

## SIOP Lesson Plan

*\*If your school does not have a scale for you to use please indicate that you need a scale when materials are checked out.*

**Standards:** 3.S.1.2.1: Make observations, collect data and evaluate it.  
 3.S.1.6.1: Identify questions that can be answered by conducting scientific tests.  
 3.S.1.6.2: Conduct scientific tests  
 3.S.1.6.4: Use data to construct a reasonable explanation.  
 3.S.1.6.5: Make simple predictions based on data.  
 3.S.3.1.1: Describe the adaptations of plants and animals to their environment.  
 3.S.3.2.1: Describe the energy needed for living systems to survive.  
 3.LA.1.8.3: Use words and concepts necessary for comprehending math, science, social studies, literature, and other grade 3 content area text.  
 3.LA.2.1.2: Connect the information and events in texts to self, to the world, and to other texts.  
 3.LA.2.2.1: Identify cause – effect, compare – contrast, and descriptions that support comprehension  
 3.LA.2.2.4: Follow simple multi-step written directions

<b>Theme:</b> City Wildlife	<b>Lesson Topic:</b> Photosynthesis	<b>Class:</b> 3 <sup>rd</sup> Grade Unit # 2	<b>Date:</b> 2009
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<b>Language Objectives (SWBAT):</b> Define new vocabulary visually and in writing.	<b>Content Objectives (SWBAT):</b> <ul style="list-style-type: none"> <li>o Use the scientific method to answer, “How do seedlings in light grow differently than seedlings in the dark?”</li> <li>o Gather and display data collected from observations</li> <li>o Use data to construct a reasonable explanation</li> <li>o Make simple predictions based on data</li> <li>o Describe the energy needed for living systems to survive</li> </ul>
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<b>Key Vocabulary:</b> Photosynthesis, stem, root, and seedlings	<b>Materials:</b> Seedlings and paper to wrap them in (needs to be started at least a week prior to experiment), 10 grown (with light), 10 (no light), science books, worksheets, and detailed instructions. <i>*If your school does not have a scale for you to use please indicate that you need a scale when materials are checked out.</i>
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**Higher-Order Questions:** What is photosynthesis? What is a stem? What is a root? What is a seedling? Explain why these seedlings look different.  
 Was sun shining on the flowers in our story, “The Boy Who Didn’t Believe in Spring?”  
 Where do you see more plants grow, in the sunlight or where sun does not shine?  
 Comparing these two seedlings which one looks healthier and why?  
 How does photosynthesis make a plant heavier than a plant that has not photosynthesized?  
 Compare how light quality and light quantity affects plants.  
 Compare the environment where you live with the environment Tony Polito and King Shabazz live in, which environment favorable for plants?

**Learning Strategies:** Independent application with scientific method to compare characteristics of seedlings. Both cognitive and metacognitive strategies will be used. Linked to reading anthology to link real life application and background knowledge and enhance understanding of the scientific method. Also scaffold from prior science content knowledge.

# Example Siop Lesson Plans For First Grade

**Kim Clements, Teacher's Life  
Staff, Teacher's Life**

### **Example Siop Lesson Plans For First Grade:**

*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 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

**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

*Making Content Comprehensible for English Learners: The SIOP Model* Jana Echevarria,MaryEllen Vogt,Deborah J. Short,2024-09-23 Provides a comprehensive coherent research validated success proven model for teaching English learners and other students and helping them meet rigorous academic standards KEY TOPICS Sheltered instruction English learners

Common core English language learners ESL literacy content area teaching elementary and secondary instruction content based ESL academic language academic literacy MARKET Current and future classroom teachers

**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

**Making Content Comprehensible for English Learners** Jana Echevarria, MaryEllen Vogt, Deborah Short, 2004 Like no other text on the market Making Content Comprehensible presents an empirically validated model of sheltered instruction This text contains the Sheltered Instruction Observation Protocol SIOP model which provides school administrators staff developers teachers teacher candidates university faculty and field experience supervisors with a tool for observing and quantifying a teacher s implementation of quality sheltered instruction New to This Edition A new additional chapter addresses the issue of English learners who are struggling readers and or students with disabilities by including detailed information about learning disabilities and delayed development in reading Ch 10 Revised vignettes present teaching scenarios where three teachers teaching the same grade level and content attempt to include the focal SIOP indicators with varying degrees of success Complete lesson descriptors allow readers to score the three teaching scenarios and help readers develop a degree of inter rater reliability New pedagogy Each chapter contains A graphic organizer that provides an overview of the chapter Background Sections that include descriptions of the 8 sections and 30 indicators of the SIOP to help readers plan and prepare effective sheltered lessons Background Discussion Questions appropriate for portfolio development in pre service and graduate classes for professional development workshops or for reflection The new larger trim size facilitates using in the classroom the SIOP long and short versions and the lesson plan forms and rating the vignettes Includes both the full SIOP and an abbreviated version for the reader s use Two different SIOP lesson plan formats that can be used for planning and preparation depending on your needs An Appendix contains the results of studies that demonstrate that English learners whose teachers used the SIOP model outperformed similar students whose teachers did not implement the model Making

Content Comprehensible is very practical and right on target for strategies in the field of ELLs Professor Gerald McCain Southern Oregon University What clearly distinguishes Making Content Comprehensible from others in the field is that it provides an easy to use powerful field tested protocol for effective lesson planning delivery and assessment Professor Karen L Newman Indiana University The strength of Making Content Comprehensible is the clear picture it provides of instruction and the teaching scenarios The discussion of the teaching techniques and evaluation of each of the three teachers provides invaluable examples for the student Professor Judith B O Loughlin New Jersey City University Author Bios Dr Jana Echevarria is Chair of the Department of Educational Psychology Administration and Counseling at California State University Long Beach Formerly she was a professor of Special Education Her professional experience includes elementary and secondary teaching in special education ESL and bilingual programs She has lived in Taiwan and Mexico where she taught ESL and second language acquisition courses at the university level as well as in Spain where she conducted research on instructional programs for immigrant students After receiving a Masters Degree in Bilingual Special Education from California State University Long Beach she received her Ph D from UCLA and was one of the recipients of the National Association for Bilingual Education s Outstanding Dissertations Competition Her research and publications focus on effective instruction for language minority students particularly those with learning disabilities Mary Ellen Vogt is Professor and Director of Graduate Studies in Reading at California State University Long Beach Prior to her work at the university she was a reading specialist at the school and district levels Dr Vogt is a past president of the California Reading Association and served on the Board of Directors of the International Reading Association She has authored chapters and articles in professional journals and texts and has co authored five books including Portfolios in Teacher Education 1996 International Reading Association Professional Portfolio Models 1998 Christopher Gordon Creativity and Innovation in Content Area Teaching 2000 Christopher Gordon and Making Content Comprehensible for English Language Learners The SIOP Model 2000 Allyn Bacon Dr Vogt is also an author of two K 8 reading series published by Houghton Mifflin Invitations to Literacy and a Legacy of Literacy She has been inducted into the California Reading Hall of Fame and in 1999 she received the Distinguished Faculty Teaching Award from her university Deborah J Short directs the Language Education and Academic Development division at the Center for Applied Linguistics in Washington DC She conducts school based research on sheltered instruction and on effective programs for English language learners She helped develop the national ESL standards Her PhD specialization is bilingual multicultural education 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 **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 **99**

**Ideas and Activities for Teaching English Learners with the SIOP Model** MaryEllen Vogt, Jana Echevarria, 2021-03-09 For courses in ESL methods New lesson plans and teaching strategies for effectively implementing the SIOP Model 99 Ideas and Activities for Teaching English Learners with the SIOP Model is an indispensable resource for teachers of English language learners and it is the ideal companion to Making Content Comprehensible for English Learners The SIOP Model The first chapter includes a brief overview of the SIOP Model The following chapters provide classroom ready idea and activities for each of the SIOP components that have a dual focus on academic content and academic language All activities promote student to student and teacher to student interaction and involvement which is so necessary for English language acquisition and content development Step by step directions and examples of content and language objectives throughout help guide teachers in effectively implementing the SIOP Model The 2nd Edition has been significantly updated with new ideas activities and lesson plans About half of the ideas and activities are new to this edition while the remainder are updated with new content and language objectives related to specific lesson topics and more detailed directions for classroom use Ideas and activities are organized into a new template with helpful teaching suggestions for a range of grade levels and academic topics Four new sample lesson plans illustrate how activities for each of the SIOP components can be successfully used in the classroom Extend learning beyond the classroom Pearson eText is an easy to use digital textbook that students can purchase on their own or you can assign for your course It lets students read take notes and highlight all in one place The mobile app lets students learn on the go offline or online Creating a course allows you to schedule readings view reading analytics and share your own notes with students motivating them to keep reading and keep learning Learn more about

Pearson eText **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 **Collaboration and Co-Teaching** Andrea Honigsfeld, Maria G. Dove, 2010-08-10 Help ELLs achieve success with an integrated collaborative program Teacher collaboration and co teaching are proven strategies for helping students with diverse needs achieve academically Now this practical resource provides a step by step guide to making collaboration and co teaching work for general education teachers and English as a second language ESL specialists to better serve the needs of English language learners ELLs The authors address the fundamental questions of collaboration and co teaching examine how a collaborative program helps ELLs learn content while meeting English language development goals and offer information on school leaders roles in facilitating collaboration schoolwide Featuring six in depth case studies this guide helps educators Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations from informal planning and collaboration to a fully developed co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice Evaluate the strategies success using the guidelines self assessments and questionnaires included Collaboration and Co Teaching helps ESL ELL and general education teachers combine their expertise to provide better support for their ELLs **"Don't Question My Authority!"** Bernadette Bridget Musetti, 2002 Methods for Effective Teaching Paul R. Burden, David M. Byrd, 2010 Methods for Effective Teaching provides research based coverage of general teaching methods for K 12 classrooms that promote student understanding while emphasizing contemporary issues including differentiating your instruction creating a learning community and making modifications in instruction based on student differences This edition offers new content in every chapter on teaching English language learners in all classrooms Other unique coverage includes ways to manage lesson delivery how to apply motivational techniques for instruction and assessment and how to work with colleagues and parents All the content is aligned to professional standards The book s thorough coverage of classroom management and discipline includes a discussion of dynamic ways to create a positive learning environment **Changing Suburbs, Changing Students** Shelley B. Wepner, JoAnne G. Ferrara, 2012-09-21 Embrace the changing suburbs by changing your school As your students evolve has your school evolved with them This unique book offers an explanation of the increasing diversity in student makeup and ideas for acting as an agent of positive change for your school The authors offer tools and recommend ways you can improve student achievement by Developing an action plan for more focused culturally responsive student instruction Creating a culture that celebrates diversity Building partnerships with parents universities and the community Providing programs for English learners such as tutoring the arts and summer support **A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through Social Studies Instruction** Margaret Elizabeth Beddow, 2008 **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

**Best Practices in Adolescent Literacy Instruction, First Edition** Kathleen A. Hinchman,Heather K. Sheridan-Thomas,2008-04-15 Covering everything from day to day learning activities to schoolwide goals this engaging book reviews key topics in literacy instruction for grades 5 12 and provides research based recommendations for practice Leading scholars present culturally responsive strategies for motivating adolescents using multiple texts and digital media integrating literacy instruction with science social studies and math and teaching English language learners and struggling readers Vivid case studies thoughtful discussion questions and activities in each chapter and detailed ideas for program and lesson planning make this an indispensable classroom resource and professional development tool

**The Rural Educator** ,2013 *Lesson Plan Template First Grade* Molly Rose,2020-03-15 This How To book is different Unlike every other book you ll read with titles like How To Craft The Perfect Lesson Plan in 165 Incredibly Simple Steps this book is different It s a simple How To guide for creating a lesson plan that s right for you and your students and also an easy to follow workbook We ll discuss what exactly a lesson plan is and why you even need one We ll then go on to look at the process for creating a lesson plan including the questions you need to consider so that you don t forget anything important Then we ve got 60 lesson plan templates for you to follow with a double page layout so that you have plenty of space for all your notes We ve even included some Further Notes pages at the back for anything else you need to jot down Teaching students of any age is both a challenging and daunting prospect With a well thought out lesson plan in place anticipating the questions you ll face AND the answers it will be much less daunting and much more exciting Good luck Molly

Common Core State Standards 1st Grade Lesson Plans Kim Clements,Teacher's Life Staff,Teacher's Life,2012-08-21 This book contains two lesson plans for each sub standard of the new Common Core State Standards

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