

<b>Word:</b> _____ _____	<b>Picture that reminds you of the definition</b>
<b>Definition:</b> _____ _____ _____ _____	
<b>Sentence:</b> _____	

<b>Word:</b> _____ _____	<b>Picture that reminds you of the definition</b>
<b>Definition:</b> _____ _____ _____ _____	
<b>Sentence:</b> _____	

<b>Word:</b> _____ _____	<b>Picture that reminds you of the definition</b>
<b>Definition:</b> _____ _____ _____ _____	
<b>Sentence:</b> _____	

<b>Word:</b> _____ _____	<b>Picture that reminds you of the definition</b>
<b>Definition:</b> _____ _____ _____ _____	
<b>Sentence:</b> _____	



# COGNITIVE CONTENT DICTIONARY

<u>New Word</u> H – Heard it before N – Never heard it before	<u>Predictions</u> (clues)	<u>Final Meaning:</u> Example, Primary Language or Sketch (How did I find out?)	How I Would Use It (Sentence)

*Interaction*  
**Opinion Chart**

	Like	Dislike
Movie		
Celebrity		
Book		

Adapted from Gómez, E. (1999). Opinion maker. In D. Short (Ed.), *New ways in teaching English at the secondary level* (pp. 16-18). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

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# INTERACTION

- **Frequent opportunities for interactions** and/or discussion between teacher/student and among students that encourage elaborated responses about lesson concepts
- **Grouping configurations** support language and content objectives of the lesson
- **Sufficient wait time for student response**
- **Ample opportunities for students to clarify key concepts in L1** as needed with aide, peer, or L1 text

Source: Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights, MA: Allyn & Bacon.

## *Interaction*

### **Cooperative Learning with Language Minority Students**

Cooperative learning is an approach to accommodate diversity, aid students in the socialization process and promote mastery of academic skills.

#### **Advantages of Cooperative Learning**

- First, the teacher is always present to model appropriate language when that is the objective of the lesson or activity.
- Second, the students learn to communicate in English through clarification, paraphrasing, repetition, and other accommodations that help them negotiate their meaning.
- Third, many of the students will interact with non-native English speakers outside the classroom and need to learn strategies for such communication.
- Fourth, cooperative groups provide a management tool for heterogeneous classes when teachers engage student leaders and encouraging students to generate their own strategies.
- Fifth, cooperative learning asks students to take more responsibility for their learning and also for monitoring their errors. It is well known that students learn from their peers. If the teacher establishes a positive, supportive atmosphere in the classroom, students will feel comfortable correcting errors and helping one another with the language.
- Sixth, students can be more motivated when they work in cooperative groups. While working with their peers, students experience a synergistic effect subtly encouraging them to learn English.
- Seventh, by letting the students work in cooperative groups, a teacher trains students for life beyond school where they will work with others to complete assigned tasks.

#### **Getting Started with Cooperative Learning Groups**

Type of group to set up:

- Random Groups
- Voluntary Groups
- Teacher Assigned Groups

Changing Groups:

- Frequency
- Management

Group roles:

- Group recorder – writing down the group's ideas or responses
- Materials collector – gathering needed materials from the teacher or other central location and collecting them at the end of the activity
- Reporter – acting as spokesperson for the group in reporting its progress or giving oral responses
- Final copy scribe – writing the final version that will be turned in
- Illustrator – drawing accompanying diagrams, pictures, and so forth
- Timekeeper – watching the time and pacing the group through the task
- Cheerleader/facilitator – encouraging the group, keeping the group on task
- Monitor – checking for errors, proof-reading
- Messenger – seeking or sharing information with the teacher or another group

Adapted from Short, D. (1992). Group work. In B. Bowman, M.J. Larson, D. Short, H. McKay, & L. Valdez-Pierce, *Teaching English as a foreign language to large, multilevel classes*. Washington, D.C.: U.S. Peace Corps.

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## Planning Group Activities

It is difficult to run successful cooperative teaching groups the first few times that group tasks are presented. This caveat is true for situations where the language of instruction is the first language of the students as well as situations where the language is the second or third. It will take time to train your students how to behave, how to manage their work, and how to look to one another as resources, instead of always at you. It is worth the effort because you will be able to involve all students, increase the amount of time students spend using the language, and focus on communicative, student-centered activities.

Help your students by:

- organizing exciting cooperative activities
- preparing clear instructions
- modeling appropriate interactions and social behavior
- establishing a little rule like "Ask Three Before Me"

If desired set up a system of group rewards:

- bonus points for good group behavior
- special treats
- homework pass or test question pass

## Cooperative Learning Activities

### Information gap activities

These activities, which include jigsaws, problem-solving, and simulations, are set up so each student (in a class, or more generally, in a group) has one or two pieces of information needed to solve the puzzle, but not all the necessary information. Students must work together, sharing information while practicing their language, negotiating and critical thinking skills.

### Jigsaw

Suppose you have planned a theme about trees. After introducing the topic to the students and providing some general information, you want them to learn more specifics. In this jigsaw you start with heterogeneous groups of equal numbers of students. If there are six students in each group, each student is given a number from one to six. Then all number 1s from all the groups leave their original groups and form a secondary, expert group to learn about one tree, such as oak. All number 2s form another expert group to learn about birch, and so forth.

Each expert group must study the information about their trees which you have provided and assess one another to check on their comprehension. Then the students return to their original groups to share their expertise. At this juncture you may provide the groups with a worksheet with questions about all the plants. The students now must pool their information to complete the task.

### Numbered heads together

This technique is similar to a jigsaw in that the students number off, but they do not need to form expert groups. Instead the regular groups work together, but the individuals are responsible for any questions assigned to their number.

### Four corners

You can use this activity to introduce a topic to your class or let students share their knowledge about a topic. If desired, this technique can also give students opportunities to practice their paraphrasing skills.

Adapted from Short, D. (1992). Group work. In B. Bowman, M.J. Larson, D. Short, H. McKay, & L. Valdez-Pierce, *Teaching English as a foreign language to large, multilevel classes*. Washington, D.C: U.S. Peace Corps.

Choose a topic that has four possible dimensions and assign one dimension to each corner of the room. For example, the topic might be food resources. The corners could be labeled: cleared land, forest, river, and ocean. Students then move to the corner of interest or of knowledge.

At their corners, students pair up and explain why they chose that corner and what they know about food resources in that area. After they have had some time to talk, ask a student from one corner to share her or his ideas with the whole class. Then you may want to ask a student from another corner to paraphrase. This process continues with students from all corners sharing while others paraphrase.

This activity is also a method for creating voluntary groups. After the Four Corners technique is over, you may want the students to keep their corner groups for another group task.

### **Round robin/Roundtable**

This activity works with open-ended questions, providing your students know several possible responses. It is a fun way to focus on grammar. You may, for example, ask the groups to generate a list of irregular verb forms or the rules for capitalization. In Roundtable each group has one sheet of paper and one pencil. The students pass the sheet around to all members to record the responses. To encourage total student participation, explain that you will be checking the sheets for each student's handwriting. In Round Robin, the students provide answers orally one at a time in an orderly fashion. You would circulate among the groups to check on student participation.

### **Three-step interview**

This structured interview allows student pairs to form groups. Assign an interview topic that relates to the unit theme (What is your favorite character in \_\_\_\_\_ and why?) and have students select partners. Or you can pair up the students. First, one partner interviews the other. Second, they reverse roles. As a next step, several pairs (depending on class size, the number of pairs can range from three to six) form a group and do a Round Robin to share their opinions, with each student speaking for her or his partner.

### **Questionnaires and interviews**

Designing questionnaires and interviewing respondents are excellent activities for heterogeneous student groups. In the design phase of the questionnaire, all students in the group can contribute and evaluate questions for inclusion. In the interview phase, the number of people each student may be expected to interview can be adjusted to the students' ability. Also interviews may be conducted in students' first language, though responses must be reported in English, orally, or in writing.

### **Story summaries**

This activity has both a written and pictorial component. Students summarize a lesson, reading or experience (individually or in groups), by drawing illustrations and describing them.

### **Literature study groups**

Offer several books (or short stories or poems) as possible selections and have students divide into "book study" groups according to their reading preference. The students are expected to read their books (individually if sufficient copies are available, or in pairs, or aloud if several beginning readers are in the group), discuss the contents and prepare a report to the rest of the class.

This procedure can be varied according to the desired skill practice. For example, you may want to focus on characterization or conflict in the books and so you may design a series of questions for the groups to respond to. Their responses may be in writing or orally.

### **Writing headlines**

Suppose you have asked your student groups to read a story or an article, or you want them to describe the results of a science experiment. After having the groups discuss it among themselves, you can check

Adapted from Short, D. (1992). Group work. In B. Bowman, M.J. Larson, D. Short, H. McKay, & L. Valdez-Pierce, *Teaching English as a foreign language to large, multilevel classes*. Washington, D.C.: U.S. Peace Corps.

on their observations and comprehension by having them write a headline or title for a book review. Students will practice their summarizing skills and, as they get more proficient, their descriptive language skills, when writing news headlines. More advanced students may provide most of the language, but beginning students can copy the final product, perhaps in a fancy "script."

### Science and math investigations

For science inquiry, ask groups to pose "research" questions, design an experiment and carry it out. They can present their results and conclusions through pictorial, written and oral formats.

Investigations can be adapted to mathematical concepts too. Probability, for example, can be examined in a game like setting. Student groups can make predictions about percentage of time two dice (or replicas carved from wood or soap) will show a certain number, like four or seven or twelve. One group rolls the dice, records the results, draws some conclusions and makes generalizations which are then compared to the other groups,

### Send a problem

This cooperative learning activity can be used with many content areas. Have your student groups write a problem, such as a math problem, a scientific hypothesis, a historical question, or a literature prediction (what will happen next in the story?) and send it to another group that must respond. The receiving group answers the problem and returns it to the original group for approval. You then check both the problem and the response to give points or a grade, if desired.

### Projects

Projects certainly offer opportunities for problem-posing and problem-solving. By making the topic pertain to a local issue, students are more motivated to become actively involved. Cooperative projects have broad possibilities:

- writing and illustrating a story about a problem
- scripting a scene and performing it
- making a product and developing a marketing plan for it
- producing a class newspaper or bimonthly newsletter for parents
- recording oral histories from local residents about changes in the community (e.g., how technology has affected their lives)
- conducting research to obtain background information on a chosen topic
- creating a poster or mural to reflect a topic in history or literature

### Process writing

Process writing combines aspects of whole class, group and individual work. Students begin with pre-writing activities. They may, for example, listen to you read an article that sets the stage for the topic. You may review with the class key concepts and vocabulary to incorporate in the writing.

Students learn to develop and elaborate on possible writing topics, create successive drafts, confer with peer editors, work groups and the teacher, and eventually produce the final version. They also learn to take responsibility for their work. During the process the students learn about language—specific to the content topic selected—in a meaningful and motivating manner.

Adapted from Short, D. (1992). Group work. In B. Bowman, M.J. Larson, D. Short, H. McKay, & L. Valdez-Pierce, *Teaching English as a foreign language to large, multilevel classes*. Washington, D.C: U.S. Peace Corps.

***Interaction***  
**Interaction Techniques for the Classroom**

1. **Quick, simple instructions such as turn to your partner and give three reasons why this particular character acted the way she did, or turn to your partner and share three things that you just learned as you watched this film together, or as you read this story together.**
  
2. **Foreheads in the middle.** When students are sitting at tables, the teacher can call out and say, "Foreheads in the middle." The students stand up and put their heads together and complete a task or solve a problem.
  
3. **Volunteer your partner.** When partners share their ideas with each other, often times a student who has a wonderful idea is reluctant to share it with the class. A partner can volunteer his or her partner, and explain in his/her own words what the partner has just said, or encourage the student to share the good idea that s/he had.
  
4. **Explain a process to your partner.** A teacher may have children write a letter to a partner explaining a mathematical procedure. The teacher may also ask a student to explain a process orally to a partner, or to the group.
  
5. **Choral reading, reader's theatre, and drama play.** These techniques can promote reading and movement in a risk-free environment.

Source: M.E. Vogt. (personal communication, November, 2001)

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***Interaction***  
**Video T-chart**

*Directions: While watching the video, jot down the grouping patterns that the teacher uses in her lesson in the left column. Write down the teacher's rationale for using each grouping pattern in the right column and relate to the language and content objectives.*

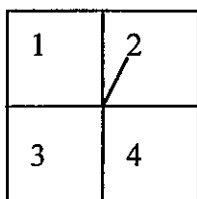
Grouping Pattern	Rationale

# Sure Fire Strategies with ELLs

## Grouping, Participation and Oral Language

### 1. Numbered Heads Together (Kagan)

1. Students number off.
2. Teacher poses questions.
3. Heads together be sure everyone on the team knows the answer.
4. Teacher calls a number and only students with that number can respond.



Use a spinner

### 2. Pair Discussion, Think-Pair-Share

Simultaneous interaction, partners discuss a topic

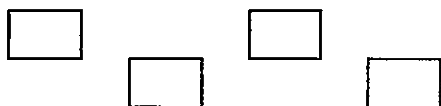
### 3. Think-Pair-Share

Same as above, but with thinking time before discussion and sharing with class after.

### 4. Similarity Grouping

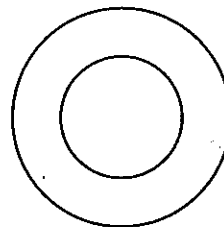
Mix students at random. Mix by characteristic, (pets owned, favorite sports or hobby, hair color, birthday month, dream vacation) or numbers, colored paper, playing cards, etc.

Everyone with same answer forms group and discusses topic.



### 5. Inside-Outside Circle

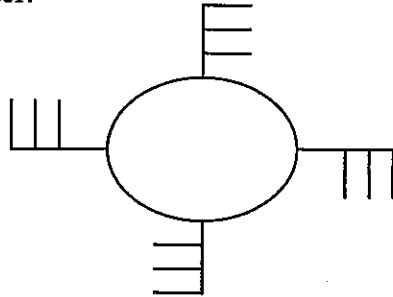
1. Students number off #1, #2 while sitting down
2. Extra person stays #1
3. Only #2 (inside) moves.
4. Always move clockwise
5. Say pass (#), stop at (#+1)
6. Keep numbers small. (1-3)
7. Keep hands to yourself (no high-fiving)



## Comprehension/Retention of Content

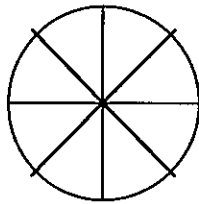
### 6. Cognitive Mapping

A graphic organizer that analyzes ideas at the same level of abstraction. Main idea in the center.



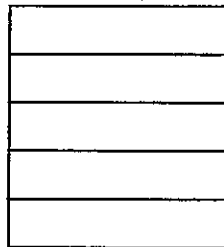
### 7. Analysis Pizza

Structure to organize parts into whole. Fold six or eight slices. Concept on front, bullets or illustrations on back.

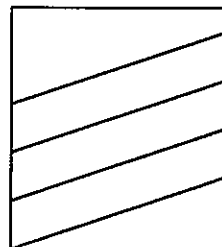


### 8. Flip Chart (Mercado)

Structure to organize parts of a whole: topic, definition, example, situation, picture



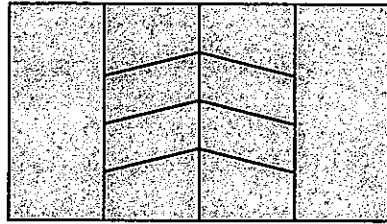
Plain



Fancy

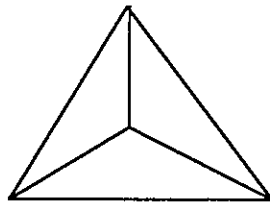
### 9. Study Strip

Organizes content for comprehension and vocabulary



### 10. Triarama

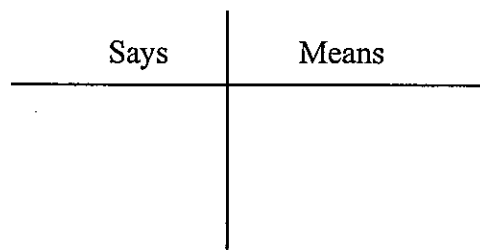
Organizes content as a manipulative and three dimensional representation.



### 11. T Chart

Variety of uses:

- What I Know/What I Need to Know
  - Use to begin class, check background knowledge
  - Use for review & to end class
  - Use to review for special events (content, behavior)
- Says/Means
  - New word on left side, student's understanding on the right
- Private Self/Public Self
  - Use to translate private discourse to public discourse



### 12. KWL

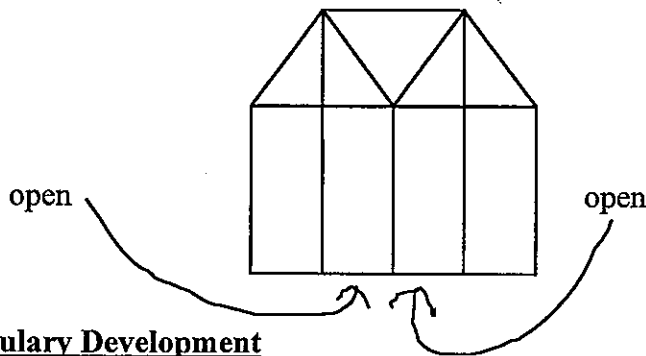
What I Know, What I Want to Know, What I Learned  
Add third column to above for KWL chart

13. Half Page Summary

Quick summary of a reading selection, main idea, a few bullet points, and illustration. See template.

14. Classification House

For making lists, related ideas, synonyms, antonyms, more illustrations, etc. Fold hamburger style, then fold sides in to midline, then fold down “wings”.



**Vocabulary Development**

15. Vocabulary Cards (Eeds & Cockrum)

1. Draw square with four boxes in it.
2. Write word in the top left square.
3. Write definition in bottom right square.
4. Draw a picture in the top right square.
5. Write a personal association in the bottom right square.

Word	Picture
Definition	Personal Association

16. Identification by Synonym

Vocabulary development by working backwards from noun through adjectives.

Direct Scaffolded Language Instruction: A Hands-on Approach

\_\_\_\_\_

Adjective                      Adjective                      Adjective                      Noun

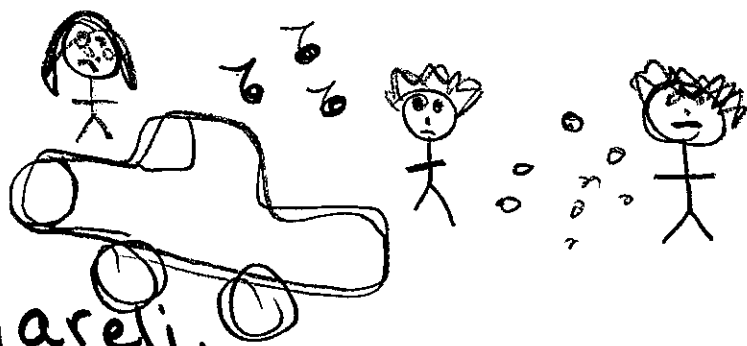
# Interactive Journal



Name Yareli Salmeron

Dear Mrs. Paul,

I Have a person on my block that is racist  
One day my dad was listening to his Spanish  
Music so they racist guy came out and started  
throwing rocks at him and called the Cops now  
we can't listen to our Spanish music without  
him throwing rocks at us what should we do!?



Hello Yareli,

It is sad when people treat other  
people like that. When I was little,  
in 3<sup>rd</sup> grade, I was walking home from  
school alone and a boy who was racist threw  
rocks at me <sup>and called me names.</sup> from that day on I didn't  
speak in Spanish ~~in~~ in public because I didn't  
want people to know I was hispanic. But then  
when I was older and had my own children I realized  
I had to be proud of my culture and who I was.  
That boy took my pride away. Now, I speak  
Spanish everywhere and I am teaching my  
grandson too. so, I don't know what to do about  
the man on your street but Don't let him take away  
your pride. Be proud of who you are Always!!

Hopefully - one day - your neighbor  
will realize it is sad to be  
racist.

You are special!

Be proud of your culture!



I am a  
great  
person!

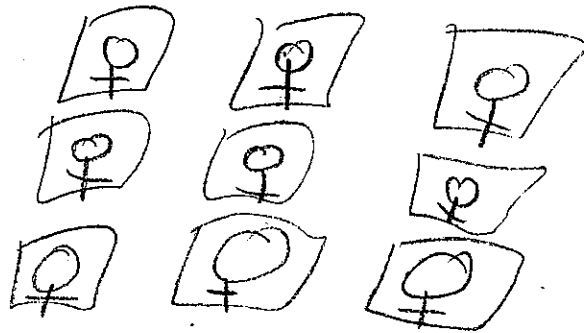
Do you have any pets and  
brothers or sisters?

Ms. Paul

Dear Mr. Romero,

Thank you for telling us  
the story that you tolled us  
it was kind of inshiting.

---



Dear Ashley,

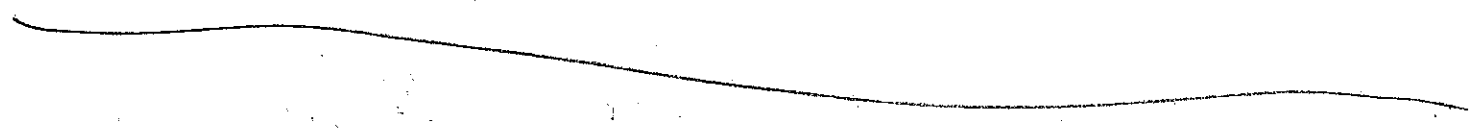
I enjoy telling the  
story of the Giving Tree. Why  
do you think we use that story  
in Organisms Unit?

MR. Romero ☺

Dear Mrs. Paul,

Thank you for bearing in  
are class, and teaching  
us how to do a story.

Thank you!



Dear Mrs Romero,

I think because it describes  
trees, and a boy first he  
wanted money,

Dear Ashley,

You are correct because it is  
about a tree. A tree lives and grows  
and sometimes produce fruit that  
are good to eat! Why do you  
think it's called the Giving Tree?

😊 Mr. Roman

Dear Mrs Romero

The kind of Mexico I went  
to is New Mexico. It was  
fun when we went to Mexico  
because we had to visit my  
granmpa he was sick.

When I went to Mexico  
I was, so happy to visit  
my cousins, uncles, aunts.

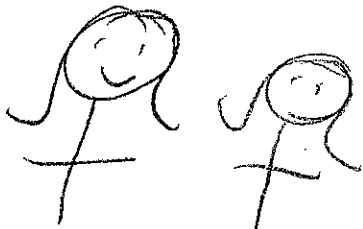
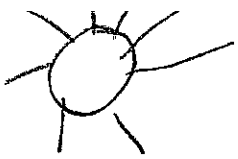
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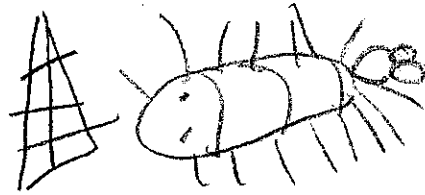
Dear Ashley,

Te voy a escribir en español. ¿Cuándo fue que visitates tus primos en Mexico Mexico? A que parte de Mexico viajaste. Mi familia vive en Nuevo Leon en la ciudad de Monterrey.

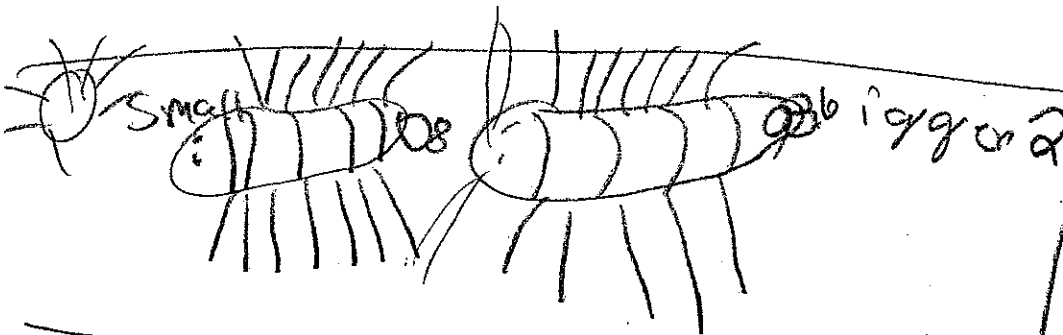
Jr. Romero ☺



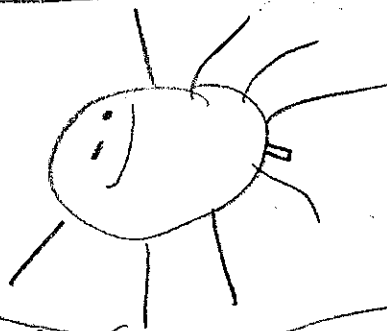
1



One

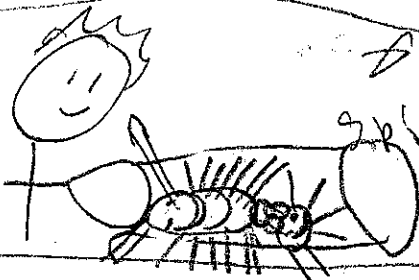


two



3

Spider three



4

four

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TEXT



YOU



2/2/05

NAME:

Johnny

DATE:

TEXT



YOU 😊

They can molt. Also that they start off with 6 legs. Then after they molt they get 7 legs.

How do they grow 7 legs?  
How long does it take for them to molt

NAME: JONIF

DATE: \_\_\_\_\_

TEXT



YOU 😊

The pillbug  
starts with six  
legs when its  
born  
The pillbug  
eat coal

How the pillbug  
mobs