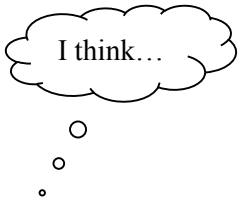
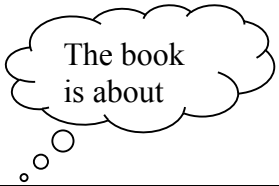
SQP2RS

with *Stellaluna*

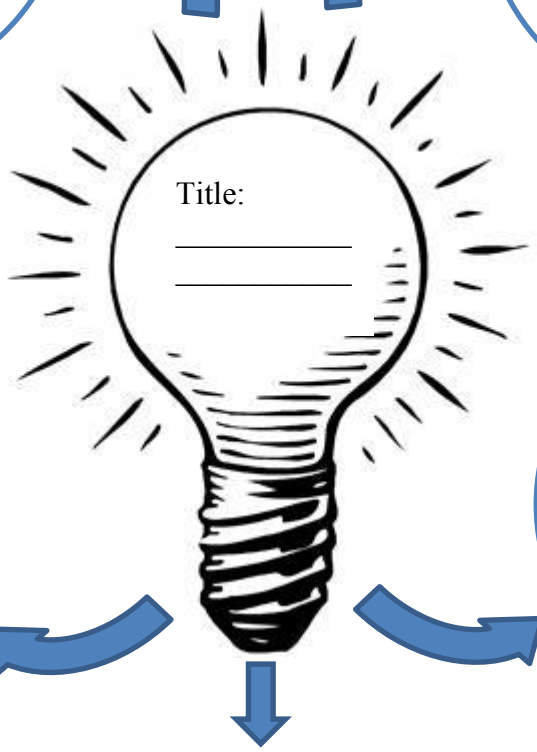
Survey 	Preview text.	*Circle the things you will look at.* pictures television movie clips video games book cover pictures in the book
Question 	List one to three questions you think we'll find the answers to.	1. What will happen to _____? 2. Did Stellaluna _____? 3. Did Stellaluna _____?
Predict 	State one to three things we'll learn.	1. We will learn about _____. 2. We will learn what happens when _____. 3. We will learn why _____.
Read 	Read assigned section of text.	
Respond 	Try to answer questions. Modify, drop, and/or add more questions for the next section.	Answer to #1: _____. Answer to #2: _____. Answer to #3: _____.
Summarize 	Summarize at end of text (orally or in writing).	The book is about a _____ named _____. Stellaluna wanted to be like the _____. _____

SQP2RS

Survey

Question

1.
2.
3.



Predict

1.
2.
3.

Read

(Notes here)

Respond

Verbal Scaffolding with Sentence Stems or Frames

We usually understand more than we can speak. This is particularly true for those speaking/writing a new language. They struggle with words to explain, describe, provide opinions, and engage in discussion. Providing English learners with sentence stems or frames for reading and writing tasks gives them language structures to express their ideas and helps them acquire new language.

Task: Participating in Class Discussion

- I wonder…
- In my opinion, …
- I think…
- I agree/disagree because…
- I understand your point, but…

Task: Reading Graphs in Math or Science

- The data indicates…
- The graph is telling me that…
- The table shows…
- The information indicates that…

Task: Responding to a Text or Text-Based Discussion

- I think the author is saying... because….
- I think (character)…because….
- The fact that (character)…tells me that….
- The author is trying to….

Write Your Own

Directions: What other oral or writing tasks do your students do in your class? Think about one task and then write sentence stems or sentence frames that you could provide to students so that they more effectively engage in that task.

Task

Sentence Frames

Questions for Higher Order Thinking Skills

We have already talked about Bloom's taxonomy of educational objectives (Bloom et al., 1956[13]): knowledge, comprehension, application, analysis, synthesis, evaluation.

A revised version has also been published by Anderson and Krathwohl (2001) [14].

Revised Taxonomy of Educational Objectives[15]

Level	Functions
Remember	Recognizing, recalling
Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
Apply	Executing, implementing
Analyze	Differentiating, organizing, attributing
Evaluate	Checking, critiquing
Create	Generating, planning, producing

Examples

- **Remember:** Which country gave the Statue of Liberty to the United States?
- **Understand:** What does the Statue of Liberty symbolize for the American people?
- **Apply:** Can you think of another statue that symbolizes something important to a group of people? Please describe it.
- **Analyze:** What are four aspects of freedom that are important to American citizens?
- **Evaluate:** Do you think that people in the United States are really free? Why or why not? Explain.
- **Create:** How would you change the Statue of Liberty to symbolize freedom and justice at the same time?

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[13] Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (Eds.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay.

[14] Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Boston: Longman.

[15] Formulated in Anderson & Krathwohl (2008) and summarized in Echevarría, J., Vogt, M. E., & Short, D. J. (2008). *Making content comprehensible for English learners: The SIOP Model* (3rd ed.). Boston: Pearson.

Scaffolding Higher Order Thinking Questions

Directions: Think of a topic you will teach in the near future. Then decide on a question you can ask on that topic that is on the creating or evaluating level. Write that question in the **last** box. Then write the questions you will need to ask your students in order to get them to the point where they can answer the last question. Write each level of the question.

Topic

Question 1

Question 2

Question 3

Question 4

Question 5

Activities That Promote Interaction

_____ Think-Pair-Share (Frank Lyman, 1981[23])

- Teacher asks a question.
- Students think about their answer alone, or students write about their answer alone.
- Students share their answer with a partner.
- Students share either their own answer, their partner's answer, or their combined answer with the whole class.

_____ Jigsaw (Elliot Aronson, 1970s[24])

This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.

- Divide the class into groups of three to five students.
- Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or by finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.
- Each expert then moves on to a mixed group with members of each of the other expert groups. Students in this group teach one another the information learned in the expert group.

The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson, at http://www.jigsaw.org/.

_____ Numbered Heads Together

This technique helps to make each student accountable for the information with which the group is working.

- Divide the class into small groups of students.
- Assign a number to each student within each group.
- Ask the students to complete a task, engage in an activity, or answer questions.
- As you check answers with the whole class, specify that students with a particular number will be called on to answer the question you are about to discuss.

Numbered Heads Together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer.

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[23] Lyman, F. (1981). *The responsive classroom discussion: The inclusion of all students*. *Mainstreaming Digest*. University of Maryland, College Park, MD.

[24] See Aronson, E. (2000). *Jigsaw classroom*. Middletown, CT: Social Psychology Network. Retrieved from http://www.jigsaw.org/

_____ Four Corners

You can use this activity to introduce a topic or let students share their prior knowledge. Choose a topic that has four possible dimensions (e.g., Topic: Dimensions: cleared land, river, ocean).

- Assign one dimension to each corner of the room.
- Have students move to the corner they are interested in or knowledgeable about.
- In their corners, have them pair and explain why they chose that corner and what they know about the topic.
- Instruct a student from one corner to share ideas with the whole class.
- Next, ask a student from another corner to paraphrase.
- Continue this process until each corner has shared.

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 well with open-ended higher order questions and, in general, with questions that have more than one possible answer.

- Pair students. Make sure each pair has one sheet of paper and one pencil.
- Pose a question with multiple answers (e.g., Why do people immigrate?).
- Have the students pass the sheet back and forth and record as many responses as possible. They should not talk about the answers but record them in writing.
- Ask students to share responses with larger groups or the whole class.

Alternatively, form small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., social reasons to immigrate, economic reasons to immigrate, political reasons to immigrate). Students write a short answer about their question or topic and pass the paper to the next student. This continues until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality.

_____ Concept Personification Role-Play

Students can personify a concept or object of study (e.g., precipitation, liberty, inference) or a person being studied.

- Pairs of students sit facing one another.
- Student A personifies a concept from a content area.
- Student B interviews Mr./Ms. Concept and fills in a blank form (e.g., blank boxes for name, identifying traits, subject of study, work experiences).

This activity encourages students to apply what they know about a topic in personalized and imaginative ways. The interview format encourages interaction and cooperation in the pursuit of a common goal: communicating and recording information about the topic.

_____ Three-Step Interview (Kagan, 1994[25])

- Step one: Student answers a set of questions in writing.
- Step two: Student interviews another student with the same questions and writes his or her answers.
- Step three: Student interviews a second student and writes his or her answers.

_____ Carousel

This activity encourages all students to interact through reading and writing.

- Write different but related questions or prompts on chart paper and post the papers around the room.
- Have students move around the room, either freely or in small groups, and write ideas or answers on each paper. Alternately, have them record the ideas on sticky notes at their desks ahead of time and then post the notes on the appropriate papers.
- Share and process the ideas with the whole group with a gallery walk (students silently move from poster to poster, reading and noting important ideas), small-group to whole-group presentations, or some other technique.

A carousel uses wait time for planning and a degree of anonymity in answering to create a non-threatening atmosphere in which all students have an equal chance to share their ideas.

_____ Inside-Outside Circle

This activity allows students to practice language and content multiple times within a short period.

- Organize the class into two groups of equal size.
- Ask students to stand in two circles facing one another. Half of each group forms a close circle facing outward; the other half forms a circle facing inward and around the first circle.
- Have students talk with the person across from them about an assigned question or topic.
- After a few minutes, ask everyone in one of the circles to move so that each person is talking to a new partner. Ideas for the student conversations include the following:
- Students freely discuss a question posed by the teacher.
- One circle presents thoughts, and the other circle asks clarification or expansion questions.
- One circle talks, and the other circle takes notes.
- Students share journal entries related to the topic of study.
- Students solve worksheet problems or questions together.

Inside-Outside Circle can be used to access prior knowledge as well as to practice, apply, and review information. It provides a reason to talk, a chance to repeat and reinforce language structures, and a non-threatening environment.

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[25] Kagan, S. (1994). *Cooperative learning*. San Clemente: Resources for Teachers.