3. How often should students practice? *Answer:* New learning, massed practice. Older learning, distributed practice. [Hunter explains that massed practice means several practice periods scheduled close together. Distributed practice means spacing practice periods farther and farther apart, such as when we review previously learned material.]
4. How will students know how well they have done? *Answer:* Give specific knowledge of results (i.e., specific feedback).

Although all students benefit from guided practice as they move to independent work, English learners make more rapid progress in mastering content objectives when they are provided with multiple opportunities to practice with hands-on materials and/or manipulatives. These may be organized, created, counted, classified, stacked, experimented with, observed, rearranged, dismantled, and so forth. We would also include kinesthetic activities in a broad definition of this feature. Manipulating learning materials is important for English learners because it helps them connect abstract concepts with concrete experiences. Furthermore, manipulatives and other hands-on materials reduce the language load for students. Students with beginning proficiency in English, for instance, can still participate and demonstrate what they are learning.

Obviously, the type of manipulative employed for practice depends on the subject being taught. For example, in a tenth-grade geometry class in which students are learning how to solve proofs, content objectives might justify paper-and-pencil practice. However, if it is possible to incorporate hands-on practice with manipulatives, students' learning will probably be enhanced.

Being told how to ride a bike or play the piano, reading about how to do so, or watching a video of someone else engaged in bike riding or piano playing is much different from riding down the sidewalk or listening to musical sounds you have produced yourself. Whenever possible and appropriate, use hands-on materials for practice.

SIOP®

SIOP® FEATURE 21:

Activities Provided for Students to Apply Content and Language Knowledge

Think again about the relationship between actually riding a bicycle and just watching someone else ride it, or about actually playing a piano and just reading step-by-step piano-playing instructions. As Hunter (1982) said:

> The difference between knowing how something should be done and being able to do it is the quantum leap in learning . . . new learning is like wet cement, it can be easily damaged. A mistake at the beginning of learning can have long-lasting consequences that are hard to eradicate (p. 71).

We all recall our own learning experiences in elementary, middle, and high school, and the university. For many of us, the classes and courses we remember

best are the ones in which we applied our new knowledge in meaningful ways. These may have included activities such as writing a diary entry from the perspective of a character in a novel, creating a semantic map illustrating the relationships among complex concepts, or completing comprehensive case studies on children we assessed and taught. These concrete experiences forced us to relate new information and concepts in a personally relevant way. We remember the times when we "got it," and we remember the times when we gave it our all but somehow still missed the point.

PD eToolkit™ for SIOP®

Click on Videos, then search for "Practicing and Applying Academic Language and Science Concepts" to see the students practicing and applying academic language while sharing with each other their observations from a science experiment.

For students acquiring a new language, the need to apply new information is critically important because discussing and "doing" make the abstract concepts more concrete. We must remember that we learn best by involving ourselves in relevant, meaningful application of what we are learning. Application can occur in a number of ways:

- Students can organize new information on a graphic organizer and then use that for review.
- Students can be asked to generate solutions to real-life problems. These solutions may represent multicultural viewpoints.
- Students can plan for and hold a debate on a current event.
- Students may discuss a scientific theory in class (e.g., Life existed on Mars in the past) and then write their opinion on the topic in a journal.

For English learners, application must also include opportunities for them to practice language knowledge in the classroom. For example, it is appropriate, depending on students' language proficiency, to ask them to explain a process to a peer using a newly learned sentence structure or explain the steps in their solution to a math word problem using key terms. Activities such as describing the results of an experiment, retelling a story with a different ending, speculating why a character reacted in a particular way, acting out an historical event, and listing the steps in a process all help English learners produce and practice new language and vocabulary, as long as they are in a supportive environment. These activities are also appropriate for struggling learners and other students.

In Chapter 5 we presented a model for scaffolding that shows how a teacher can gradually increase the students' responsibility for learning and doing, and we argued that collaborative practice and structured conversations along with recursive teaching are important bridging steps between guided practice and independent work. Through collaborative learning students support one another in practicing or applying information while the teacher assists as needed. Some students may be able to move on to independent work, but others may need some targeted reteaching by the teacher.

SIOP®

SIOP® FEATURE 22:

Activities Integrate All Language Skills

Reading, writing, listening, and speaking are complex cognitive language processes that are interrelated and integrated. As we go about our daily lives, we move through the processes in a natural way, reading what we write, talking about what

we've read, and listening to others talk about what they've read, written, and seen. Most young children become grammatically competent in their home language by age five, and their continuing language development relates primarily to vocabulary, more sophisticated grammar usage (e.g., embedding subordinate clauses), and functional as well as sociocultural applications of language (e.g., adjusting one's language to a particular audience, developing rhetorical styles) (Peregoy & Boyle, 2005). Proficiency in reading and writing is achieved much later, and differences exist among individuals in levels of competence. Students in particular need to learn academic language for use in school settings (see Chapter 1 for a detailed discussion).

English learners may achieve competence in written language earlier than oral language, and they do not need to be proficient speakers before they start to read and write (August & Shanahan, 2006). In fact, the language processes—reading, writing, listening, and speaking—are mutually supportive. Although the relationships among the processes are complex, practice in any one promotes development in the others (Hinkel, 2006).

Effective SIOP teachers understand the need to create many opportunities for English learners to practice and use all four language processes in an integrated manner. Throughout the day, these teachers offer their students varied experiences such as:

- Linking oral discussions of essential questions to reading selections;
- Structuring interaction with peers;
- Guiding students to use sentence starters and signal words;
- Providing students with the chance to listen and react to peers' ideas;
- Asking students to write about what is being learned.

We do want to clarify two things about language development as part of the Practice & Application component:

1. Although all identified language objectives in a lesson need to be practiced and applied as the lesson advances, not all language skills that are practiced need to be tied to an objective. In other words, a language objective represents a key skill, language structure, or strategy the teacher plans to teach and intends for students to learn. In a SIOP lesson, the teacher teaches to this objective and assesses, formally or informally, how well students are meeting it. The objective may focus on one language domain, such as writing, but in the course of the lesson, students may have additional opportunities to read, speak, and listen. These should be carefully planned but need not be assessed in the same way an objective would be.
2. Teachers are sometimes unsure about whether to correct English learners' language errors during practice time (Peregoy & Boyle, 2005). In general, consider students' stages of English language development when deciding whether to correct them. For beginning English speakers, errors may be developmental and reflect students' native language use (e.g., not remembering to add past tense inflected endings to English verbs). Other errors may

deal with placement of adjectives, sentence structure, plurals, and so forth. Research on error correction indicates that impromptu corrections are less effective than setting aside a portion of a lesson to focus on the grammatical forms or usage issues that arise (Ellis, 2008).

If errors impede oral communication, you can gently correct students by restating the sentence in proper form. Otherwise, leave the errors alone. If errors are in a written product that is to be displayed, you may want to work with the student to edit it. If you notice, however, that many students make the same error and it does not seem to be due to the language acquisition process, it is reasonable to plan a minilesson on the issue for a later class period. What is most important is that you be sensitive to errors that confuse communication; corrections usually can be modeled in a natural and nonthreatening way.

Teaching Ideas for Practice & Application

In the section that follows, you will find some teaching ideas to help you develop practice and application activities for SIOP lessons:

- **Manipulatives and Movement.** Have students move objects or themselves instead of doing paper-and-pencil tasks for practice. For example, have students form a physical timeline about Ancient China with their bodies rather than complete a timeline worksheet. Some students might have a card displaying a date; others one displaying an event. The students would organize themselves, first pairing the dates and events, and then forming the human timeline in the front of the room.
- **Hands-On Games.** Educational, engaging, and fun games provide opportunities to practice or apply new content and language learning. For example, depending on the students' language levels, bingo could be played in the typical manner—the students hear a number or word said aloud and mark its written form on the bingo card. Or definitions, synonyms, or antonyms could be read aloud, and students would find the corresponding term. In Piece O' Pizza, individual students or small groups create a pizza slice with information that differs from that of their peers. They put their slices together to address the main points of a key topic. See *99 Ideas and Activities for Teaching English Learners with the SIOP® Model* (Vogt & Echevarría, 2008) for more games.
- **Electronic Games.** Use PowerPoints or Web sites to build electronic game boards for *Jeopardy!* or *Who Wants to Be a Millionaire?* or similar games. These games allow for differentiation as less proficient or less knowledgeable students can choose easier questions in the *Jeopardy* game or choose to "take the money" and stop advancing in the *Millionaire* game.
- **Foldables and Flip Charts.** Foldables and flip charts involve folding paper and offer a hands-on way for students to organize information. They can be made

in various ways. With one type, a sheet of paper is held in a landscape orientation and then folded in half lengthwise (hot dog fold). The front half is then cut into a number of flaps (e.g., 3), with the cut going up to the fold. On the outside front, a key word (e.g., *element, compound, mixture*) may be placed on each flap. When each is lifted, a definition may be written on the top half and a picture may be on the bottom half. (For numerous examples, see Zike, 1994, 2000a, 2000b, 2003, 2004a, 2004b.)

- **Character Diaries.** Students take the role of a character from a novel, an historical figure, a person in the news, or an object, such as a good moving from manufacture or harvest to market. They create several entries in a diary, writing in the voice of that person/item, and including key events. Teachers may add other requirements to apply specific language objectives such as use of descriptive language, use of past tense or if-then clauses, or use of a key language frame.
- **Reader's Theater and Role Plays.** Students can build oral fluency, reinforce content knowledge, and practice language structures and academic vocabulary through Reader's Theater (Short, Vogt, & Echevarría, 2011a, pp. 58–60). Teachers create scripts on particular topics to be performed by small groups of students. The teacher may model the script before the students are assigned roles and perform. Role plays are more informal, with students taking roles and deciding what they want to say while acting out a fictional, historical, or current event.
- **Numbered Heads Together** (Kagan, 1994). Students number off in equal groups. The teacher poses a question and the members in each group work together to determine an answer. Each member should know the answer, but the teacher calls only one number and that individual responds.

Differentiating Ideas for Multi-Level Classes

The Practice & Application component offers teachers a relatively easy way to meet the needs of students with different abilities or proficiency levels in their classrooms. Consider the five options below when you want to adjust activities for your multi-level classes (Echevarría, Short, & Vogt, 2008; Tomlinson & Imbeau, 2010; Vogt, 2000).

1. **Group with a purpose.** Arrange students by language proficiency, learning style or multiple intelligences, demonstrated ability, perceived ability, or another reasoned way. Mix groups from time to time. Rotate roles so the more proficient students produce work or perform first and thus act as peer models for others.
2. **Differentiate the tasks.** Give each group a similar, yet specifically designed and equivalent task. Explain each group's assignment clearly, making sure it is as demanding as the others. An "easy" task may be as cognitively demanding to lower proficiency students as a "hard" task is to native English speakers.