

SIOP® Lesson Plan Template 1

PEARSON

Date: December 3rd, 2012

Grade/Class/Subject: 4th Geography

Unit/Theme: The Great Lakes

Standards: 7.1.4B Describe and locate places and regions as defined by physical and human features.

7.2.4B Identify the basic physical processes that effect the physical characteristics of places and regions.

Content Objective(s): Student will be able to identify and label the five Great Lakes after watching videos, listening to direct instruction, and interacting with maps on the SmartBoard.

Language Objective(s): Speaking: Give content-based presentations using technical vocabulary. Answer simple content-based questions. Listening: Point to stated pictures, words, or phrases. Follow one-step oral directions.

Key Vocabulary		Supplementary Materials	
Lake, Ocean, Pond, Tourism, Transportation, Commerce, Region, Basin		Globe, Smart Notebook software, YouTube	
SIOP FEATURES			
Preparation <input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated	Scaffolding <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible Input	Group Options <input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent	
Integration of Processes <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral	
Lesson Sequence: Taralyn will identify the Great Lakes region on the map of North America. She will watch two videos dealing with Great Lakes region and the importance of them. We focused in on Great Lakes regions and the acronym of HOMES. Ways to remember the Great Lakes were modeled. Vocabulary matching of eight key terms: ocean, lake, pond, basin, region, commerce, transportation, tourism. Taralyn will interact with the SmartBoard by identifying the Great Lakes region on a blank map of the United States. She will label and identify the Great Lakes region states.			
Reflections: See attached reflection.			

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short, 2008. *Making Content Comprehensible for English Learners: The SIOP® Model*.)

1st Grade Math Siop Lessons

Deborah Short

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

1st Grade Math Siop Lessons:

Essential Questions in Adolescent Literacy Jill Lewis, 2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5-12. These lively dialogues tackle key questions in adolescent literacy including issues of motivation, critical thinking skills, content area writing, differentiated instruction, assessment, English language learning and technology. Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities. In-depth portraits of challenges and successes in the classroom, practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers.

The Power of Peers in the Classroom Karen R. Harris, Lynn Meltzer, 2015-06-23 Peer support and social relationships have a tremendous influence on development, motivation and achievement for all students, including struggling learners and those with disabilities. This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer-assisted instructional strategies in grades K-12. Expert contributors describe evidence-based approaches for building students' skills in reading, writing, math and other content areas, as well as social competence and executive functioning. Sample lessons and more than a dozen reproducible tools are provided. Purchasers get access to a Web page where they can download and print the reproducible materials.

The SIOP Model for Administrators Deborah Short, 2008

The Psychological Experience of Integrating Content and Language Kyle Read Talbot, Marie-Theres Gruber, Rieko Nishida, 2021-02-05 This book brings together a diverse range of empirical chapters spanning various contexts and educational levels which explore the psychology of teaching and learning a subject through a second or other language. The chapters discuss both the psychological stressors and strains for learners and teachers, as well as the benefits and joys of being involved in such programmes. The studies encompass a range of areas such as Content and Language Integrated Learning (CLIL), Foreign Language Medium of Instruction (FMI), bilingual education and other related approaches to integrating content and language. They feature a variety of psychological constructs including identity, self-confidence, motivation, self-concept, teacher and learner beliefs, affect, anxiety, stress, mindsets, attributions and well-being from the perspectives of both teachers and learners. This book is essential reading for anyone interested in ensuring that teachers and students are properly supported and that their experiences of integrated content and language settings enable them to flourish.

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 for SIOP teachers.

Higher Grounds Patience Adjekai Sowa, PhD, Rachel Jordan, Wendi Ralaingita, Benjamin Piper, 2021-05-23 To address chronically low primary school completion rates and the

disconnect between learners skills at the end of primary school and the skills learners need to thrive in secondary school identified in many low and middle income countries more investment is needed to improve the quality of teaching and learning in upper primary grades Accordingly we provide guidelines for improving five components of upper primary education 1 In service teacher professional development and pre service preparation to improve and enhance teacher quality 2 a focus on mathematics literacy and core content area subjects 3 assessment for learning 4 high quality teaching and learning materials and 5 positive school climates We provide foundational guiding principles and recommendations for intervention design and implementation for each component Additionally we discuss and propose how to structure and design pre service teacher preparation and in service teacher training and ongoing support fortified by materials design and assessment to help teachers determine where learners are in developmental progressions move learners towards mastery and differentiate and support learners who have fallen behind We provide additional suggestions for integrating a whole school climate curriculum social emotional learning and school related gender based violence prevention strategies to address the internal and societal changes learners often face as they enter upper primary

Specialized Communication Thorsten Roelcke,Ruth Breeze,Jan Engberg,2025-06-02 Specialized communication in science technology or institutions is one of the most important and exciting fields of applied linguistics The handbook captures the current and relevant knowledge of specialized languages and professional communication It promotes international communication on central issues where dialogue is urgently needed concerning both their intellectual underpinning and the day to day practices associated with them

Teaching for Understanding Judith W. Segal,2006

Approaches to Inclusive English Classrooms Kate Mastruserio Reynolds,2015-03-02 This book provides educators with an accessible guide to best practices concerning content based instruction CBI models and their use in English learner inclusive classrooms The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K 12 general education courses The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms By providing a lens through which both ESL teachers and general educators are able to analyze compare and contrast a range of widely employed CBI methods this book allows teachers to make informed decisions in their EL program development and work with English learners in K 12 schools

Using Photography and Other Arts-Based Methods With English Language Learners Tabitha Dell'Angelo,Louise Ammentorp,Lauren Madden,2017-10-19 This book focuses on arts based classroom practices that can be used to support English Language Learners Recognizing that all children learn differently but that the needs of children learning a new language are particularly unique each chapter offers innovative in which arts based methods can support learning across content areas This book also recognizes the intersectionality of language and socio economic status that exists for many ELLs Framing knowledge of two languages as an

asset for children who otherwise may come from low resource contexts is an important feature of these chapters This edited book offers resources and practical suggestions from teachers who have successfully integrated the arts into their curriculum It is a useful resource for classroom teachers and other practioners who work with ELL learners from K 12 **Improving Education for English Learners** ,2010 *Reading Instruction for Diverse Classrooms* Ellen McIntyre,Nancy Hulan,Vicky Layne,2011-03-30 This practical teacher friendly book provides indispensable guidance for implementing research based reading instruction that is responsive to students diverse cultural and linguistic backgrounds Structured around the big five core topics of an effective reading program phonemic awareness phonics fluency vocabulary and comprehension the book explains tried and true teaching strategies for fostering all students achievement Key topics include engaging diverse students in classroom discussion involving families in learning and assessing and teaching new literacies Numerous classroom examples demonstrate a wide range of easy to implement lesson ideas and activities for students at different grade levels including struggling learners Issues specific to English language learners are woven throughout the chapters Art as a Way of Talking for Emergent Bilingual Youth Berta Rosa Berriz,Amanda Claudia Wager,Vivian Maria Poey,2018-08-06 This book features effective artistic practices to improve literacy and language skills for emergent bilinguals in PreK 12 schools Including insights from key voices from the field this book highlights how artistic practices can increase proficiency in emergent language learners and students with limited access to academic English Challenging current prescriptions for teaching English to language learners the arts integrated framework in this book is grounded in a sense of student and teacher agency and offers key pedagogical tools to build upon students sociocultural knowledge and improve language competence and confidence Offering rich and diverse examples of using the arts as a way of talking this volume invites teacher educators teachers artists and researchers to reconsider how to fully engage students in their own learning and best use the resources within their own multilingual educational settings and communities The Handbook of TESOL in K-12 Luciana C. de Oliveira,2022-04-04 The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education K 12 The number of students being educated in English has grown significantly in modern times globalization immigration and evolving educational policies have prompted an increased need for English language learner ELL education The Handbook of TESOL in K 12 combines contemporary research and current practices to provide a comprehensive overview of the origins evolution and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels K 12 Exploring the latest disciplinary and interdisciplinary issues in the field this is a first of its kind Handbook and contributions are offered from a team of internationally renowned scholars Comprehensive in scope this essential Handbook covers topics ranging from bilingual language development and technology enhanced language learning to ESOL preparation methods for specialist and mainstream teachers and school administrators Three sections organize the content to cover Key Issues in Teaching ESOL students in K 12 Pedagogical Issues and Practices

in TESOL in K 12 Education and School Personnel Preparation for TESOL in K 12 Satisfies a need for inclusive and in depth research on TESOL in K 12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state of the art research to real world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations concepts and findings The Handbook of TESOL in K 12 is an indispensable resource for undergraduate and graduate students researchers and scholars and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education

How Schools and Districts Meet Rigorous Standards Through Authentic Intellectual Work M. Bruce King, 2016-04-18 Meet challenging standards by promoting students authentic intellectual work There is no such thing as a simple formula for school improvement but the Authentic Intellectual Work AIW framework presented in this book will help school and district based teams improve the quality of instruction assessment and curriculum for more rigorous and more equitable student learning This book provides Richly detailed case studies of successful AIW implementation at the statewide districtwide and individual school levels Illustrations of collaborative teaming to advance higher order thinking disciplined inquiry and value beyond school Exemplars of how AIW transforms professional development and evaluations and increases coherence and alignment of initiatives

Engaging Minds in Science and Math Classrooms Eric Brunsell, Michelle A. Fleming, 2014-02-25 We decide every day whether we are going to turn students on or off to science and mathematics in our classrooms Daily decisions about how to incorporate creativity choice and autonomy integral components of engagement can build students self efficacy keep them motivated and strengthen their identities as scientists and mathematicians In this book Eric Brunsell and Michelle A Fleming show you how to apply the joyful learning framework introduced in Engaging Minds in the Classroom to instruction in science and mathematics Acknowledging that many students particularly girls and students of color do not see themselves as mathematicians and scientists the authors provide a series of suggested activities that are aligned with standards and high expectations to engage and motivate all learners Given the current focus on encouraging students to pursue science technology engineering and mathematics STEM studies this book is a welcome addition to every teacher s reference collection Eric Brunsell is a former high school science teacher and is now associate professor of science education at the University of Wisconsin Oshkosh Michelle A Fleming is a former elementary and middle school teacher and is now assistant professor of science and mathematics education at Wright State University in Dayton Ohio

Math Connects MCGRAW HILL, Macmillan, 2007-07 English Language Learner s Guide provides additional support for English learners that can be used alone or along with core instruction in Math Connects Contains lesson activities modeling opportunities and multi level strategies to meet the needs of English language learners

English Language Learners and Math Holly Hansen-Thomas, 2009-08-01 Taking a community of practice perspective that highlights the learner as part of a community rather than a lone individual responsible for her his learning this ethnographically influenced study investigates how Latina o

English Language Learners ELLs in middle school mathematics classes negotiated their learning of mathematics and mathematical discourse. The classes in which the Latina/o students were enrolled used a reform-oriented approach to math learning. The math in these classes was to varying degrees taught using a hands-on discovery approach to learning where group learning was valued and discussions in and about math were critical. This book presents the stories of how six immigrant and American-born ELLs worked with their three teachers of varied ethnicity, education experience with second language learners and training in reform-oriented mathematics curricula to gain a degree of competence in the mathematical discourse they used in class. Identity, participation, situated learning, discourse use by learners of English as a Second Language, ESL framing in language and student success in mathematics are all critical notions that are highlighted within this school-based research.

Five Standards for Effective Teaching Stephanie Stoll Dalton, 2007-11-02 An acclaimed research-based framework for promoting excellence. Based on a proven instructional model distilled over years of research, this book focuses on five essential pedagogy standards for guiding teaching practice in classrooms with diverse students, including English learners. Providing key indicators for each standard along with the theoretical rationale and best practice strategies, the book offers teachers invaluable guidance for enhancing language literacy, thinking and content learning across the curricula. It also provides advice on creating classroom groupings for differentiating lessons and activities and includes extensive examples of practices from real-life classrooms.

Stephanie Stoll Dalton Ed.D. has taught diverse students from first to twelfth grade, community college and as a teacher educator. She has consulted widely on teacher quality. She is currently with the U.S. Department of Education.

Advancing Differentiation Richard M. Cash, 2017-10-03 Powerful strategies that will transform the way you teach and the way your students learn. *Advancing Differentiation* will lead you through the process of creating a thriving student-centered 21st-century classroom. Since its initial publication, the book's materials have undergone rigorous testing and refinement in classrooms all over the world to deliver the best and most effective differentiation strategies. The strategies in this book will help you deeply engage every learner while challenging students to think critically, self-regulate and direct their own learning. Set new roles for student and teacher that encourage learner autonomy. Employ cutting-edge techniques for designing rigorous E4 curriculum, effective, engaging, enriching and exciting. This revised and updated edition features a primer on differentiation which answers the crucial question: Why differentiate at all? Self-assessment surveys, observation forms and new ideas for increasing proficiency in classroom differentiation. Ways to address the changing needs of the future workforce. More articulated curriculum design, defining the differences between strategies and skills, refining the levels of conceptual knowledge.

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