The SIOP Interactive Activity Design Template

Interaction is an important SIOP component because it allows for purposeful and authentic opportunities to share ideas about the key concepts being taught using the academic language identified in the language objectives.

SIOP Interaction Component Features

- Provide frequent opportunities for interactions and discussions between teacher/student and among students, and encourage elaborated responses about lesson concepts
- Use of group configurations that support language and content objectives of the lesson
- Provide sufficient wait time for student responses consistently
- Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text

What is the SIOP Interactive Activity Design Template?

- Teacher tool that allows for focused planning of student interactive activities
- Focus on creating authentic opportunities for student/student and student/teacher interactions
- Involves the students' use of academic language to share ideas about grade level content
- Promotes structured student interaction

How can the SIOP Interactive Design Template help teachers to increase English learners' opportunity to engage in authentic interaction?

- Content and language objectives serve as the foundation for all interactive activities
- Planned group configurations ensure that students will interact with others who have varied proficiency levels
- Grade level concepts and academic language are an explicit part of the interactions
- Language support needed for students to participate in academic interactions allows for needed scaffolding

What are some strategies/activities that promote interaction?

- Mix and Match
- Meet and Greet
- Inside-Outside Circle
- Reel
- Traveling Sorts
- Picture Sequencing
- Carousel
- Stations
- Three Step Interview
- Retelling
- Concept Personification
- Role Play
- Literature Circles
- Four Corners
- Think-Pair-Share
- Think-Write-Pair-Share
- Jigsaw
- Numbered Heads
- Domino Discussion
- Chips Discussion
- Museum Gallery Walk
- Human Timeline
- Round Robin
- Round Table
- Fold the Line
- Readers' Theater

Designing an Interactive Activity

Instructions: Think about an upcoming lesson topic and its corresponding language and content objectives. Design an interactive activity that aligns with your objectives. Then write down ideas on the grouping configuration and composition for this activity. Next identify the kinds of phrases or sentences students would need to use in order to be successful in these interactions. Then create some sample scripts to teach the students and think about how you will teach these scripts, and how you will make sure students use them during interaction activities. Write your ideas below.

Lesson Objectives

Interactive Activity

Group Configurations/Composition

Designing an Interactive Activity (cont.)

Academic Language in Activity

Ideas for Academic Interactions

![SIOP logo - CAL SIOP]

Designing an Interactive Activity – Teacher Sample In Progress

Instructions: Think about an upcoming lesson topic and its corresponding language and content objectives. Design an interactive activity that aligns with your objectives. Then write down ideas on the grouping configuration and composition for this activity. Next identify the kinds of phrases or sentences students would need to use in order to be successful in these interactions. Then create some sample scripts to teach the students and think about how you will teach these scripts, and how you will make sure students use them during interaction activities. Write your ideas below.

Lesson Objectives

Content Objective: SWBAT to determine the theme of *My Name is Jorge on Both Sides of the River* from details in the text. (CCSS.ELA-Literacy.RL.4.2)

Language Objective: SWBAT to write and then, orally describe their interpretation of the theme of the story to a partner. Students will also defend their answer by providing two supporting reasons from the text.
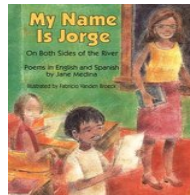
Interactive Activity

Inside-Outside Circle

Create document with language support (sentence frames) that will provide differentiated scaffolding for students that need it. Students will not know how the two groups were formed.

Use formative and DRA data to divide the students into two groups.

Group Configurations/Composition

Divide the class into A group and B group; A group will be made up of students who are reading at or above grade level and B group will be made of students needing to participate in interaction that allows them to speak and interact with students who will model use of academic language specific to the content objective.

Newcomers Andrés and Ahmad will work with a buddy during Inside-Outside Circle; work individually with them prior to Inside-Outside Circle activity

Designing an Interactive Activity (cont.)

Academic Language in Activity

Theme
Character
Traits
Text
Supporting details
Defend
Justify

Ideas for Academic Interactions

Possible sentence frames…

I believe that the theme of the story is….
My two supporting reasons are…..
The evidence for my first supporting reason can be found on page…because [insert reason]
The evidence for my second supporting reason is located on page…because [insert reason]

I agree with you on the theme because…
Your supporting evidence is strong because…
Your conclusions are supported by your examples because…

I see your point, but I disagree with your evidence because…
Unlike you, I think that….
Your conclusions might be stronger if you consider…