



Share Out:

What strategy have you tried recently to make your instruction accessible for ELs and ALLs?



Critter Chatter #4:

Using SLOP to
support A.L.L.s at
Woodson!

David Wolff

**Instructional Coach, Woodson Kindergarten Center
District Coordinator of Gifted & Talented Services
Austin, MN**

**IF CRITTERS COULD CHAT... WHAT
WOULD THEY SAY?**



Nº 77.

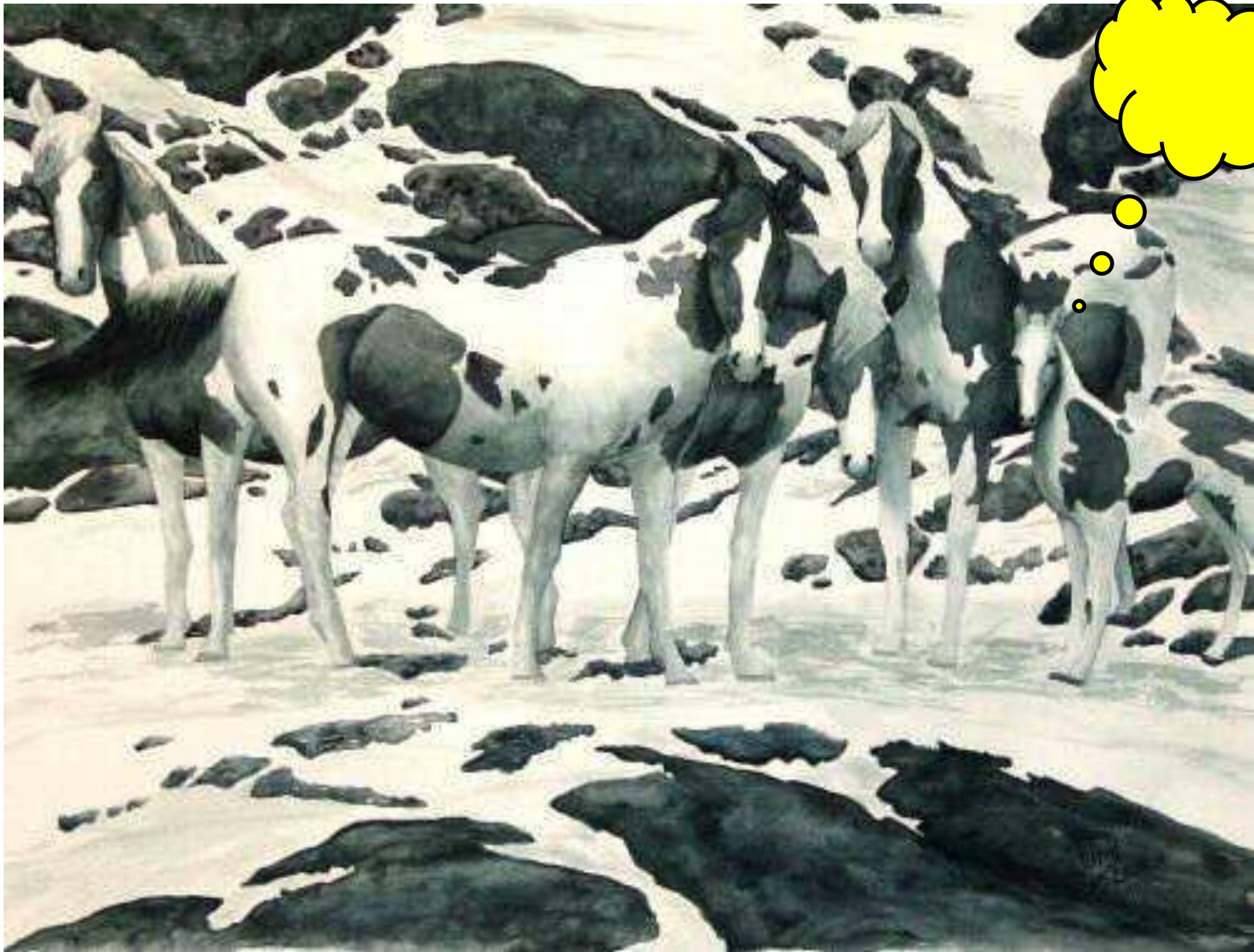


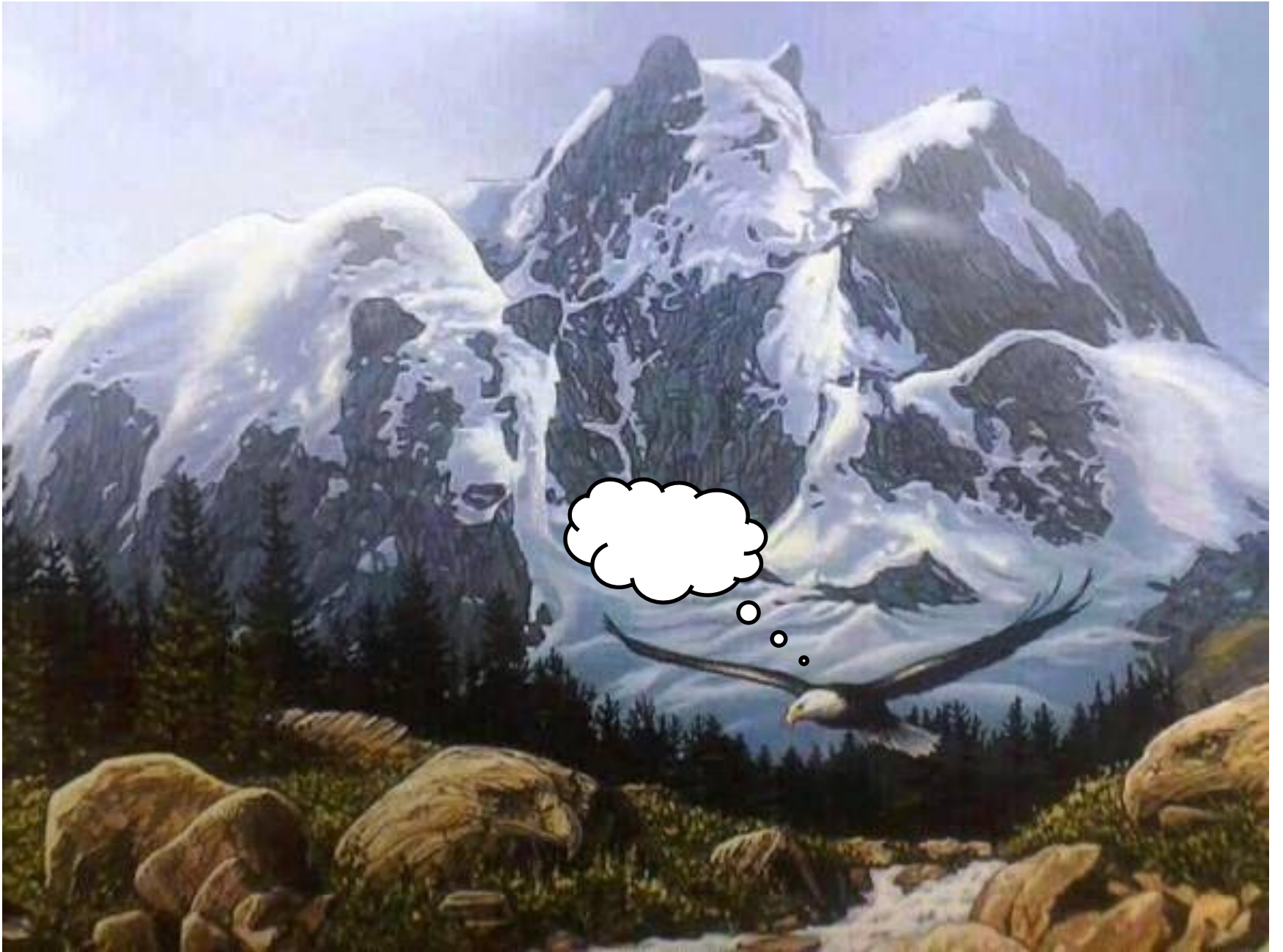
Mallard

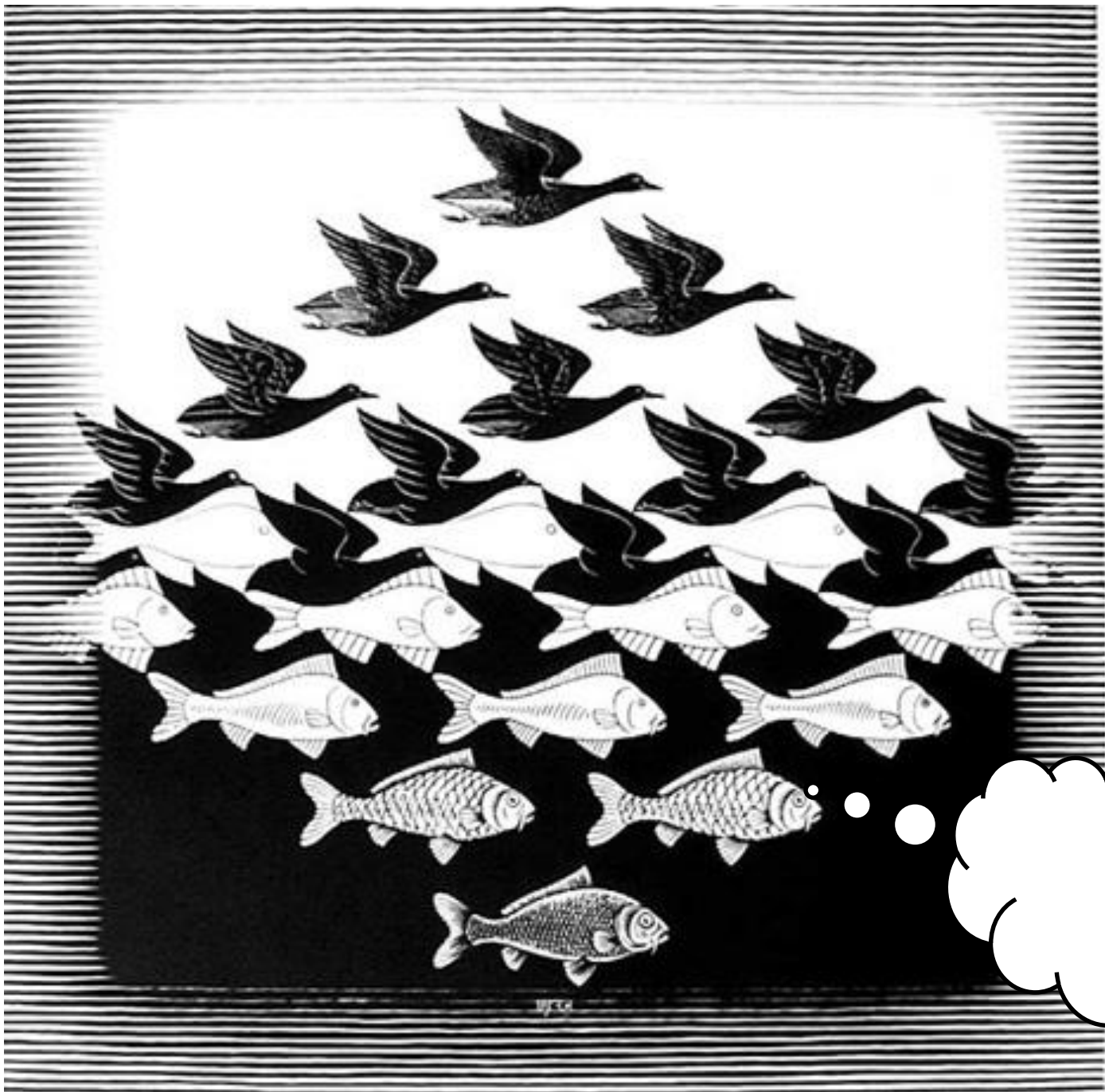
Drawn from Nature by J.J. Audubon, FRS FLS

1. ♂. Males. 3. & 4. Females.

Engraved & Col'd by J.T. Bowen, Philad^a









Today's Objectives

David's presentation on Interactions and Practice & Application

The learner will...
...discuss the various ways in which teachers can group students to support their learning needs.

...read and present an interaction strategy that increased academic dialogue.

Participants will use various strategies to support student academic vocabulary development through interacting with others

Participants read Ch. 6 in the PreK-K SIOP Book

... analyze two scenarios to determine which would be most appropriate for students to practice and apply their newly acquired language.

Students will access academic language

SIOP

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interactions

Practice & Application

Lesson Delivery

Review & Assessment

Interactions in the 4C's

WHAT ARE 21ST CENTURY SKILLS? THESE 4 C'S:



C

COMMUNICATION

Sharing thoughts,
questions, ideas &
solutions



C

COLLABORATION

Working together to
reach a goal. Putting
talent, expertise,
and smarts to work

C

CRITICAL
THINKING

Looking at problems in
a new way and linking
learning across
subjects & disciplines

C

CREATIVITY

Trying new approaches
to get things done equals
innovation & invention

Interactions

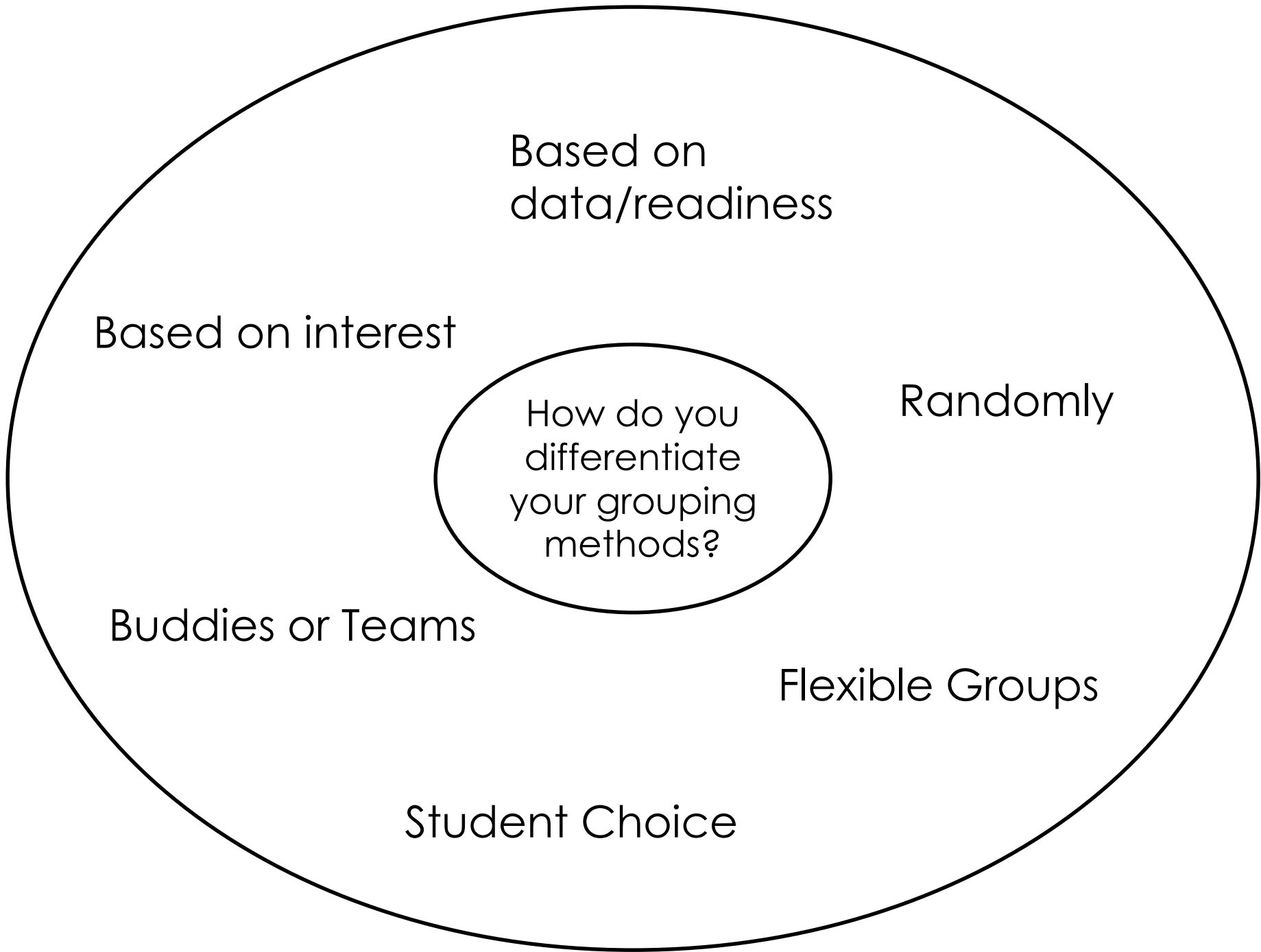


Frequent opportunities for interactions between teacher/student and among students w/ elaborate responses

Various grouping configurations

Sufficient wait time

Ample opportunities for students to clarify key concepts in L1



Based on data/readiness

Based on interest

Randomly

How do you differentiate your grouping methods?

Buddies or Teams

Flexible Groups

Student Choice

Individuals

Differentiate Groups

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

Interactions

Frequent opportunities for interactions between teacher/student and among students w/ elaborate responses

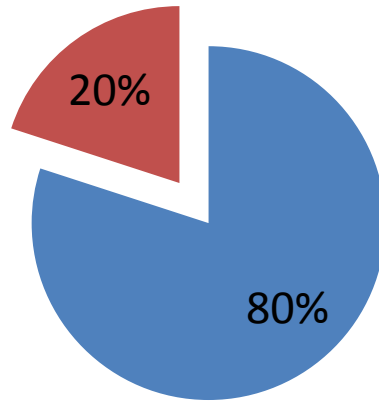
Various grouping configurations

Sufficient wait time

Ample opportunities for students to clarify key concepts in L1

Teacher Talk vs. Student Talk

A typical lesson:



Let's do the math:

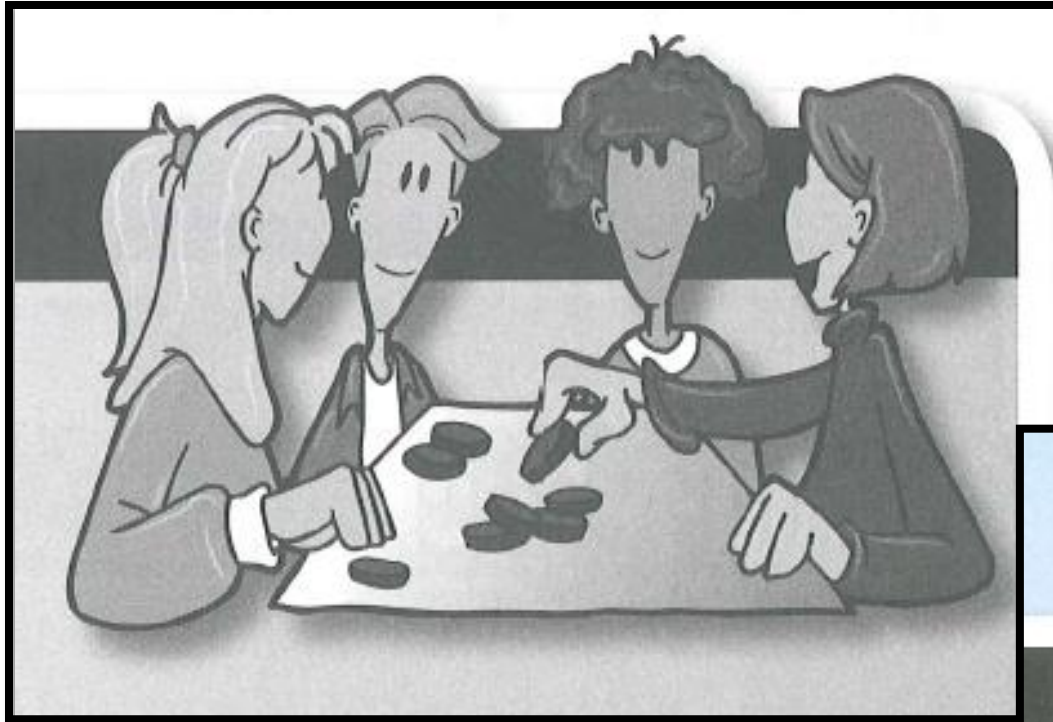
1. One Hour Lesson \times .20 = **12** minutes
2. 12 min. of Student Talk \div 30 students = **24** seconds

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

The average student has only **2.5** minutes per day to practice academic language.

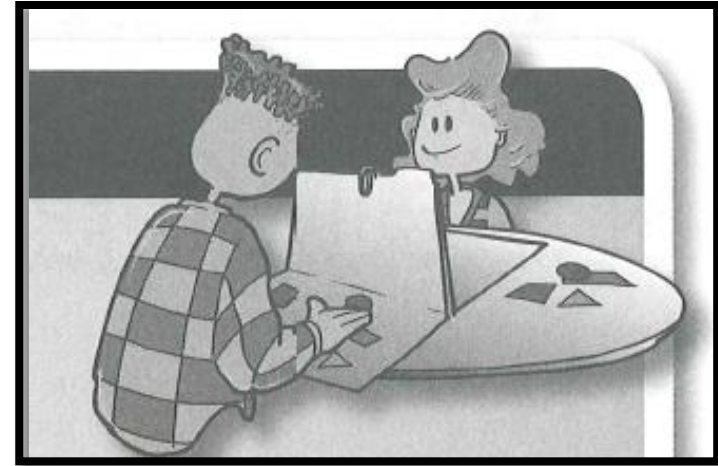
This is not just an EL issue. It impacts all students.

Interactions & Multiple Intelligences

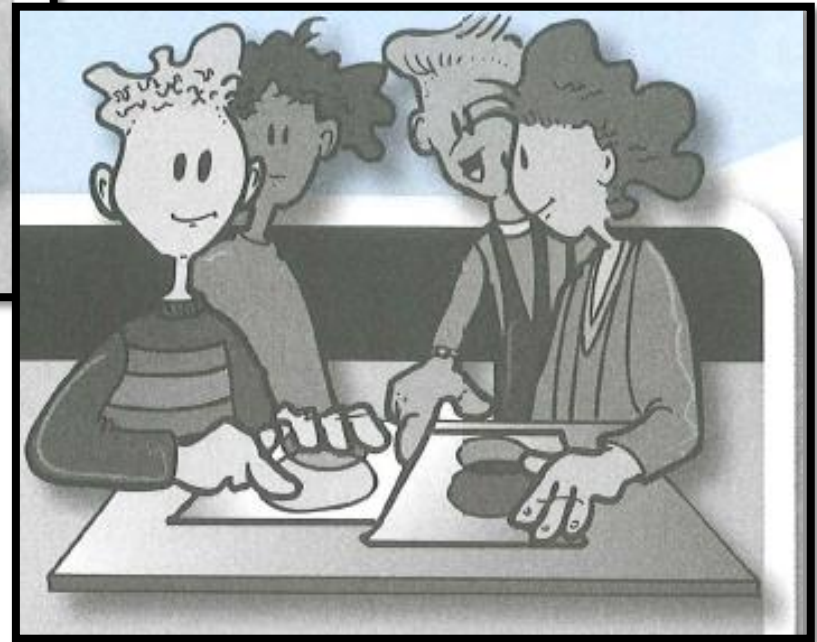


Verbal/Linguistic

Visual/Spatial



Logical/Mathematical



Piece o' Pizza Jigsaw

Group 1:

Logical/Mathematical

Group 8: Verbal/Linguistic

Group 2:

Bodily/Kinesthetic

On the Slice of Pizza
[aka: Index Card]
write or draw

Group 7:

Intrapersonal

**How you would use
the interaction
strategy in a
Kindergarten
classroom.**

Group 3:

Visual/Spatial

Group 6:

Musical

Group 4: Naturalist

Group 5: Interpersonal

Practice & Application

Hands-on materials provided for students to practice new knowledge

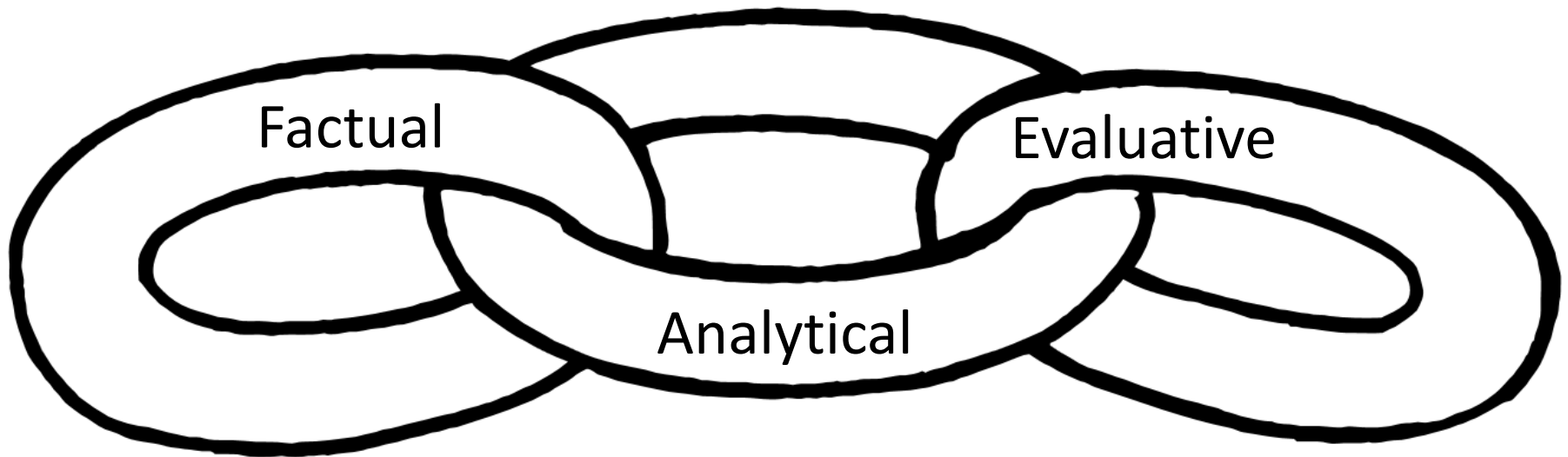
Activities provided for students to **apply content** and language in the classrooms

Activities **integrate all language skills**

Teaching the Food Pyramid

Teacher A	Teacher B
<p>On the first day of the unit, Teacher A lectured about the importance of a balanced diet using a diagram of the food pyramid to illustrate the proportions. The students then were asked to list appropriate examples of food for each group. The next day the students were quizzed on their knowledge of the food pyramid before moving on to the next topic of proper nutrition.</p>	<p>On the first day of the unit, Teacher B asked the students to maintain a food diary of everything they ate for a week. Copies of the food pyramid were distributed and explained. As students kept their food diary, they were to analyze their food intake according to the recommendations on the food pyramid. In class students created a meal plan for the following week using the recommendations on the food pyramid and they had to present and defend their food choices to the class.</p>

Chain of Questions



Factual: Which classroom allows more practice and application opportunities of the new content?

Analytical: How would an EL student demonstrate their knowledge in T. A's room as compared to T. B's room? Which room would an EL be most successful in? If language wasn't a barrier, which room would an English speaking student be most successful in?

Evaluative: Which classroom would you prefer to be in if you were a student?

Today's Objectives

David's presentation on Interactions and Practice & Application

The learner will...
...discuss the various ways in which teachers can group students to support their learning needs.

...read and present an interaction strategy that increased academic dialogue.

Participants will use various strategies to support student academic vocabulary development through interacting with others

Participants read Ch. 6 in the PreK-K SIOP Book

... analyze two scenarios to determine which would be most appropriate for students to practice and apply their newly acquired language.

Students will access academic language

Next Steps:

Homework

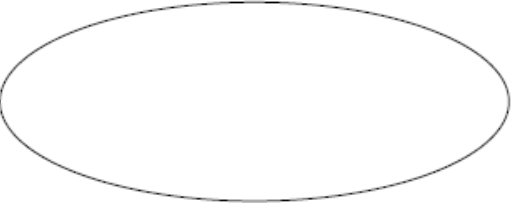
Read Ch. 7 in the PreK-K
SIOP Book.

Pages 65-75

SIOP Components
Included:

- Lesson Delivery
- Review and Assessment

Practice & Application

Instructional Planning Sheet		
<small>from, Teaching Reading Beyond the Primary Grades ©2007 Scholastic page 260</small>		
The concept in need of improvement:		
		
Students targeted:		
Instructional Strategies:		
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
6.	_____	