

SIOP® Lesson Plan Template 1

PEARSON

Date: 2/15/12

Grade/Class/Subject: 6th grade, English

Unit/Theme: Writing Narrative Essay, Misty Burton, Byrd MS, Henrico

Standards: 6.7, 6.4d, 6.5a,c,e,j,k

Content Objective(s): 1)SWBAT demonstrate prewriting by brainstorming sensory words to use in a narrative essay
2)SWBAT brainstorm events to include in a narrative essay.

Language Objective(s): 1. Students will review orally narrative fiction and nonfiction. 2. Students will discuss orally narrative prompts 3. Students will participate individually and in a whole group discussing essay prompt. 3. Students will brainstorm in writing their chosen topic, and recall sensory words from event.

<p style="text-align: center;">Key Vocabulary</p> <p>Fiction vs Nonfiction Narrative P-O-W-E-R Writing Process Sensory Words Figurative Language</p>	<p style="text-align: center;">Supplementary Materials</p> <p>Overhead, narrative essay packet, sensory words sheet</p>			
<p>SIOP FEATURES</p>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Preparation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated <p>Integration of Processes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input <p>Application</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent <p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral </td> </tr> </table>		<p>Preparation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated <p>Integration of Processes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	<p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input <p>Application</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement 	<p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent <p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral
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<p>Lesson Sequence:</p> <p>Students are beginning a narrative essay writing assignment</p> <ol style="list-style-type: none"> 1. Upon arrival in the room, students will write down homework from homework board. 2. Teacher will explain the activities for today. 3. As the teacher takes roll, a student will pass out the narrative essay packet and sensory chart. 4. Teacher will ask students to read the essay prompts individually and put a star by the prompt that they like best while she takes roll. 5. After roll, teacher will walk around room checking for starred prompt. 6. The teacher will review narrative fiction and nonfiction. 7. The teacher will display essay assignment on overhead with prompts and discuss and review the P-O-W-E-R writing process. 8. Teacher will take a poll of prompts selected. 9. The teacher will share an example narrative essay with students. 10. As the teacher reads each paragraph, she will activate prior knowledge of descriptive/sensory words and figurative language along with proper set up of a formal paper. 				

Sample Siop Lesson Plans For Kindergarten

**Joyce Nutta, Nazan U. Bautista, Malcolm
B. Butler**



Sample Siop Lesson Plans For Kindergarten:

SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran,2013-04-01

Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students [Implementing the SIOP Model Through Effective Professional Development and Coaching](#) Jana Echevarría,Deborah Short,MaryEllen Vogt,2008 Click here to watch videos of the authors talking about the SIOP Model Take the SIOP Model to the next level and implement the ground breaking sheltered instruction observation protocol in your school This book is an indispensable resource for K 12 teachers professional development coordinators and coaches and is the ideal companion to Making Content Comprehensible for English Learners The SIOP Model Written by renowned author team Jana Echevarria Deborah Short and MaryEllen Vogt Implementing the SIOP Model discusses effective implementation of the SIOP Model and addresses the how and the why of incorporating the SIOP into school curricula This new addition to the SIOP series provides effective professional development and coaching for all those involved with English learners *99 Ideas and Activities for Teaching English Learners with the SIOP Model* MaryEllen Vogt,Jana Echevarría,2008 This text is an ideal companion to Making Content Comprehensible for English Learners The SIOP Model The 99 ideas and activities include a few familiar techniques that have been shown to be especially effective for ELLs as well as many new ideas to SIOP teachers *The SIOP Model for Teaching Science to English Learners* Deborah Short,MaryEllen Vogt,Jana Echevarria,2011 Based on the SIOP model Sheltered Intervention Observation Protocol this book presents techniques of teaching science to learners of English and

includes sample learning activities and lessons for kindergarten through 12th grade

Innovating the TESOL Practicum in Teacher Education Chang Pu, Wayne E. Wright, 2022-07-14 Recognizing new opportunities and challenges brought about by technological and social change as well as the COVID 19 pandemic this volume explores innovative design implementation and pedagogy for practica experiences in teacher education programs in the field of Teaching English to Speakers of Other Languages By showcasing research and practice undertaken in a range of teacher education courses and programs the volume offers evidence based approaches to enhancing pre and in service teachers learning and cultural awareness Chapters come together coherently to address issues and explore innovative structures revolving around high quality TESOL practica Particular attention is paid to emerging opportunities offered by virtual and simulated learning in online and in person practica as well as potential changes to best practice in community based programs Using a diverse set of lenses to examine the practical theoretical and methodological aspects of TESOL practica this volume will be of interest to students scholars and researchers with an interest in TESOL education as well as in open and distance education

Handbook of Multilingual TESOL in Practice Kashif Raza, Dudley Reynolds, Christine Coombe, 2023-03-21 This book presents exemplars of multilingualism in TESOL worldwide It incorporates essential topics such as curriculum development classroom instruction materials creation assessment and teacher training where TESOL and multilingualism co exist and co develop The wide ranging and international collection of chapters is written by leading researchers in multilingualism and TESOL from around the world This handbook provides unique insights into a range of practical approaches to promote local indigenous and national languages in English language classrooms across a range of instructional programs in various geographical contexts The book is divided into six sections Part 1 presents curricular and principle based approaches to multilingual TESOL in ESL EFL classes Part 2 includes chapters that showcase how diverse teachers bring multilingual TESOL to their classrooms Part 3 discusses the challenges of teaching multilingual TESOL and how educators address them in their contexts Part 4 provides activities and materials to support local languages in TESOL classrooms Part 5 addresses assessment issues in multilingual TESOL Part 6 includes initiatives and examples to prepare TESOL teachers to promote multilingualism in ESL EFL classrooms

Using the SIOP Model with Pre-k and Kindergarten English Learners Jana Echevarria, Carla Peterson, Deborah Short, 2012 This new addition to the bestselling SIOP Model series shows how to use the SIOP Model with pre K and kindergarten English learners Readers can understand the young English learner and language development learn all eight components of the SIOP Model and see how other programs have used the SIOP Model to create an optimal learning environment for their young students

Small Teaching K-8 Sarah Connell Sanders, James M. Lang, 2022-11-15 Cognitive science research based teaching techniques any educator can implement in their K 8 classroom In Small Teaching K 8 a team of veteran educators bridges the gap between cognitive theory and the K 8 classroom environment applying the same foundational research found in author James Lang s bestselling Small Teaching Everyday Lessons from the Science of

Learning to the elementary and middle school setting Via clear descriptions and step by step methods the book demonstrates how to integrate simple interventions into pre existing pedagogical techniques to dramatically improve student outcomes The interventions consist of classroom or online learning activities one time additions or small modifications in course design or communication Regardless of their form they all deliver powerful positive consequences In this book readers will also find Foundational concepts from up to date cognitive research that has implications for classroom teaching and the rationales for using them in a K 8 classroom Concrete examples of how interventions have been used by faculty in various disciplines Directions on the specific timing of each intervention backed by evidence based reasons An essential resource for K 8 educators seeking ways to improve their efficacy in the classroom Small Teaching K 8 offers teachers intuitive and actionable advice on helping students absorb and retain knowledge for the long term

The SIOP Model for Administrators

Deborah Short,2008 A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through

Social Studies Instruction Margaret Elizabeth Beddow,2008 Teaching Social Studies to English Language Learners

Stephen J. Thornton,Bárbara C. Cruz,2013-03-12 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners ELLs and ways in which educators might address them in the social studies classroom The authors offer context specific strategies for the full range of the social studies curriculum including geography U S history world history economics and government These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction in any classroom An annotated list of web and print resources completes the volume making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific context Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs Additional practical examples and new pedagogical elements in Part 3 include more visuals suggestions for harnessing new technologies discussion questions and reflection points New material that takes into account the demands of the Common Core State Standards as well as updates to the web and print resources in Part 4 Teaching English Language Learners Through Technology ,

Resources in Education ,2000

Teaching with Purpose

Ann K. Fathman,John E. Penick,David T. Crowther,Robin Lee Harris,2006 Making a case for a research based teaching rationale Elements of a research based rationale Developing a research based rationale Implementing your rationale and becoming a mentor

English Language

Learners in Your Classroom Ellen Kottler,Jeffrey A. Kottler,Chris Street,2007-12-06 This book answers many questions about working with English Language Learners The anecdotes examples and stories help make the theoretical concepts concrete I really like the hands on suggestions and many of the strategies in the book can be used daily Brenna Godsey Science Teacher Canyon High School Anaheim CA An authoritative reference for teachers facing an increasingly diverse

school population This third edition of the best selling *Children With Limited English Teaching Strategies for the Regular Classroom* provides preservice and inservice teachers curriculum specialists teacher mentors and administrators with the necessary tools to meet the educational needs of English Language Learners in an inclusive classroom This revised edition includes more strategies for building communication skills increased visuals and activities for instruction and fresh connections to current research plus a new chapter on literacy and an expanded chapter on integrating current technology into the classroom Additional aids include A guided daily lesson plan format with adaptations for English Language Learners A description of language proficiency levels A wealth of tables charts and checklists to guide instruction and assessment

Six Principles for Teaching English Language Learners in All Classrooms Ellen McIntyre,Diane W.

Kyle,Cheng-Ting Chen,Jayne Kraemer,Johanna Parr,2008-07-17 A highly accessible and practical resource for applying sociocultural theory to both pedagogy and parent involvement It begins with theory but then provides excellent examples of how the principles might be meaningfully applied in real classrooms Robert Rueda Professor University of Southern California Ensure high student achievement in diverse classrooms with this proven instructional model This vital resource presents educators with an instructional approach that is flexible and practical enough for mainstream classroom use yet also academically rigorous and grounded in research on teaching English language learners ELLs Ideal for elementary and middle school teachers as well as ELL specialists this book offers six key principles to help educators address language development in a regular classroom while supporting ELL students in learning academic content This field tested model is based on five standards for pedagogy from the Center for Research on Education Diversity and Excellence CREDE as well as the authors sixth principle for family involvement Focusing on one principle per chapter this book includes Lessons tips and in depth vignettes from teachers who have been trained in the model Advice on working successfully with ELL families Guiding questions and self assessments based on CREDE s indicators for achievement of standards to help teachers monitor their own development Six Principles for Teaching English Language Learners in All Classrooms will not only assist ELLs but will ultimately benefit all learners in the inclusive classroom **Changing Suburbs, Changing Students** Shelley B.

Wepner,JoAnne G. Ferrara,Kristin N. Rainville,Diane W. Gómez,Diane E. Lang,Laura A. Bigaouette,2012-09-21 Embrace the changing suburbs by changing your school As your students evolve has your school evolved with them Schools across the country face sweeping demographic changes and a reshaping of suburban scenery into a more urban landscape This unique book offers not only an explanation of the increasing diversity in student makeup but also ideas for acting as an agent of positive change for your school and tools to implement those ideas Shelley Wepner and the experts at The Changing Suburbs Institute recommend ways you can improve student achievement by Developing a plan of action that addresses the need for more focused culturally responsive student instruction Creating a culture that celebrates diversity and values cultural awareness Collaborating with universities and communities to promote professional development and student learning

Providing programs for English learners such as tutoring the arts and summer support Involving parents to promote student achievement Effective teaching and engaged learning flourish in schools where diversity and awareness are embraced Changing Suburbs Changing Students puts education in suburban America into perspective and gives you the tools to maintain high achievement for all Any district dealing with changing cultures would find these ideas useful The experiences and the scenarios are most applicable to schools facing an increase in ELL population Martin J Hudacs Superintendent Solanco School District Quarryville PA This book helps administrators of suburban school districts understand the complexities of the job they hold More importantly it provides specific solutions to the challenges they face every day Ken Arndt Superintendent Community Unit School District 300 Carpentersville IL **Success in School and Career** Andrea M. Nelson-Royes,2013-12-16 Success in School and Career Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants **Educating Young Children with Diverse Languages and Cultures** Karen N. Nemeth,2021-12-24 This comprehensive textbook prepares early childhood educators to effectively work with and support young children ages 0 8 with diverse languages cultures and learning needs With a multipurpose multilevel format this dynamic resource focuses on the central role of language development and culture in all aspects of learning Adaptable chapters cover curriculum family involvement co teaching classroom environment and more and feature both brief and deeper study versions of the material alongside a wealth of case examples and implementation strategies Accompanied by an online instructor s manual this ground breaking text is an ideal resource for students and educators in early childhood and second language education and all fields that work with young children and all fields that work with young children

Teaching Science to English Language Learners Joyce Nutta,Nazan U. Bautista,Malcolm B. Butler,2010-09-13 Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science

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