SIOP Component #4
Learning Strategies

Please sit in groups of 3-4 people.

Objectives

Content Objective: Participants will be able to…

☐ Define learning strategies by identifying and discussing different types of strategies (metacognitive, cognitive, and social/affective).

Language Objective: Participants will be able to…

☐ Apply the integration of higher-order thinking questions by developing questions that incorporate higher levels of Bloom's taxonomy to include in a SIOP lesson plan.

Housekeeping

- ☐ Sign in to the attendance sheet in order to earn PD hours for re-certification.

- ☐ Check out the supplementary materials in the binder!

annieshousekeeping.com

Look for the orange slides for each new SIOP Feature.

"POP QUIZ!"

Component 4:
Strategies

Feature 13:
Learning strategies

Feature 14:
Scaffolding

Feature 15:
Higher-order thinking skills

Learning Strategies
Feature 13

Metacognitive

Cognitive

Social/ Affective

Scaffolding Techniques
Feature 14

Questioning Techniques
Feature 15
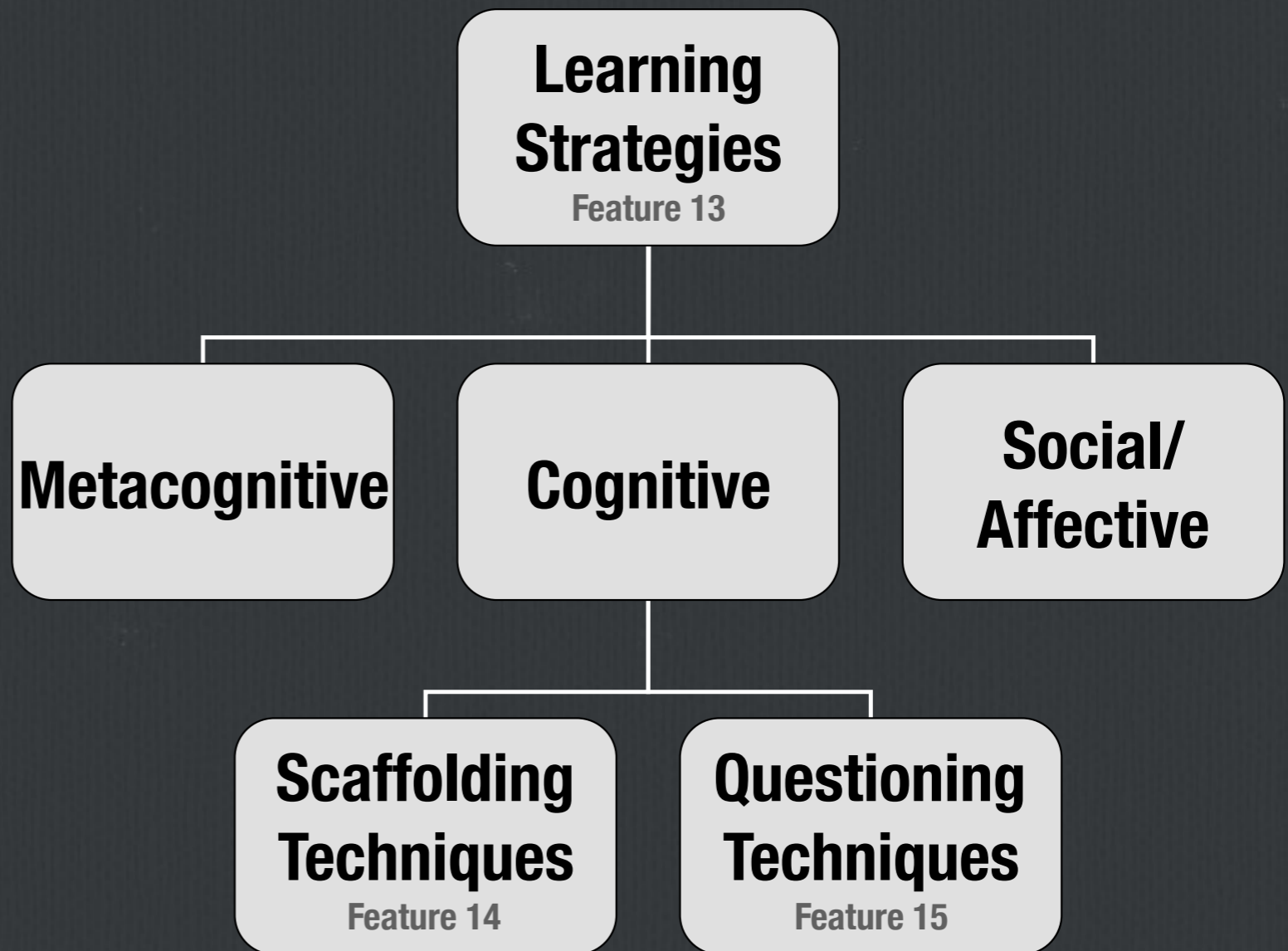
SIOP Component #4
Feature #13

(Ample opportunities for students to use)

Learning Strategies

What did you do over break?

☐ Turn and Talk: Share with a partner about your Christmas vacation.

☐ There is only one rule…

You cannot use the letter "n" at all.

"…Learning strategies [are] the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information."

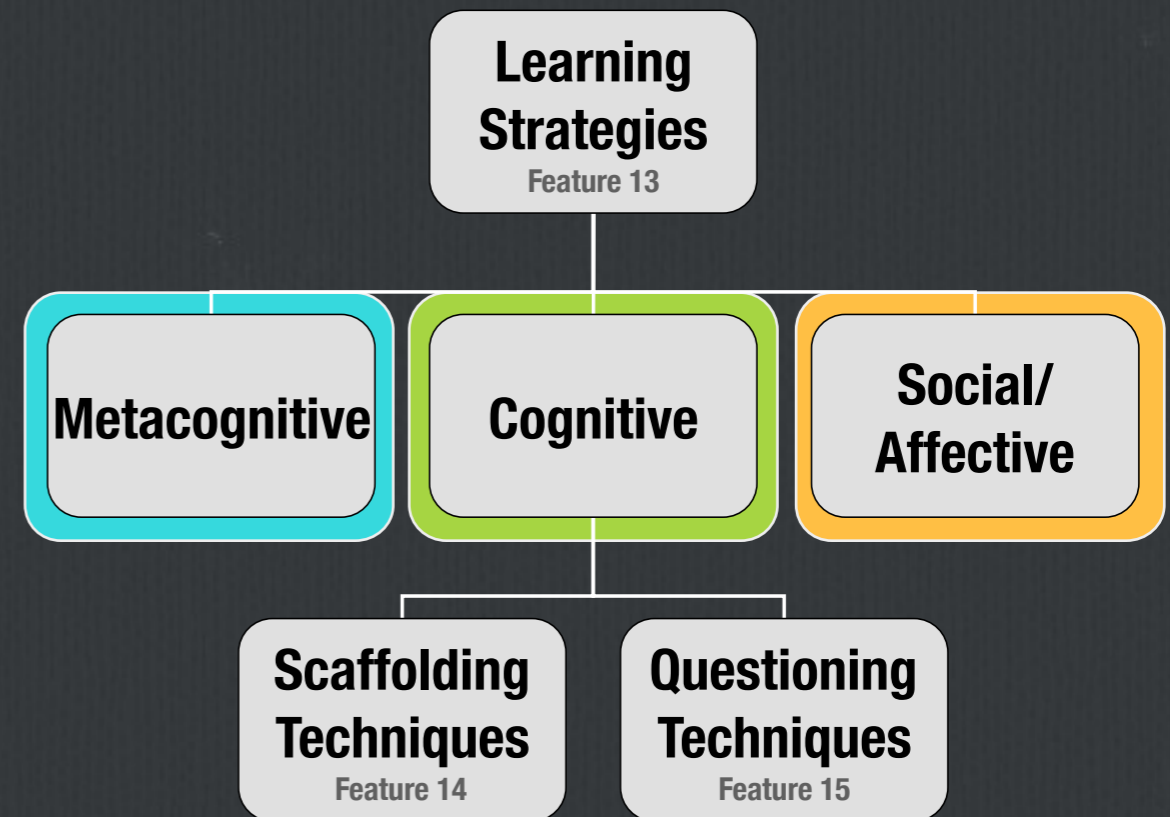–Chamot & O'Malley, <u>Learning Strategies in Second Language Acquisition</u>

Why are learning strategies important?

- [ ] **Strategies represent the dynamic processes underlying learning**

- [ ] **Active learners are better learners**

- [ ] **Strategies can be learned**

- [ ] **Academic language learning is more effective with learning strategies**

- [ ] **Learning strategies transfer to new tasks**

Types of Learning Strategies

CALLA (Cognitive Academic Language Learning Approach) suggests making color–coded strategy posters:

- **Blue** represents calmness and control

- **Green** represents growth

- **Orange** is a warm color

Learning Strategies
Feature 13

Metacognitive

Cognitive

Social/ Affective

Scaffolding Techniques
Feature 14

Questioning Techniques
Feature 15

Metacognitive

- Metacognition is the process of purposefully monitoring our thinking.

- Metacognition is characterized by:

    - Matching thinking and problem solving strategies to particular learning situations

    - Clarifying purposes for learning

    - Monitoring one's own comprehension through self-questioning

    - Taking corrective action if understanding fails

Cognitive

☐ **"Cognitive strategies help students organize the information they are expected to learn through the process of self-regulated learning"**

(Paris, 2001, quoted in Echevarria, page 96)

☐ Examples of cognitive strategies:

    ☐ Previewing text before reading

    ☐ Establishing a purpose for reading

    ☐ Making connections between personal experiences and a story

    ☐ Taking notes during a lecture

    ☐ Completing a graphic organizer or Thinking Map

    ☐ Creating a semantic map

Social/Affective

- Social/affective strategies are:

  - Identified as the social and affective influences on learning.

  - Particularly important in second language acquisition

- Examples:

  - Questioning for clarification

  - Cooperation

  - Self-talk

SIOP Component #4
Feature #14

Scaffolding

(Techniques consistently used)

Vygotsky's ZPD
(Zone of Proximal Development)

sketchplanations.com
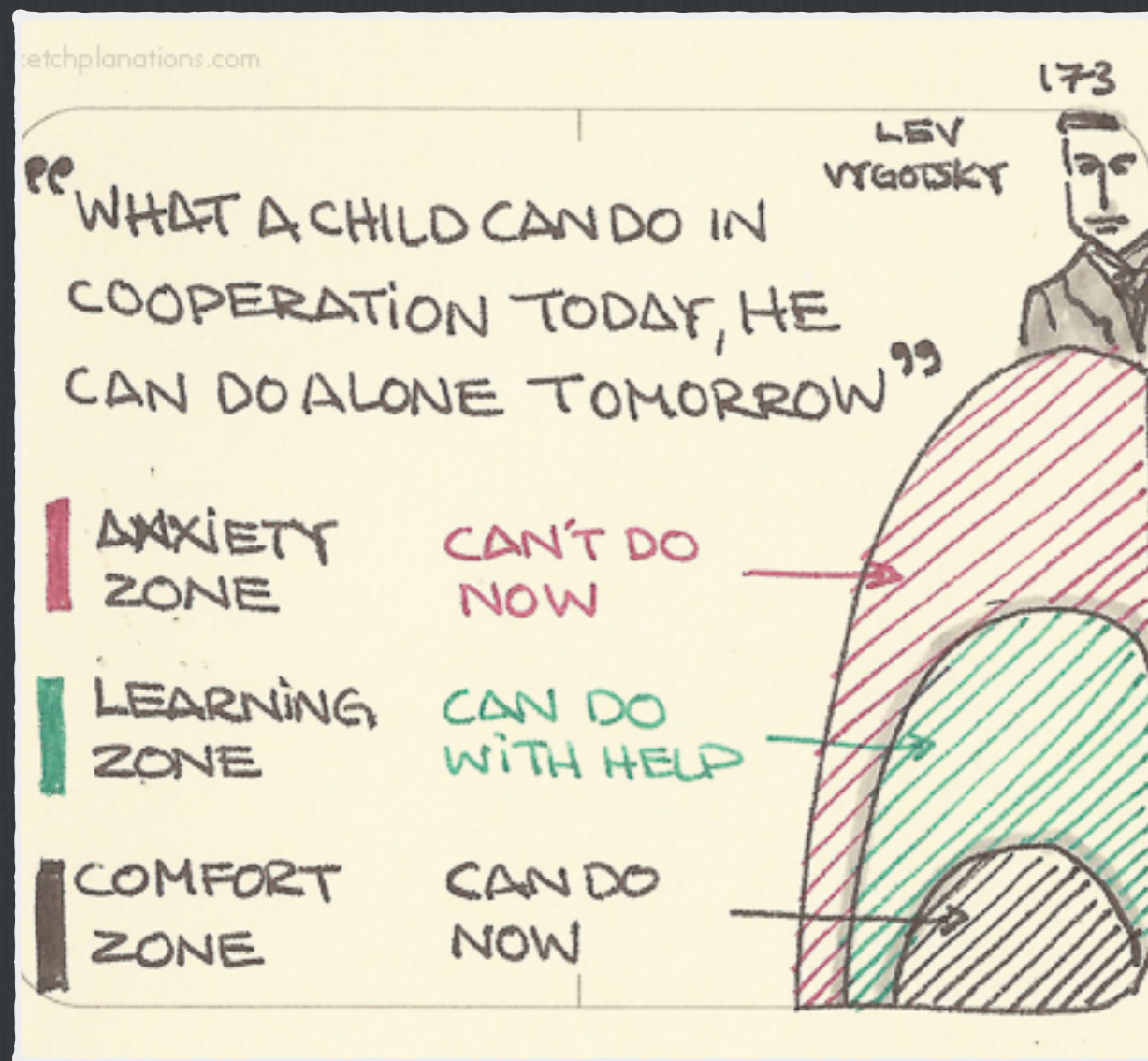
☐ **What adjectives could be used to describe students' feelings in each zone?**

☐ **What behaviors would you observe students exhibiting in each zone?**

Scaffolding in the classroom

www.bridporttownhall.org

- ☐ Two types:

  - ☐ Verbal scaffolding
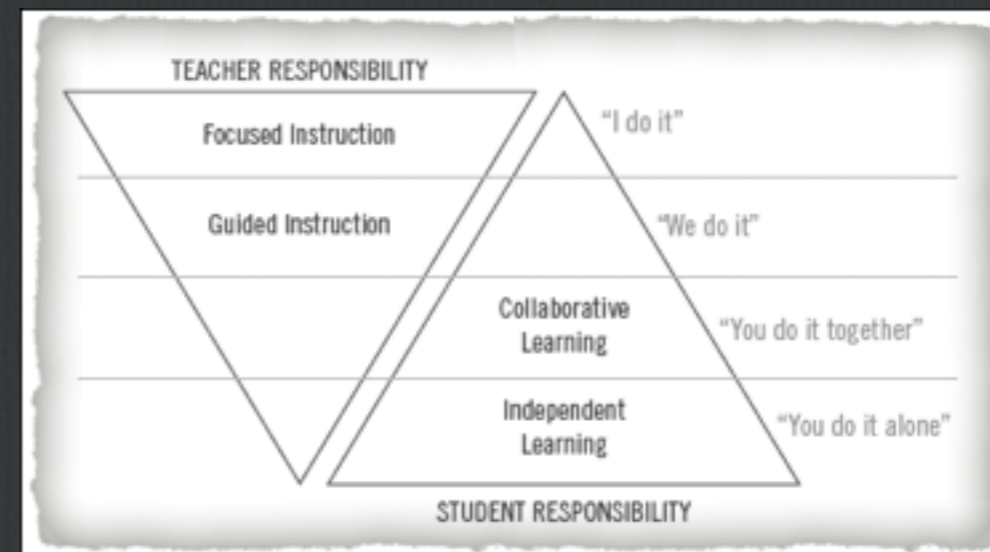
  - ☐ Procedural scaffolding

Verbal Scaffolding

☐ Paraphrasing

☐ Using think-alouds

☐ Reinforcing contextual definitions

☐ Providing correct pronunciation by repeating students' responses

Gaudet, Marcia. SIOP #4.Strategies. N.p.: n.p., 15 July 2011. PPT.

Procedural Scaffolding

- Instructional framework that includes:

  - Explicit teaching

  - Modeling

  - Practice opportunities with others

  - Independent application

- One-on-one teaching, coaching and modeling

- Small group instruction

- Partnering or grouping students for peer-modeling

Connection: Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focused Instruction — "I do it"

Guided Instruction — "We do it"

Collaborative Learning — "You do it together"

Independent Learning — "You do it alone"

STUDENT RESPONSIBILITY

Fisher, Douglas, and Nancy Frey. Figure 1.1. A Structure for Instruction That Works. Digital image. ASCD. ASCD, Dec. 2013. Web. 18 Aug. 2015.

Connection: Feature 17, Grouping Configurations!
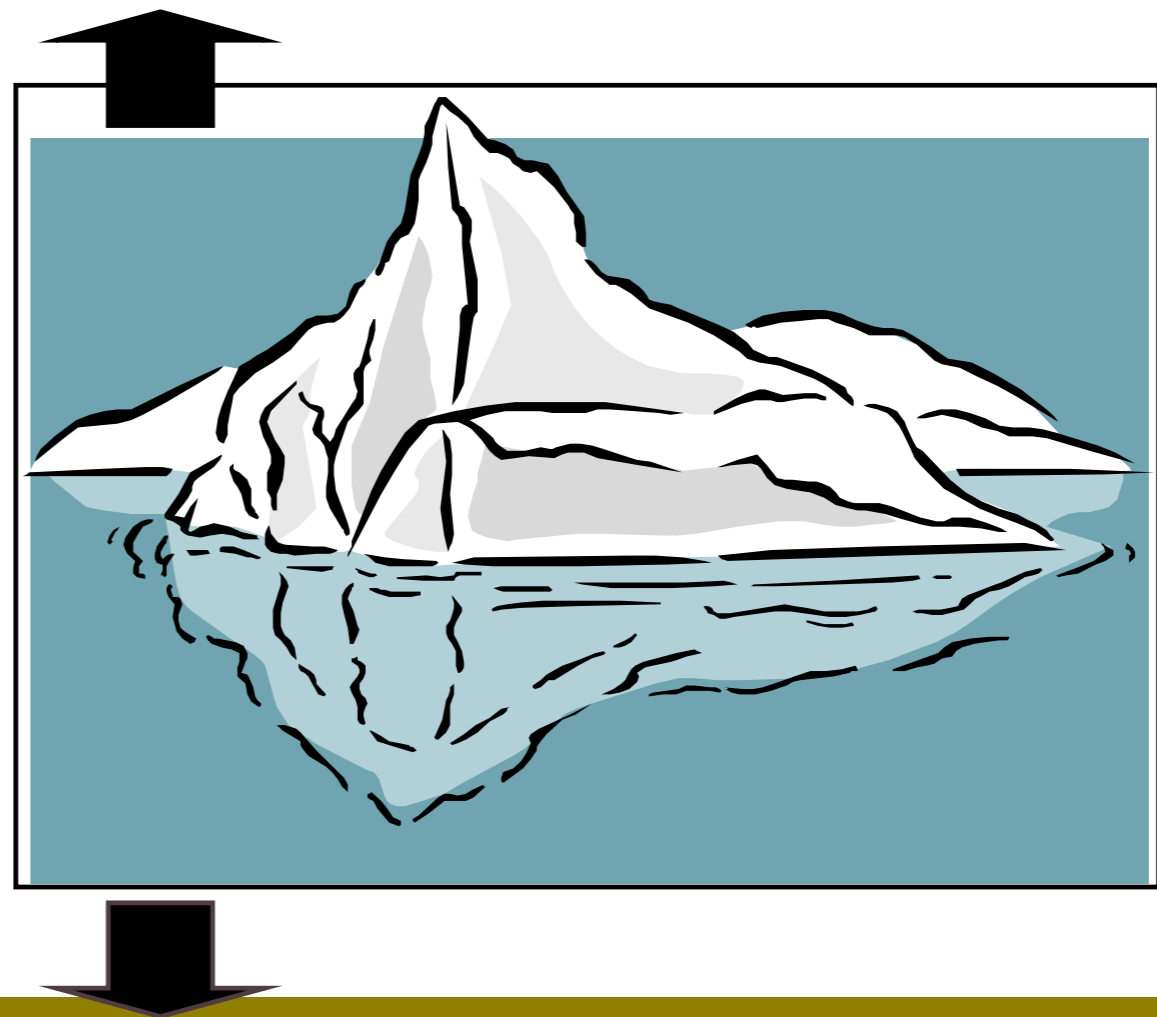
SIOP Component #4

Feature #15

(A variety of questions or tasks that promote)

Higher-order Thinking Skills

Variety of *Questions* to Promote Higher-Order Thinking

Conversational Proficiency

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Academic Proficiency

Dr. J. Cummins

Spezzini, Susan. SAMUEL SIOP Interaction Strategies. N.p.: University of Alabama, 3 July 2001. PPT.

Higher-Order Questions

- Which of the two questions promotes higher-order thinking skills?

  - Are seeds sometimes carried by the wind?

  - Which of these seeds would be more likely to be carried by the wind: the round one or smooth one? Or this one that has fuzzy hairs? (…) Why do you think so?

"Traveling Through the Dark"
by William Stafford

Traveling through the dark I found a deer
dead on the edge of the Wilson River road.
It is usually best to roll them into the canyon:
that road is narrow; to swerve might make more dead.

By glow of the tail-light I stumbled back of the car
and stood by the heap, a doe, a recent killing;
she had stiffened already, almost cold.
I dragged her off; she was large in the belly.

"Traveling Through the Dark"
by William Stafford

My fingers touching her side brought me the reason-her side was
warm; her fawn lay there waiting,
alive, still, never to be born.
Beside that mountain road I hesitated.

The car aimed ahead its lowered parking lights;
under the hood purred the steady engine.
I stood in the glare of the warm exhaust turning red;
around our group I could hear the wilderness listen.
I thought hard for us all--my only swerving--
then pushed her over the edge into the river.

"Traveling Through the Dark"
by William Stafford

Identify the level of Bloom's Taxonomy:

Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

1. Imagine that you had been the person who found the dead deer. Write a new stanza for the poem, telling what you would have done.

2. Write a list of interview questions you would ask if you had the opportunity to talk to the narrator.

3. Select a word or phrase from each stanza of the poem. How do these words / phrases contribute to the story told by the poet?

4. Who is the author of the poem?

5. Did the narrator make the right choice? Why or why not?

6. Summarize the events in the poem.

"Traveling Through the Dark"
by William Stafford

Identify the QAR:

Right There, Think and Search, Author and Me, On My Own

1. What does the author find on the road?

2. What would you have done if faced with the same decision the narrator in the poem had to make?

3. Do you think the narrator made a wise decision?

4. The narrator refers to "our group" in stanza 4. To whom is he referring?

"**Whatever taxonomy teachers choose to use for their lessons, it is important that they carefully plan higher-order questions prior to lesson delivery.** *It is just too difficult to think of higher-order questions "on your feet."*"

– Echevarria, page 103

Next Steps…

- ☐ Reading (by January 26th)

  - ☐ Read pages 115-142 in the core text to be prepared for the Component #4 book study

- ☐ Peer-coaching (by February 23)

  - ☐ Planning conference

  - ☐ Observation

  - ☐ Reflection conference

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