

- **Before:** Select & pre-teach meaningful words.
- **During:** Repeated exposure, incidental learning, interaction with text.
- **After:** Make connections, organizers, word walls

# Vocabulary Strategies

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# Building Background – Offering a Challenge

- Resident Experts
  - Cognates
  - Insert Method [\*!?!]
  - Personal Dictionaries
  - Story Boards
  - List-Group-Label
  - GIST
- Vocabulary Builders
    - Acronyms
    - Daffynitions [Crazy definitions that make some sense ie. A police uniform is a lawsuit. Grapes grow on divine.]
    - Etymologies [History of words, origins, and changes over time]
    - Euphemisms [Gentle ways of saying things that sound harsh ie. Passed away instead of died]
    - Figures of Speech [Expressions that mean something different than it literal meaning]
    - Roots [Latin, Greek, etc.]
    - Portmanteaus [Words made by blending parts of other words ie. Brunch]



# Digging into Strategies

## Goldenrod Binder Section

### Total Physical Response

- Students develop physical actions to match new vocabulary words
- Can be used to review vocabulary words with games and stories
- Mostly I have used it with newcomers (e.g. when teaching prepositions)



# Digging into Strategies

Use the “**Vocabulary Strategies**” in your binder.

1. Jigsaw – Number off 1-6 at your table.
2. Assigned Strategy:
  1. Open Word Sort
  2. Analogies
  3. Concept Definition Mapping
  4. Vocab Concept Chain
  5. Word Chain
  6. Word Splash
3. **What to do:**
  1. Research an assigned vocabulary strategy.
  2. Discuss your selected strategies with your table mates. How will you use it in the future?
  3. Create a quick visual representation to use to teach your table partners the strategy.
4. Record any new idea on your Instructional Model Graphic organizer.

# INSTRUCTIONAL MODEL

## Instructional Model

### Lesson Progression

**Goal**  
*I do it*



**Access Prior Knowledge**  
*I do it & We do it*



**New Information**  
*I do it & We do it*



**Apply**

*You all do it & You do it*



**Generalize**

*We do it, You all do it, or You do it*



### Lesson Components

#### Lesson Preparation

- ⇒ Standards Based
- ⇒ Essential Question
- ⇒ Objectives
  - ◊ Content-The learner will. Language-I can/will

#### Build Background

- ⇒ Making Connections
  - ◊ Prior learning
  - ◊ Students' experiences

#### Lesson Delivery

- ⇒ Comprehensible Input
- ⇒ Focus lesson/Direct Instruction

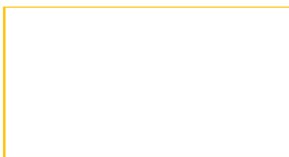
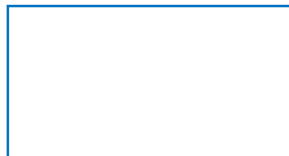
#### Practice & Application

- ⇒ Teacher Facilitated Small Groups
- ⇒ Hands-on Learning
- ⇒ Cooperative Learning

#### Review & Assessment

- ⇒ Review Lesson Objectives
- ⇒ Summarize Learning
- ⇒ Student Reflection

### Strategies and Interactions (Examples)



## Instructional Model

### Lesson Progression *Gradual Release*

**Goal**

*I do it*

**Access Prior Knowledge**

*I do it & We do it*

**New Information**

*I do it & We do it*

**Apply**

*You all do it & You do it*

**Generalize**

*We do it, You all do it, or You do it*

### Lesson Components *SIOP*

#### Lesson Preparation

- ⇒ Standards Based
- ⇒ Essential Question
- ⇒ Objectives
  - ◊ Content-The learner will...
  - ◊ Language-I can/I will...

#### Build Background

- ⇒ Making Connections
  - ◊ Prior learning
  - ◊ Students' experiences

#### Lesson Delivery

- ⇒ Comprehensible Input
- ⇒ Focus lesson/Direct Instruction
- ⇒ Guided Instruction

#### Practice & Application

- ⇒ Teacher Facilitated Small Groups
- ⇒ Hands-on Learning
- ⇒ Cooperative Learning
- ⇒ Independent Practice

#### Review & Assessment

- ⇒ Review Lesson Objectives
- ⇒ Summarize Learning
- ⇒ Student Reflection

### Strategies and Interactions (Examples) *Research-Based Instruction*

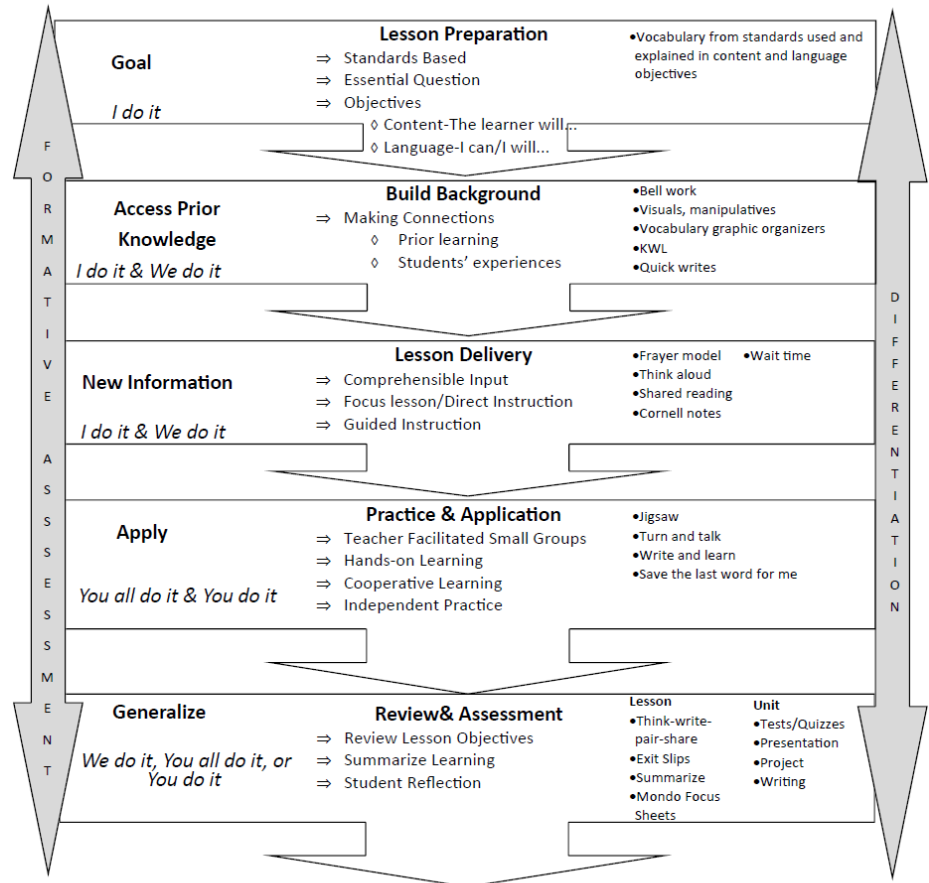
- Vocabulary from standards used and explained in content and language objectives

- Bell work
- Visuals, manipulatives
- Vocabulary graphic organizers
- KWL
- Quick writes

- Frayer model
- Think aloud
- Shared reading
- Cornell notes

- Jigsaw
- Turn and talk
- Write and learn
- Save the last word for me

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>•Think-write-pair-share</li> <li>•Exit Slips</li> <li>•Summarize</li> <li>•Mondo Focus Sheets</li> </ul> | <ul style="list-style-type: none"> <li>•Tests/Quizzes</li> <li>•Presentation</li> <li>•Project</li> <li>•Writing</li> </ul> |
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# Objectives

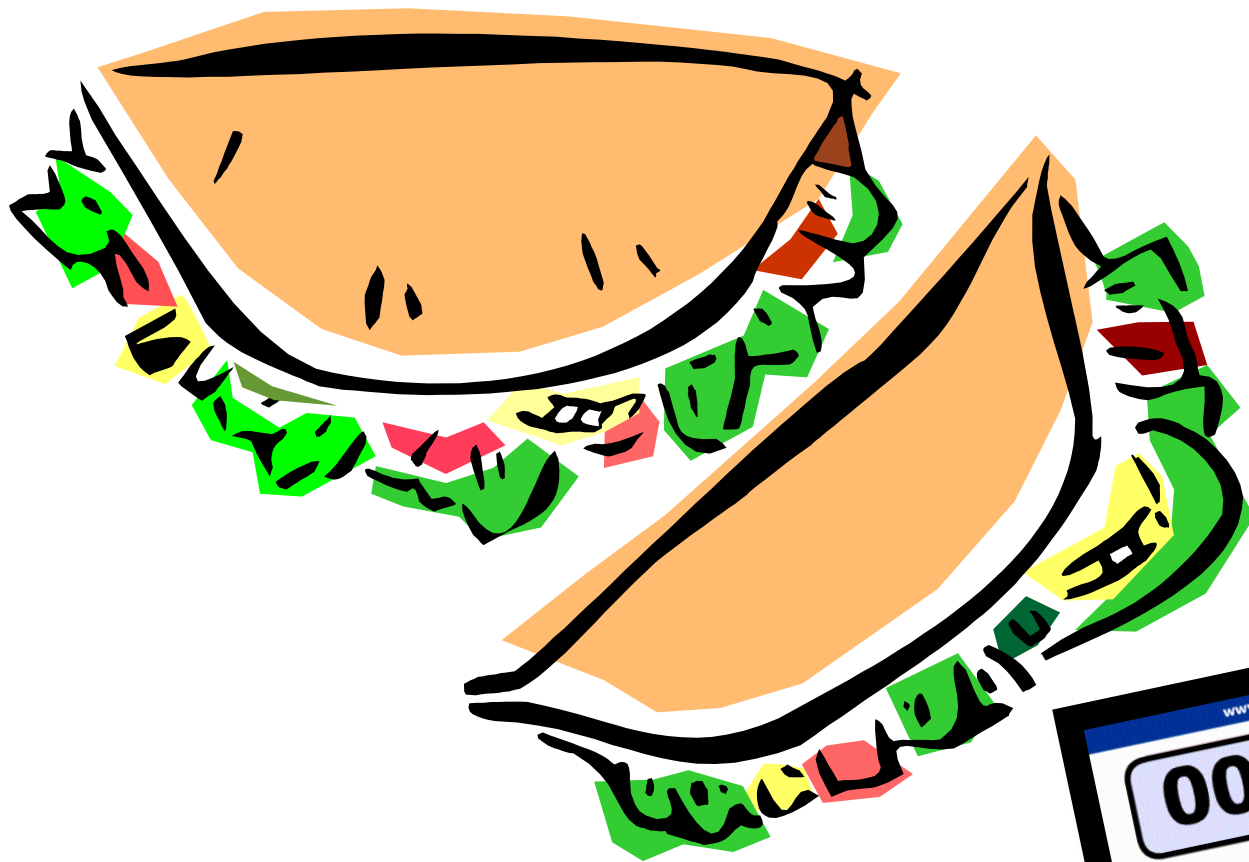
## CONTENT OBJECTIVE: TLW

- Develop techniques that make content knowledge and academic tasks clear.
- Design activities and materials that support meaningful skills practice.

## LANGUAGE OBJECTIVE

- I will orally share techniques that will help make my content comprehensible.
- Discuss with a partner key vocabulary and background information to front load lessons.

# Lunch Anyone?



# Interaction

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# Interaction: 4 Key Features

1. Frequent Opportunities for Interaction
2. Group Students to Support Objectives
3. Wait Time
4. Clarification in L1

# Interaction Movie





# Interaction: Benefits for All

- Brain Stimulation & Increased Attention
- Increased Motivation & Reduced Risk
- More Processing Time
- Exposure to Multiple Perspectives

# Interaction: Benefits for All

- Opportunity for Differentiation
- Encourages Students to Elaborate
- Practice in Oral Language: Reading Comprehension, & Writing Proficiency are Positively Correlated

# Interaction: Benefits for ELs

- Receptive and Productive
- Context-embedded Language
- Repetition and Clarification.
- Safe Challenge



# Interacting with Gifted Learners

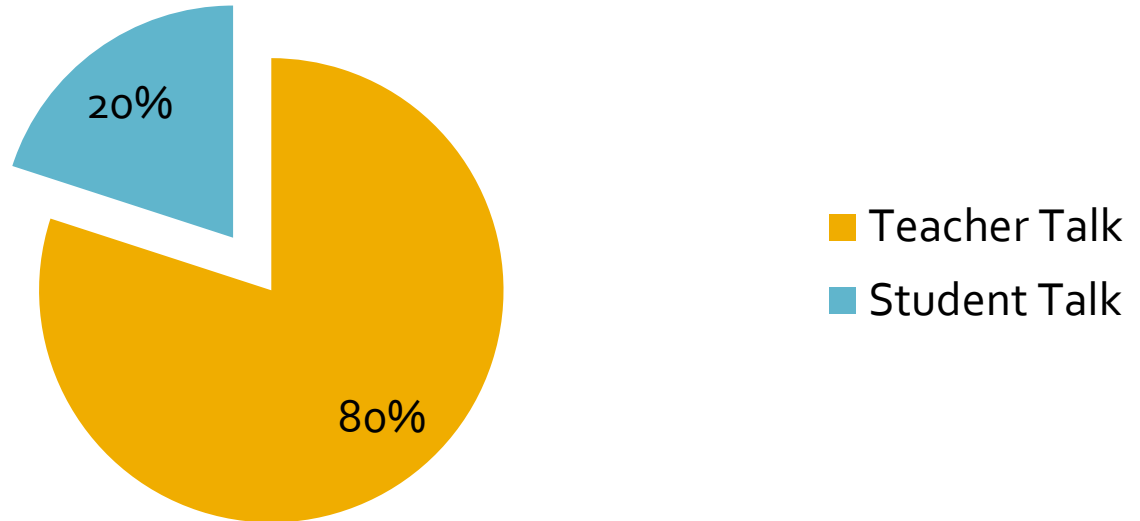
- Gifted Learners
  - in general, gifted learners have a close circle of friends which can then appear like they isolate themselves
  - independent learners so they may not tolerate less mature peers
- Underachievers
  - pair with student who is achieving with same ability
  - can be peer tutor in area of strength

# Interacting with Gifted Learners

- Gifted and Autistic
  - Socially inept – don't understand why people do and think what they do and think
- Gifted and ELL
  - Need as much time to develop academic and conversational language

# Teacher Talk vs. Student Talk

A typical lesson:



Let's do the math:

1. One Hour Lesson  $\times$  .20 = **12** minutes
2. 12 min. of Student Talk  $\div$  30 students = **24** seconds

An average of **24** seconds per student!

# Impact

- The average student has only **2.5** minutes per day to practice academic language.
- This is not just an EL issue. It impacts all students.

If learning is our primary goal and language is a vehicle to learning, why would we equate silence to learning?



# The Cone of Learning

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius



After 2 weeks,  
we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

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Source: Edgar Dale (1969)



# Says I!

Complete the **sentence frame**:

*"I provide interaction for students because ..."*

# Jigsaw: Brain Power and Collaboration

- Find the article: “Unleashing the Brain Power of Groups in the Classroom”
- Number off 1-4 at your table!

After each teammate shares, the next teammate uses a **paraphrase gambit** to restate what you just heard.



# Secondary Paraphrase Gambits

- In other words...
- What you're saying is...
- Essentially, you said...
- If I understand you correctly...
- I heard you say...
- To sum up...
- Let me rephrase that...
- So you mean that...



Elementary Paraphrase Gambits are behind the Interaction Tab!

# **Jigsaw: Brain Power and Collaboration**

## **“Unleashing the Brain Power of Groups in the Classroom”**

- **All: Page 1, Conclusion**
- **Person 1: Classroom Benefits of Group Work – pg. 2**
- **Person 2: Maximizing Participation – pg. 2**
- **Person 3: The Brain and Collaboration – pg. 2**
- **Person 4: Structuring Effective Group Work – pg 3**

# Choosing Interaction Strategies

- Access Prior Knowledge: Brainstorm
  - Rally Robin, Alphaboxes
- Introduce New Learning: Divide & Discuss
  - Jigsaw, Talking Chips
- Practice & Review: Fact Check
  - Quiz Quiz Trade, Find Someone Who
- Assess Learning: Observable
  - Inside/Outside Circle, Numbered Heads Together

# Choosing Interaction Strategies

Binder Review: Pink Section

- Interaction techniques
- Cooperative learning structures
- Kagen's strategies

# Interaction Strategies: Give One, Get One

Use the list of **Kagan Strategies** in your binder:

1. Highlight a few strategies that grab you.
2. Stand and find a **high-five** partner.
3. Share a strategy and how you will use it.
4. After you have both shared, find a new high-five partner and repeat (get 3 High Fives).



# Introduction to Other Components



# Practice & Application: 3 Key Features

1. Hands-on materials and/or manipulatives are provided for students to practice using new content knowledge
2. Activities are provided for students to apply content and language knowledge in the classroom
3. Activities integrate all language skills [reading, writing, speaking, listening]

# Strategies Key Features

1. Ample opportunity provided for students to use learning strategies
2. Scaffolding techniques consistently used, assisting and supporting student understanding
3. A variety of higher-order questions or tasks that promote thinking skills.

# Review & Assessment Features

1. Comprehensive review of key vocabulary
2. Comprehensive review of key content concepts
3. Regular feedback provided to students on their output [i.e. language, content, work]
4. Assessment of student comprehension and learning of all lesson objectives throughout the lesson

# Practice Work: Lesson Planning Time: Building Background & Interactions

Plan interaction strategies for your SIOP lesson. Consider how you will include appropriate:

- Opportunities to access prior knowledge.
- Interaction to review new material.
- Cooperative learning activities to demonstrate learning.
- Interaction strategies to increase student participation.



# INSTRUCTIONAL MODEL

## Instructional Model

### Lesson Progression

Goal  
*I do it*



Access Prior Knowledge  
*I do it & We do it*



New Information  
*I do it & We do it*



Apply

*You all do it & You do it*



Generalize

*We do it, You all do it, or You do it*



### Lesson Components

#### Lesson Preparation

- ⇒ Standards Based
- ⇒ Essential Question
- ⇒ Objectives
  - ◊ Content-The learner will.
  - ◊ Language-I can/will

#### Build Background

- ⇒ Making Connections
  - ◊ Prior learning
  - ◊ Students' experiences

#### Lesson Delivery

- ⇒ Comprehensible Input
- ⇒ Focus lesson/Direct Instruction

#### Practice & Application

- ⇒ Teacher Facilitated Small Groups
- ⇒ Hands-on Learning
- ⇒ Cooperative Learning

#### Review & Assessment

- ⇒ Review Lesson Objectives
- ⇒ Summarize Learning
- ⇒ Student Reflection

### Strategies and Interactions (Examples)

Objectives

cartoon video

APS Instructional model/Guided release visual

Article and activity

Reflection activity

## Instructional Model

### Lesson Progression *Gradual Release*

Goal

*I do it*

Access Prior Knowledge

*I do it & We do it*

New Information

*I do it & We do it*

Apply

*You all do it & You do it*

Generalize

*We do it, You all do it, or You do it*

### Lesson Components *SIOP*

#### Lesson Preparation

- ⇒ Standards Based
- ⇒ Essential Question
- ⇒ Objectives
  - ◊ Content-The learner will...
  - ◊ Language-I can/I will...

#### Build Background

- ⇒ Making Connections
  - ◊ Prior learning
  - ◊ Students' experiences

#### Lesson Delivery

- ⇒ Comprehensible Input
- ⇒ Focus lesson/Direct Instruction
- ⇒ Guided Instruction

#### Practice & Application

- ⇒ Teacher Facilitated Small Groups
- ⇒ Hands-on Learning
- ⇒ Cooperative Learning
- ⇒ Independent Practice

#### Review & Assessment

- ⇒ Review Lesson Objectives
- ⇒ Summarize Learning
- ⇒ Student Reflection

### Strategies and Interactions (Examples) *Research-Based Instruction*

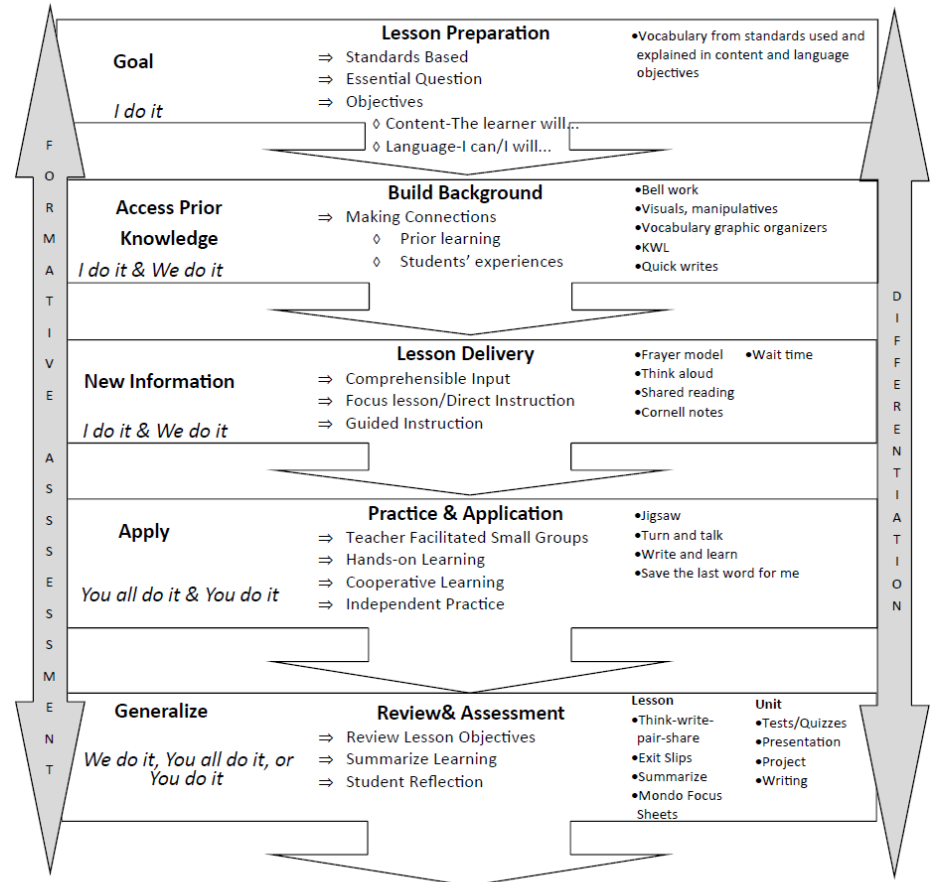
- Vocabulary from standards used and explained in content and language objectives

- Bell work
- Visuals, manipulatives
- Vocabulary graphic organizers
- KWL
- Quick writes

- Frayer model
- Think aloud
- Shared reading
- Cornell notes

- Jigsaw
- Turn and talk
- Write and learn
- Save the last word for me

- |                         |                |
|-------------------------|----------------|
| Lesson                  | Unit           |
| •Think-write-pair-share | •Tests/Quizzes |
| •Exit Slips             | •Presentation  |
| •Summarize              | •Project       |
| •Mondo Focus Sheets     | •Writing       |



# SIOP Model Self –Assessment

<https://www.surveymonkey.com/r/YPNgR3D>



# Final Thoughts

## Today I GOT...

- What is one thing you have increased your awareness of today?
- How might today's learning impact your planning and/or student achievement?

## I still WANT...

- What needs further clarification?
- What questions do you still have?

# Objectives

## CONTENT OBJECTIVE

- Develop techniques that make content knowledge and academic tasks clear.
- Design activities and materials that support meaningful skills practice.

## LANGUAGE OBJECTIVE

- Write language objectives that provide all students with access to academic content.
- Discuss with a partner key vocabulary and background information to front load lessons.



# Thank You!

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