

SIOP, Balanced Literacy Instruction and Quantum Learning

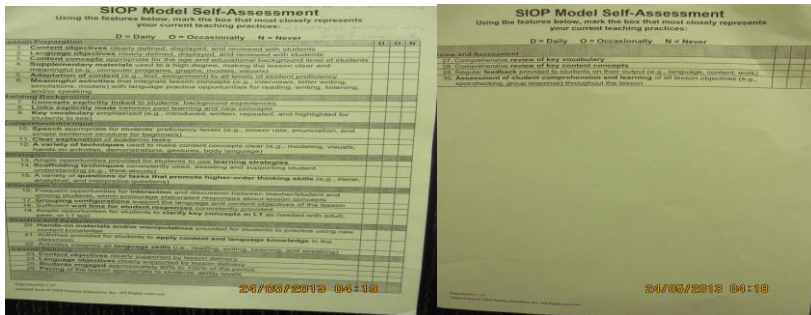
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What do SIOP, Balanced Literacy Instruction and Quantum Learning stand for? I had so many question marks flying over my head when I knew that I was going to learn about these three topics in my professional development training. I did some work in Taiwan and decided to go to the USA to “discover” something. There wasn’t enough time for me to get the whole picture, but luckily, I had already to get a clue to get into. I will keep doing some researches by myself based on what I have known in the States.

Sheltered Instruction Observation Protocol (SIOP)

What is **Sheltered Instruction Observation Protocol (SIOP)**? For an educator or a teacher, lesson-planning is about how to deliver a lesson, and SIOP is just a lesson-planning framework and delivery approach composed of 30 instructional features grouped into 8 components. The SIOP Model is a research-based and validated instructional model of sheltered instruction that has proven effective in addressing the academic needs of English learners and been widely and successfully used across the U.S. for over 15 years. In the training center, we only learned about “content objectives” and “language objectives”; both are just parts of the lesson plan. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

The SIOP Model consists of eight interrelated components:



- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

By using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

✂Below I will put a sample of SIOP Lesson Plan for your reference.

<What is a Dragonfly? SIOP Lesson Plan >

This plan was created by Rebecca Iwasaki of South Street School, in Danbury, CT Public Schools, in collaboration with CAL SIOP.

Background

First grade students were immersed in a month-long nonfiction reading unit of study that included a nonfiction reader's theater, *Are You a Dragonfly?* by Judy Allen.¹

1 Allen, J. (2004). *Are You a Dragonfly?* New York, NY: MacMillan, 1-32.

English Proficiency Levels

beginning through advanced

Common Core State Standards

Grade 1 Reading Standards for Informational Text:

- Ask and answer questions about key details in a text.
- Retell key information from a text.
- Use the illustrations and details to describe the key ideas from a text.

Grade 1 Speaking and Listening Standards:

- Participate in collaborative conversations with diverse peers about the text.
- Add drawings to clarify ideas.

Grade 1 Writing Standards:

- Participate in shared writing projects.

Grade 1 Language Standards:

- Produce complete sentences.

Preparation

Content Objectives

Students will be able to label the parts of a dragonfly.

Students will be able to identify important information about a dragonfly.

Language Objectives

Students will be able to listen to their partner's ideas about dragonflies.

Students will be able to write a descriptive sentence about dragonflies and decide (through turn and talk).

Key Vocabulary

insect, hunt

Materials

- dry erase boards
- markers
- dry erase markers
- chart paper

Motivation

- Remind the students that they have been studying dragonflies.
- Ask students, "What is the most important fact that you have learned about dragonflies?"

Presentation

- Gather students on the floor in front of the easel containing a piece of chart paper. Divide the paper into four quadrants to create a Four Corners graphic organizer (photo enclosed in the back of this lesson).
- Give each student a dry erase board and a dry erase marker.
- Tell the students, “We are going to write about dragonflies. Using your marker, write what sounds or letters you hear at the beginning of the word, dragonfly.”
- After the students write the letter on their dry erase board, write “Dragonfly” on the top left corner of the Four Corners graphic organizer.
- Say, “Now turn and tell your partner what a dragonfly is”. Listen to partners explain their definitions. See if the partners can agree on a common definition.
- Then write “A dragonfly is an...” on the top right square of the Four Corners graphic organizer. Next ask the students to write what sounds or letters that they hear in the word “insect”. Ask a student who is working on short vowels in word work to come up to the Four Corner graphic organizer and write the beginning of the word. Then ask the students to turn to their buddy and tell him or her how to write the rest of the word. Let a few students answer for the class. Then ask a student to come up to the Four Corners graphic organizer and draw a dragonfly on the box in the top left corner. Ask another student to draw a smaller dragonfly in the bottom left corner. As those students are drawing on the Four Corners graphic organizer the other students can practice drawing a dragonfly on their dry erase boards.
- Read the chart as students read along as a shared reading text.

Practice/Application

- After the students read the chart as a whole group, explain that they will collaborate through writing to complete the Four Corners graphic organizer by labeling the parts of a dragonfly and by writing a sentence that contains important facts about dragonflies.
- Ask the students to turn and tell the student next to them about the parts of a dragonfly. Listen to the students identify the parts of a dragonfly.
- Next explain that they will be labeling the parts of a dragonfly on the Four Corners graphic

organizer. Ask, “What should we write?”

- Ask different student to share their ideas with the class and record for the whole class to see. Then call on a few students to label the dragonfly once the class has come to consensus on the different parts that the diagram should include. While those students label the dragonfly on the Four Corners graphic organizer, the other students can write the words on their dry erase boards.

- After the dragonfly is labeled, ask the students, “What is the most important fact that you have you learned about the dragonfly? Turn and tell your partner.” Lean in and listen to partners conversing about what they think is most important.

- As a whole group, discuss what the students think is most important and guide the students towards consensus on a sentence. Call up a few students to help write the sentence on the Four Corners graphic organizer. As those students write on the Four Corners graphic organizer the other students can be writing their sentences on their dry erase boards. If some students need assistance consider letting those students work with a buddy.

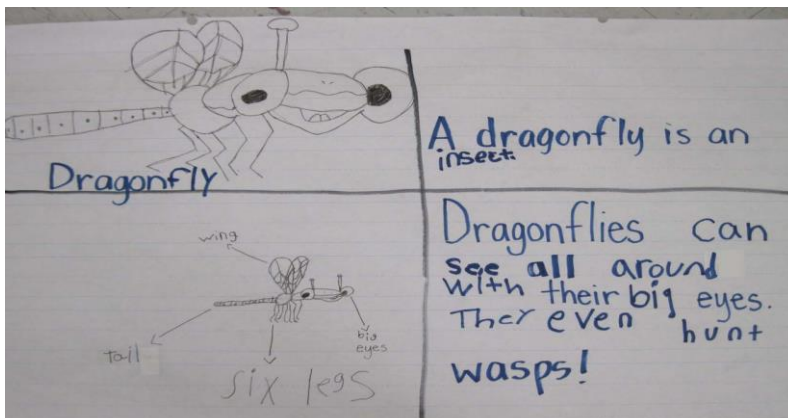
- After the sentence is written, read it aloud as students read along out loud. Reread it again as a group.

Review & Assessment

- Ask the students, “What have we learned about dragonflies?”

- Tell the students to think their answer in their head. Then, tell them to turn and tell their partner their idea.

- Reread the chart aloud as a whole class and discuss what they have learned and how together they have designed a chart that tells important information about a dragonfly.



FROM: <Sample SIOP Lesson Plan 2012 © Center for Applied Linguistics 3>

If you are tired of using Taiwanese style's lesson plan, for example, the one we have to write for the next semester at the end of current term, maybe you can give SIOP a shot, but, actually, there is no much difference.

Balanced Literacy Defined

Secondly, since we are already having the first step of making a lesson plan by using 8 interrelated components of SIOP, now we are going to insert some “knowledge” or “things” so called “contents” that we are going to teach in the lesson plan. I will keep moving forward to give a brief introduction of balanced literacy instruction.

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy.

Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.

Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach.

Teachers implementing a Balanced Literacy instructional framework use an integrated approach to teaching language arts. This framework for literacy lessons consists of a number of elements that provide substantial amounts of reading and writing on a daily basis. Each day the workshop ends with an opportunity for students to share and reflect upon their learning.

These authentic opportunities for reading and writing are arranged on a continuum based on the

gradual release of responsibility. Some reading and writing tasks are modeled by the teachers and others are accomplished with the support of the teacher, leading to those that are done independently by the child.

Balanced literacy programs are a balance of whole language and phonics instruction that integrate all aspects of literacy, including reading, vocabulary, writing, speaking, spelling, and grammar. While implementation varies from district to district and state to state, these eight components are found in one form or another across the world. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong reading.



*** Read Aloud: Whole Group Instruction**

Teachers read to students, normally in a full class format, from texts that they would not be able to read on their own.

*** Shared Reading: Whole or Small Group/Individual Instruction**

To help readers learn new words, teachers read along with students in shared reading. In these lessons, students read familiar, predictable books along with the teacher.

*** Guided Reading: Small Group/Individual Instruction**



Continuing with the idea of learning in context, teachers conduct guided reading sessions

in which they work with small homogeneous groups of students. Students read on their instructional level, while the teacher is there to reinforce skills and guide the group through questioning and discussion of the text. During this session, I was so surprised that each student who hasn't taken turn to be taught in front of the teacher was so quiet. He/She was really sitting there and reading his/her own books. It took a long time to train the students to know how to run the "balance" process and also trained the students how to respect to other people.

*** Independent Reading: Independent Practice**

Independent Reading allows students to read on a level comfortable for them. Independent reading also helps to foster a love for reading, as students choose their own texts and have a chance to deepen comprehension and work on fluency. Teachers who give students time to develop close relationships with books show students that reading is a priority.

*** Write Aloud: Whole Group Instruction**

Writing is modeled for students by teachers in write-aloud or modeled writing time.

*** Shared Writing: Whole or Small Group Instruction**

Working collaboratively, teachers and students compose written accounts in a shared writing session, so that strategies can be modeled and explained and specific writing skills can be introduced.

*** Guided Writing: Small Group or Individual Instruction**

In guided writing, students creating their own writing, with the teacher as guide. Activities associated with guided writing take place in small homogeneous groups of students. Teachers serve as mentors as students go through the process.

*** Independent Writing: Independent Practice**

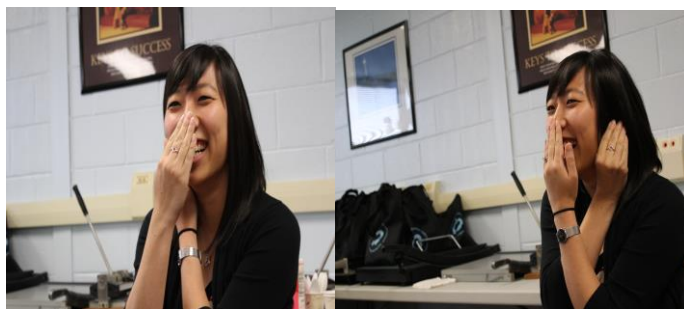
Integral to the process is independent writing, which provides students with the consistent opportunity to apply and practice the skills already introduced and to cultivate their love of and comfort with writing on their own level.

Teachers and principals know the schedule is already overburdened. That doesn't mean all components of balanced literacy instruction have to be done every single day. Teaching deeply via each type of instruction per week is generally expected.

Balancing these forms of instruction is tricky in an already crowded schedule. It is important to remember that all parts of the balanced literacy model – including the independent work – is essential to student learning.

Quantum Learning(QL)

At last, we have a framework of a lesson plan. We also have the contents that we are going to teach, now. We need some strategies to make teaching and learning more interesting and efficient. One of the way is using “QL.”



What is QL for teachers?

Founded by Bobbi DePorter in 1982, Quantum Learning Education has provided professional development for over 100,000 teachers impacting 12 million students around the world. QL Education is recognized globally with programs in Chile, Columbia, Dominican Republic, Mexico, China, **Taiwan**, Hong Kong, South Korea, Malaysia, Singapore, Thailand, Indonesia, Australia and Switzerland.

Based on the information I got in class in the US, QL is using many concepts of cognition, psychology, physical activities, group discussion and sharing ideas and so on. There are involved a lot of gestures, slogans and encouragements to create a better, comfortable and cheerful learning environment. QL analyzes the way of our brain’s operation, the 3 types way of learning (visual, auditory, kinesthetic). If a teacher can understand these concepts, she/he can give students different teaching instructions according to each student’s needs. The teacher always uses positive thinking to encourage the students’ learning.

Since there is too little information for me, I tried to find more details about Quantum Learning and make sure what I think.



After researching, it is amazing to find that QL(Quantum Learning) is recognized as a leading education institution for its *brain-based*, holistic approach to learning.

Quantum Learning is also *research-based* system (multi-intelligence, Neuro-Linguistic Programming, experimental learning, effective instruction components, cooperative learning, accelerated learning) for educational transformation ...

- creates and sustains dynamic leadership at the administrative, teacher and student levels,
- develops district-wide school cultures where all persons practice a common language of excellence,
- stimulates enthusiasm, engagement and personal responsibility for learning,
- instills a positive attitude toward citizenship and personal standards, and
- accelerates high levels of individual scholarship and team achievement that the entire community celebrates and enjoys.

In brief, Quantum Learning enhances ...

- teachers’ gifts to inspire,
- administrators’ ability to lead,
- students’ desire to learn, and
- parents’ confidence in how to guide their children for school success.

Quantum Learning provides educators with practical “how-to” strategies that facilitate the level of teaching and learning required for the Common Core and other state standards.

The vision

Transforming Education. Transforming Lives.

Empowering Teachers

Teachers can see immediate positive results as they implement the Quantum Learning

System. QL teachers achieve exceptional and sustainable learning results.

Teachers reconnect with their passion for teaching, gain essential strategies to design and deliver dynamic, relevant lessons, and create a classroom culture that fosters strong character. Students learn how to learn, how to take responsibility for their learning, and how to establish healthy relationships. Administrators increase their skills to motivate, align, and lead a school community that builds positive cultures of student success.

Its Values

- Learning
 - Excellence
 - Collaboration
 - Empowerment
 - Celebration
-

To sum up, SIOP, Balance Literacy Instruction and Quantum Learning can be used together without any confusion. These three components make a complete lesson plan, deliver a vivid lesson. One more thing, of course, SIOP can be used in any other subjects as well as the Quantum Learning. If you are interested in QL, probably you need to invest a lot of money in taking this training program in Taiwan. But it seems worth it, based on the information I've received. QL seems not only to include sitting and reading papers but also to diverse activities.



Also, during the training, I suddenly found that somehow I am gradually using or trying to use some similar concepts in my teaching as the time goes by. The generation is changing very soon. We, teachers need to catch up with the whole tendency in the world. This year I am thinking ahead of the time about how to teach reading in an appropriate way that won't make

both my students and myself fall asleep. I need something new and interesting to me thus I can keep my enthusiasm for my teaching career awake. And I am sure, if the teacher can enjoy the teaching, the students will enjoy their learning also. That's the reason I always keep looking for new interesting things to learn. Now, I have different thoughts after coming back from the America. Maybe I will try to use these concepts in the future. Thanks for the Educational Bureau of New Taipei City, Principal Handsome Chen, Yvonne Li and all the participants in this successful training trip. This is a memorable experience I have ever had just because of you.

THANK YOU ALL!!!

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