The Early Release

Component 5: Interaction

The Interaction component of the SIOP Model has the following components:

- 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

(*L1= first language*)

Benefits to having students actively engaged in interaction around subject matter:
- *Deeper understanding of text*
- *Oral language development*
- *Brain stimulation*
- *Increased motivation*
- *Reduced risk*
- *More processing time*
- *Increased attention*

(Marzano, Pickering, & Pollock, 2001)

WATCH FOR A MOTHLY ISSUE ABOUT EACH OF THE 8 SIOP COMPONENTS:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review & Assessment

HHS SIOP COACHES

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Different Ways to Group Students

1. Random Grouping - This is completely arbitrary grouping. Use this technique when your focus is on management and forming groups of equal size. Random grouping can also help students get to know each other better.

2. Achievement or Ability Grouping - In this grouping situation, students with similar achievement levels or academic strengths are placed in the same group.

3. Social (Cooperative) Grouping - With this kind of grouping, you assign each of your students a different role (e.g., leader, presenter, or helper) in order to give them the opportunity to practice specific social skills.

4. Interest Grouping - With this kind of grouping, you assign students to a group or have them assign themselves to a group based on their interest in particular topics of study.

5. Task Grouping - With this kind of grouping, you put together students who are successful in completing given types of activities. For example, students who find drawing enjoyable are grouped together to construct scenery to re-enact a story.

6. Knowledge of Subject Grouping - Here, you put together students with background knowledge of a given subject or hobby. Use it when you want students to see likenesses among one another and share information. For example, students who are interested in baseball cards are grouped together to share the statistics of their favorite players.

7. Skill/Strategy Grouping - Here, you group together students who need practice with a specific skill or strategy.

8. Student Choice Grouping - Allow students to group themselves according to a shared preference, for an author or genre in reading, for example, or historical period or country in social studies. This grouping system is good to use when student success is not dependent on