SIOP:
Interaction, Practice and Application

Lorraine Hansberry Academy
Facilitated by: M. Maehara and W. Schneider
Thursday, May 8th, 2014
Agenda

• Objectives
  • Content Objective
  • Language Objective

• SIOP Component 6: Interaction

• SIOP Component 7: Practice and Application

• Application: Case Studies

• Closing/Q&A
Objectives

• Content Objectives:
  • Select a variety of activities that promote interaction and incorporate them into lesson plans.
  • Identify application activities that extend learning in new ways and relate to language or content objectives.

• Language Objectives:
  • Describe techniques to reduce the amount of teacher talk in a lesson.
  • Practice asking questions that promote student elaboration of responses.
  • Discuss the importance of linking practice and application activities to lesson objectives.
Do Now: Rate Yourself

Respond to each of the following questions with:

• **T** (That’s so me! Are you spying?)
• **S** (So, you caught me on a less than “highly effective” day. No biggy.)
• **F** (What are you talking about? I never do that.)

1. I use mostly information-recall questions in my lessons.
2. I finish my students’ sentences.
3. I accept any form of student response (i.e. one word, or answers where ideas are expressed unclearly).
4. I give my students sufficient time to respond to questions.
5. I encourage elaborated responses from my students.
6. When my students/the class take too long to respond, I answer the questions myself.
Teacher Talk vs. Student Engagement

Teachers dominate linguistic aspects of lessons

Limits opportunities for students to use language in a variety of ways
Benefits of Student Engagement

- Promotes deeper understanding of texts
- Oral language development
- Increases motivation while reducing “risk”
- Increases attention/brain stimulation
- ELLs more engaged academically working in small groups/partners
“The difference between knowing how something should be done and being able to do it is the quantum leap in learning…

new learning is like wet cement, it can be easily damaged.

A mistake at the beginning of learning can have long lasting consequences that are hard to eradicate.

(Hunter, 1982, p. 71)
SIOP Component Six: Interaction Features

1. Oral language development
2. Flexible student grouping
3. Wait time
4. Clarify key concepts in students’ L1
Interaction: Oral Language Development

• **Language** → **cognition** → **reading**

• Thinking about (self-directed speech) vs. discussion (talking with another)

• Balanced interactions between students and teachers include: Ask and answer questions, negotiate meaning, clarify ideas, give/justify opinions (debates), literature circles, think-pair-share
Interaction: Grouping

- Grouping by ability divides students—academic/social effects
- ELLs need exposure to good language models
- Low groups = tendency for more “teacher talk,” lower-level questions, less material, more drills
- 2+ grouping structures per lesson
Interaction: Wait Time

- Length of time between utterances during an interaction
- Varies by culture
- Balance wait time with lesson pacing
- Accommodate eager students
Interaction: Clarifying Key Concepts in L1

- Academic skills developed in L1 transfer to L2
Strategies:

Interaction

- “50-50” or “Phone a Friend”
- “Expert Stay and Stray”
- Inside/Outside Circle
Differentiation: According to Students’ Language Proficiency

- Choice
- Heterogeneous grouping
- Wait Time
  - Thumbs Up/Down
  - Note cards: “I know the answer,” “I’m thinking” and “I don’t know.”
- Traffic lights: Color-coded
SIOP Component Seven: Practice and Application Features

1. Hands-on materials/ manipulatives for practicing new content knowledge

2. Activities that provide application of content and language knowledge
Practice and Application: Hands-On Materials and Manipulatives

- Manipulatives and movement
- Flipcharts
Practice and Application: Activities

- Meaningful
- Integrate all four language skills
- Role plays/character diaries
- Numbered heads together
Differentiation:

Practice and Application

- Flexible, purposeful grouping
- Differentiated tasks/leveled questions and materials
- Motivating strategies
- Scaffolded cloze activities
- Word banks
- Information gap activities
Activity
Jigsaw: Lesson Rating/SIOP Rubric

9th Grade Solar System Lesson for Newcomers:

• Mrs. Bertoni
• Mr. Sherbiny
• Ms. Aliheri

Discuss:

• Rating according to the SIOP Rubric: Practice and Application
• How could the teacher improve this lesson?
Conclu$$ion

• Which strategies from SIOP components VI/ VII did you find most useful/applicable to your classroom setting?

• How will you use what you have learned today in future lesson planning?
Questions & Discussion

mmaehara@schools.nyc.gov
wschneider@schools.nyc.gov