

SIOP

Component 5:

Interactions

## Interaction (I)

16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
17. Use **group configurations** that support language and content objectives of the lesson.
18. Provide sufficient **wait time for student responses** consistently.
19. Give ample opportunities for **students to clarify key concepts in first language (L1)** as needed with aide, peer, or L1 text.

Cooperative Learning Strategies (Think-Pair-Share, Numbered Heads Together, Jigsaw, Stay & Stray, Home-Expert Groups, etc.)

- <http://www.colorincolorado.org/article/cooperative-learning-strategies>
- [http://www.ode.state.or.us/opportunities/grants/nclb/title\\_iii/5cooperative-learning-strategies.pdf](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/5cooperative-learning-strategies.pdf)
- <http://www.dailyteachingtools.com/cooperative-learning-jigsaw.html>
- <http://www.behavioradvisor.com/CoopLearning.html>
- <https://learn.pharmacy.unc.edu/education/node/33>
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Dialogue journals

Pen pals / email exchanges

Role play, charades, or pantomime

Vary grouping configurations according to lesson objectives

Incorporate sufficient wait time / avoid answering for students Student sharing of key words or concepts in L1

### Websites and Examples

Group Configuration

[Prezi](#) about Grouping Configurations Dos and Don'ts

Affinity Strategy

- What is it: This is a brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.
- [Information](#) on page 3 of 5

Card Games

- What is it: Another way to provide lots of practice with newly taught language is to play card games with picture or word card that target grammatical forms or use of new vocabulary words. Games with simple rules are best.
- [Explanation and examples on page 2 of PDF](#)

#### Carousel

- What is it: The carousel is a strategy that engages student interest by using cooperative skills and allowing movement. It also encourages students to practice HOTS (higher order thinking skills)
- [Explanation and directions](#) for using Carousel strategy

#### Clock Appointments/ Clock Buddies

- What is it: The variety of partner combinations in this activity encourages a range of interactions for practicing language.
- [Explanation and directions](#) for Clock Appointments Strategy on page 4 of PDF
- [Clock Appointments Blank Template](#)

#### Co-op Co-op

- What is it: Students work in teams to complete a project. The steps are: student-centered class discussion, selection of student study teams, team building and skill development, team topic selection, mini-topic selection, mini-topic preparation, mini-topic presentations, preparation of team presentations, team presentations, evaluation.

#### Cocktail Party/ Dinner Party/ Tea Party

- What is it: Holding discussions by role-playing a character from a story, novel, historical figure, etc. In this activity, students create a guest list for a dinner party according to a specific theme (e.g., famous scientists). Students have to decide who they would invite to their fictional dinner party and why, what order in which they would seat them and why, and what they would talk about. The students then act out the dinner party scene in a role play.
- [Video example](#) of Tea Party strategy

#### Fan and Pick

- What is it: Participants have a set of question cards and are in teams of four. Person number two picks a card and reads the question. Person three answers the question. Then person four paraphrases and praises the answer or offers help. Then a new person takes the cards and becomes the "fanner"
- [Video](#) explaining strategy

#### Find Your Match/ Find Someone Who

- What is it: A variation of the Human Scavenger Hunt. Usually this activity is used to encourage students to seek out the students in class who know the answers to specific content questions. This works most effectively if each student is an "expert" on a different topic or subtopic than the others in the class.
- [Directions and example](#) for strategy
- [Example video](#) of strategy in physics classroom

#### Flash Cards

- What is it: After 10 minutes into a lecture or concept presentation, have students create a flash card that contains the key concept or idea. Toward the end of the class, have students work in pairs to exchange ideas and review the material

#### Four Corner

- What is it: You can use this activity to introduce a topic or let students share their prior knowledge. [Explanation and variations](#) on page 9 of PDF.

#### Frozen Moment

- What is it: students interpret a piece of literature using pantomime.
- [Explanation](#) of strategy on second slide of Prezi

#### Gallery Walk

- What is it: A cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery"). Students form as many groups as there are questions, and each group moves from question to question (hence the name "walk").
- [Example video](#) of strategy
- [Variation](#) from FacingHistory.com

#### Give One - Get One

- What is it: – In this whole-class activity, students have a task – to give and to get information. They walk around the classroom and randomly select partners with whom to share information and get new information about an assigned topic.
- [Explanation and directions](#) on page 11 of PDF
- [Example](#) from FacingHistory.com

#### Group Response Board (not sure where to find this one)

#### Ideal Wave

- What is it: Each student lists 3-5 ideas about the assigned topic. One volunteer begins the "idea wave" by sharing his/her idea. The student to the right of the volunteer shares one idea; the next student to rights shares one idea. Teacher directs the idea wave until several different ideas have been shared. At the end of the formal idea wave, a few volunteers who were not included may contribute.
- [Idea Wave template](#)

#### Information Gap

- What is it: These activities, which include jigsaws, problem-solving, and simulations, are set up so that 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, negotiation strategies, and critical thinking skills.

- [Video](#) about information gap activities

#### Inside-Outside Circle

- What is it: Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered. Interactions can be varied
- [Ideas](#) on page 13 of PDF

#### Investigations

- <http://www.miseagrant.umich.edu/lessons/teacher-tools/guided-inquiry-process/>

#### Is It Complete?

##### Jigsaw

- <https://www.jigsaw.org/>

##### Line-Ups

- <https://www.youtube.com/watch?v=OqAmaJiRYA4>

##### Lines of Communication

- <http://www.elachieve.org/talking-by-design-lines-of-communication.html>

##### Literature Study Groups (Literature Circles)

- <https://www.youtube.com/watch?v=yVK9ZV-AinA>

##### Mine/Not Mine

##### Numbered Heads Together

- <https://www.teachervision.com/group-work/cooperative-learning/48538.html>

##### Process Writing

- <http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html>
- [http://www.oncoursesystems.com/images/user/2162/11047592/Writing-Process-Chart-N3694\\_XL.jpg](http://www.oncoursesystems.com/images/user/2162/11047592/Writing-Process-Chart-N3694_XL.jpg)

##### Projects

- What it is: 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

#### Puppetry

- What is it: students perform a story using puppets.
- <https://www.youtube.com/watch?v=Xrh3ZtGdRBQ>

#### Questionnaires & Interviews

- What is it: 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.

#### Read-Around Groups (RAGs)

- What is it: After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.
- [Directions](#) for RAGs
- <http://search.proquest.com/openview/359561704f2b6be8689109fa583f3702/1?pq-origsite=gscholar>

#### Reader-Writer-Speaker Response Triads

- What is it: a group of three (reader, writer, speaker) gets a reading assignment; the reader reads it to the writer, who takes notes; the speaker reports to the whole class.

#### Roam the Room (Group Discussion/ Stand Up and Share)

- What is it: After the teacher asks a question, students discuss and report their group findings to the class. Teams can share their best answer, perhaps on the board at the same time, or on an overhead transparency. When an individual student has something important to share with the class, he or she stands up. When one person from each group is standing, the teacher calls on one of these students for a

#### Role Playing

- What is it: students act out a real-life event or situation (e.g., shopping in a supermarket).
- [http://teacher.scholastic.com/scholasticnews/indepth/one\\_world/activities/gameset/index.asp](http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp)

#### Round Robin

- What is it: Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.
- [Directions and ideas](#) on page 24 of PDF

#### Roundtable

- [Information](#)

#### Roving Reporter

- What is it: While students are doing group work, solving problems, developing opinions, generating group statements, one student from each group moves around gathering scoops, discoveries, ideas, angles, approaches, pathways, and so forth from other groups.

#### Send a Problem

- [Information](#)
- [Chart of Information](#)
- [You Tube Information](#)

#### Snowball

- [Information](#)
- [Example](#)

#### Speedwriting

- [Information on Speedwriting](#)
- [Purpose of Speedwriting](#)
- [Benefits of Speedwriting](#)
- [Rules of Speedwriting](#)
- [Speedwriting Log](#)

#### Stand Up and Share

- [Generic Lesson](#)
- [Video of Activity](#)

#### Startling Statements

- [Information](#)
- [Introduction and Conclusion Information](#)
- [Example](#)

#### Story Summaries

- [Summarizing Information](#)
- [Summarizing Worksheets](#)

#### Tableau

- [Information](#)
- [Image of Tableau](#)

#### Take a Stand

- [Explanation and signs](#)
- [Image of Take a Stand](#)

#### Talking Chips

- [Instructions](#)
- [You Tube on Talking Chips](#)

#### Talking Stick

- [Information](#)
- [Image of girl with talking stick](#)

#### Talmudic Pair Work

- [Basic information](#)

#### Think-Pair-Share

- What is it: When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby and reads or tells his or her own responses (pair, share). This is an oral exchange, not a reading of each other's papers.
- [Worksheet](#)

#### Think-Pair-Square

- What is it: Students share with two other students after they have completed Think Pair-Share (4-square).
- [Image](#)

#### Think-Round Robin

- What is it: Students share answers in a whole class circle either orally or on paper.
- [Example of what to do](#)



#### Three-Step Interview

- What is it: This routine is effective when students are responding to questions that do not have a specific right answer.
- [Explanation and variations](#) on pages 27-28 of PDF
- [Explanation](#)

#### Traveling Jigsaw

- What is it: Divide students into groups and have them make a poster/graphic organizer about the lesson. Hang posters on the wall. Assign each poster a letter and give each person in the group a letter that matches one of the posters. Send the group to the poster that matches the letter they have. Once they are at the poster the person with that letter will explain the poster to the group. The idea is for each group to be comprised of a person who helped to create each poster. The groups then shift clockwise and another person will explain their poster.

#### Writing Headlines

- What is it: —Good way to practice summarizing an activity, story or project. 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 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 student may provide most of the language, but beginning students can copy the final product, perhaps in a fancy “script.”
  - Provide models of Headlines.
  - Students work in pairs writing a headline for an activity.
  - Pairs share out their headlines and class votes on most effective headline.

#### You Are There

- What is it: upon researching an event, students take on the role of a specific character to be interviewed by the class to determine the character's identity.

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