

1. How would you respond to a teacher who says, “Well, if I follow the SIOP Model and make sure my English learners are able to access content using these activities, techniques, and approaches, my on-level kids and native English speakers will be bored.”
 - a. Do you agree with this statement? Why or why not? What supports your position?
 - b. How can teachers with only a few English learners in their classrooms organize instruction so that all students’ needs are met?
 - A. I do not agree with this teacher’s statement, because when using SIOP you are not just teaching to the ELL students, you are teaching to students on every level. Using SIOP will benefit every student in your classroom, because it is teaching to the whole child, on their level. SIOP goes along with Vygotsky’s sociocultural theory, by having scaffolding, zone of proximal development and input plus 1. This to benefits all students on their level because they will be at the level of their development and then the teacher will add to their input by one level. The same goes for SIOP; we scaffold and teach at the level of the students, then add to the level for them to gain knowledge. Differentiating in the classroom is essential for student success and following the SIOP model helps to differentiate at all levels. The other students will not get bored because using the SIOP model addresses all students no matter what level they are on.
 - B. By using the SIOP model well. Teachers can organize instruction for every student because SIOP is teaching to every student on their level. By asking your lower level students questions you are teaching on a level they can understand. Then you build on their knowledge when you ask other questions to higher students. Everyone is learning from the interactions with each other as well. So teaching with SIOP will help the teacher organize instruction for every student’s needs. That way every student can tap into their ability to learn and grow.
2. A factual question a teacher might ask based on social studies text: “Who was the first president of the United States?” Given the topic of the presidency, what are several additional questions you could ask that promote higher-order thinking? List three (3). Why is it important to use a variety of question strategies with English learners?
 1. Why do you think George Washington was elected to be the first president of the United States?
 2. Why is our country not ruled by a king?
 3. How does the president get elected into office?
 4. Can just anyone be elected president? Why or Why not?

By asking a variety of questions you are having the students think on a higher level. Every student will benefit from the use of questions that promote a higher level of thinking, because not only are your higher level students thinking deeper, your lower level students are hearing the answers and gaining a higher understanding of the concepts. According to Bloom’s taxonomy a low order question requires the student to simply recall a single fact, while a high order question asks the students to recall facts but to show that they comprehend the topic, situation or solution to a stated problem. After looking at SIOP and Blooms taxonomy I know that asking higher level questions will help lower level students grow and expand their thinking. Open-ended questions promote a higher level of thinking because there is more than one answer and the students can

always add to what another person has said, increasing the concept knowledge for the entire class.

3. **Compare and contrast** the following two teachers' approaches to teaching a lesson on nutrition.
- a. One teacher's approach involves a lecture, a diagram of the USDA's Food Plate, and a list of appropriate foods for each group. Students are then tested about their knowledge of the percentage of each food type they should eat at a meal.
 - b. The other teacher's approach begins with students' maintaining a food diary for a week. Copies of the Food Plate are distributed and explained, and all students must analyze their food consumption according to the national recommendations. With a partner, students must design nutritionally sound weekly menu for each day of the following week, and they must be prepared to defend their food choices to peer group members.
 - Which approach to teaching this content concept is most appropriate for English learners? How do you know? Be as specific as you can.

The approach of the teacher in situation B is a better approach on teaching about the food plate to English learners because it is making them active participants of the lesson instead of just listeners. The teacher in approach B not only gives copies of the food plate but also explicitly explains the Food Plate, whereas the teacher in approach A just assess the students after a lecture. Approach B has the students actually doing what they are taught, rather than learning about good nutrition and then being assessed. Also approach B is assessing the students' knowledge of what they learn more effectively than approach A, because approach A is teaching students' to memorize for the assessment then forget and approach B is teaching students' to use the material they learn. SIOP Model emphasizes the use of meaningful activities to enhance learning for students especially our English learners. Approach B creates experiences that may be linked to future learning of nutrition and it activates background knowledge. Even without seeing the entire lesson plan I can see that the teacher in approach B has a solid SIOP foundation for the lesson.

4. How does a teacher determine whether a majority of students, including English learners, are engaged throughout the period? What techniques could be used to sustain engagement throughout the period? What should the teacher do if he or she senses that students are off task? Why is sustained engagement to English learners' academic progress?

A teacher could tell if the majority of his/her students are engaged by them being active participants, all students are interested in what is being taught, asking questions and students

are all on task while doing their work. Some techniques that could sustain engagement are meaningful activities with supplementary materials that keep the students engaged, planned into the lesson. Adapting content to each student's needs, will also help keep them engaged. When thinking about other ways to keep them engaged, I think of Vygotsky's sociocultural theory, because his theory says interaction helps promote growth. Keeping the students interacting will keep them engaged with the lesson. They can be interacting with each other, in groups or with the teacher, as long as they are interacting with someone, they will remain engaged. If a teacher senses the students are off task he/she can get their attention, and then possibly change up the interaction level of that part of the lesson. The teacher also needs to remember to keep their allocated time for studying that part of the topic within the attention span of the students, which is their age plus 2. Doing so can help sustain engagement which is critical to English learners' academic progress because if there is no engagement and the students are not fully engaged then how are they supposed to grasp the material that is being taught.

5. Think of a content concept you might be teaching. Describe three different grouping configurations that could be used for teaching and learning this concept. How would you organize the members of each group? How would you monitor student learning? What would you want students to do while working in their groups? How would be grouping configurations facilitate learning for ELL's?

During a science lesson (Earth and Space) there are three different grouping configurations that could be used for teaching and learning the concept. There are whole group, small group and partner grouping. If I were to use small groups I would probably do it by tables (four people to a group), each table would already be grouped with a high learner, on-level learner, low level and an English learner, if possible. If the groups are not already that way I would have all students stand at the front of the classroom and I would call on students for each group. I will monitor students learning by observing their participation in the group activity, their interaction and assistance with their peers. I would have a page for them to record their findings so there is accountability for each member of the group. In their groups I will want them to observe, compare, describe and sort components of soil. They will each look at the soil and fill out their work page. All students benefit from instruction that frequently provides a variety of grouping configurations. English learners are able to learn more efficiently when they have other students to collaborate and learn with. Teachers should always plan grouping configurations and change the groups from time to time, so all students, especially the English learners, can experience all kinds of grouping configurations, and benefit from them all. English learners will benefit from good grouping configurations and it will enhance the environment of the classroom. Making sure all students are included and have a chance to be included with different students throughout the day.