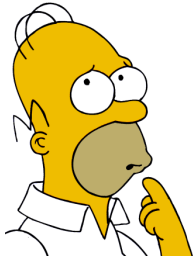
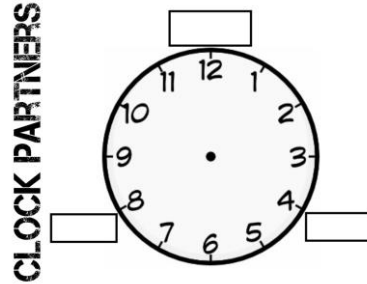


I remember...



- Think about a memorable course that you have taken.
- Share at your table: What made it memorable? Were there specific activities that stand out?
- How can we make our lessons meaningful?

Clock Partners



PRACTICE & APPLICATION AND STRATEGIES

Content Objectives

- The learner will analyze activities that promote practice and application of lesson content.
- The learner will adapt strategies to build student comprehension into their content lesson.

Language Objectives

- 1. I will read about a practice activity and orally paraphrase it for my group.
- 2. I will read an article about questioning and compose a higher order question to discuss with my peers.

Practice & Application: 3 Key Features

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

Hand-on Materials

- Hands-on materials, including manipulatives, forge connections between abstract concepts and concrete experiences.



- Students need multiple opportunities to practice the new material throughout the lesson.

Which one?

- Which task can be an opportunity to practice which hand-on materials?

Organize	Create	Dismantle
Classify	Observe	Stack
Rearrange	Experiment	Count

All of them!!!

Differentiate Amount of Practice

- Practice in short, meaningful amounts
 - Divide content and practice time into parts
- New learning should be mass practiced
 - Practiced several times in a compacted time
- Older learning should be review with distributed practice
 - Strategically reviewed, spaced out over time
- Give specific feedback so students know how well they are doing.



Madeline Hunter, 1982

Differentiate Amount of Practice

- Gifted Learners need 1 or 2 repetitions for mastery
- High Achievers or Bright Students need 6-8 repetitions for mastery
- Students who are struggling will need more repetitions



Differentiate Groups

Individuals
Pairs Small Groups

Flexible Groups	Ability/Achievement Groups	Cooperative Groups
Determined by teacher perception or evidence of learning	Determined by scores on standardized tests	Determined by the teacher or student choice
Based on specific learning needs	Based on general performance or achievement	Based randomly
Fluid group membership	Rigid group membership	Fluid group membership
Groups work on different activities based on needs	Groups tend to work on the similar activities	Groups work on the same task
Students are grouped and regrouped based on learning needs	Students may or may not be regrouped based on learning needs	Students are mixed to provided peer instruction or leadership within the group
Occurs as needed	Occurs daily	Occurs when task seems appropriate
Grouping for the purpose of individual skill proficiency and learning needs	Grouping based on perceptions about innate ability	Grouping for the purpose of developing collaborative skills

Differentiate Products

- Explore project based learning and inquiry
 - Writing a diary
 - Sematic mapping
 - Performing a skit
 - Centers
 - Stations
 - Choice Boards
 - Anchor Activities



Differentiate Practice

- Kinesthetic
- Auditory
- Verbal
- Visual



Take Learning Style Inventory

[In Blue Section in Binder]



Find your 12 o'clock Partner

CLOCK PARTNERS

Share your learning style.
How will this information help you as an instructor?

SIOP Graphic Organizer

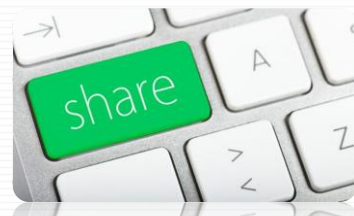
SIOP Practice and Application
Page 206 SIOP Binder

SIOP Practice and application Video



Share Out

Numbered Heads



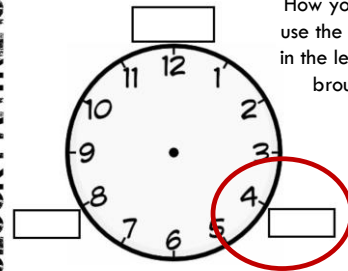
Piece o' Pizza

- Remain in your group of 6
- Read the Practice & Application Strategy that correlates with your number
 - 1 - BINGO
 - 2 - Poetry/Patterns
 - 3 - The Frame Up
 - 4 - Virginia Wheel
 - 5 - Numbered Heads
 - 6 - Vocabulary Go-Fish
- On the 'slice of pizza':
 - (1) draw a visual representation of your strategy,
 - (2) identify which learning styles it supports, and
 - (3) how you would use the strategy in the lesson you brought



Find your 4 o'clock Partner

CLOCK PARTNERS



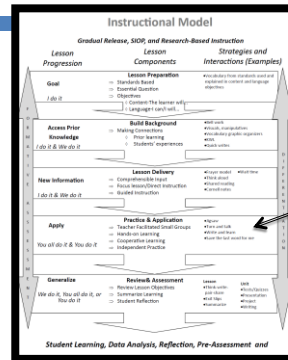
How you would use the strategy in the lesson you brought?

Share Out

Pizza o' Pizza



Instructional Model



STRATEGIES

Strategies Key Features

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

Step 3: Taking Notes

Note-Taking
Record notes and important ideas

LEARNING Strategy: Graphic Organizers

- Graphic Organizers can be used to:
 - ▣ Categorized 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
 - ▣ Select graphic organizers that support the text structure you are working with

LEARNING Strategies promote positive interactions

- Interacting with others to facilitate learning
- Working with peers in designed activities
- Self-talk-mentally reviewing strategies needed for task
- Positive supports and reassurance from teachers and peers
- Accurate feedback about learning performance

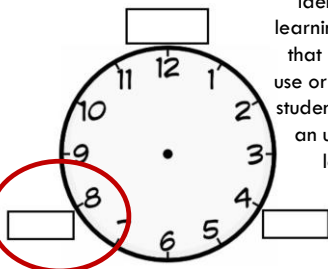
Learning Strategies pg. 97&100

Read SIOP Feature 13



Find your 8 o'clock Partner

CLOCK PARTNERS



Identify one learning strategy that you might use or teach your students to use in an upcoming lesson.

Scaffolding

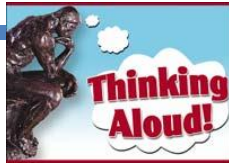
- Providing the "just right, right now" support
- Temporary
- Enables the student to complete a task



It involves:

- Monitoring the learning process
- Encouraging success
- Withdrawing support as the student's skills develop

Verbal Scaffolding



- Paraphrasing
- Using “Think Alouds”
- Reinforcing contextual definitions
- Providing correct pronunciation by repeating students’ responses
- Slow speech, increasing pauses and speaking in phrases

Procedural Scaffolding

- Explicit teaching, modeling and practice opportunities
- Small group or one-on-one teaching previewing concepts
- Student practice a newly learned strategy with another more experienced student
- Partnering or grouping students for reading activities, with more experienced readers assisting those with less experience

Instructional Scaffolding

- Tools and activities to develop increasing levels of independence:
 - Assist the student in comprehending the content
 - Develop ways of organizing the content
 - Experience content using multiple learning methods [hands-on, interactive, reflective]
 - Review and reinforcement provided in ways that practice language skills

Input/Intake/Output

Input [Teacher]

- How do we give the information to our students?

Intake [Student]

- How do our students take in information?

Output [Student]

- How do our students demonstrate or share their learning?

Time Honored ESL Scaffolding Strategies

Page 151 in the Binder

Share Out: Jigsaw

Person #1: review and share one interesting **input** strategy [teacher strategies]

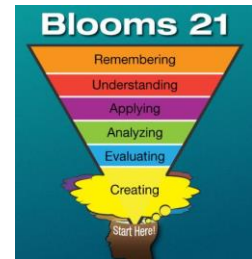
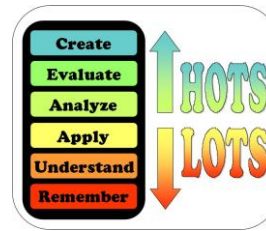
Person #2, #3, #4, #5 : review and share one interesting **intake** strategy [student strategies]

Person #6: review and share one interesting **output** strategy [student strategies]

Higher-Order Questioning

- Ask questions that promote critical thinking
- Learning proceeds from concrete knowledge to abstract values
- Plan questions prior to the lesson to ensure effective questioning strategies
- Support Els by teaching them how to determine the level of the question they are asked

Blooms Taxonomy



Question Quest!

- Teams take turns creating a question about the topic by using the word prompts on the side and on the top.
- Record the question and record the team the appropriate points for the question.
- Mark off the square in the grid – no one else can use it!
- After the grid is completed, count up the points and determine the winner.

Asking the Right Questions Article

Page 176 in Binder

Develop one higher-order question based on the article to share.

Use the prompts to scaffold the writing process.

Choose 1 index card [your choice] and writing the question on it.



Step 4: Form HOTs Questions

Level	Question	Points
Remember		
Understand		
Apply		
Analyze		
Evaluate		
Create		

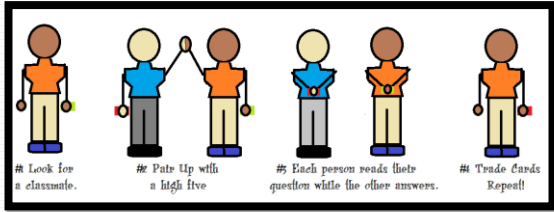
Note-Making
Review & Revise notes
Note key ideas to create questions
Exchange ideas with peers

Step 5: Write a Summary

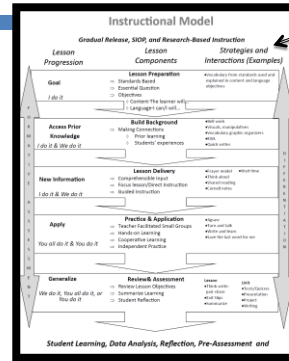
Level	Question	Points
Remember		
Understand		
Apply		
Analyze		
Evaluate		
Create		

Note-Interaction
Review notes by folding vertically to create a study tool

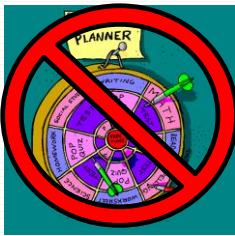
Quiz-Quiz-Trade



Instructional Model



Lesson Planning Time



- Goal:
1. Integrate a Practice/Application activity into your lesson
 2. Integrate a learning activity into your lesson

Review of Content Objectives

- The learner will analyze activities that promote practice and application of lesson content.
- The learner will adapt strategies to build student comprehension into their content lesson.

Review of Language Objectives

- 1. I will read about a practice activity and orally paraphrase it for my group.
- 2. I will read an article about questioning and compose a higher order question to discuss with my peers.

Exit Slip

<https://todaysmeet.com/492>

Complete one [or more] Outcome Sentence from the prompts below.

- I thought...
- I wonder...
- I learned...



Final New Teacher Training

November 20, 2014

4pm – 6pm

IJ Holton
Intermediate School

1800 4th Ave. SE

Room #158-159



Thank you for your attendance and participation!

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