

# SIOP® Lesson Plan Template 1

PEARSON

Date: 2/15/12

Grade/Class/Subject: 6<sup>th</sup> 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.

Key Vocabulary	Supplementary Materials	
Fiction vs Nonfiction Narrative P-O-W-E-R Writing Process Sensory Words Figurative Language	Overhead, narrative essay packet, sensory words sheet	
<b>SIOP FEATURES</b>		
<b>Preparation</b> <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	<b>Scaffolding</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input	<b>Group Options</b> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
<b>Integration of Processes</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<b>Application</b> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<b>Assessment</b> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral
<b>Lesson Sequence:</b> Students are beginning a narrative essay writing assignment 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.		

# Siop Lesson Plans On Vocabulary Development

**Jana Echevarría, Deborah  
Short, MaryEllen Vogt**

## **Siop Lesson Plans On Vocabulary Development:**

99 MORE Ideas and Activities for Teaching English Learners with the SIOP Model MaryEllen Vogt,Jana Echevarria,Marilyn A. Washam,2014-01-27 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book The SIOP model is proven to be one of the most effective methods of teaching our English learners Now teaching with SIOP is even easier with the second volume of Vogt Echevarria and Washam s 99 MORE Ideas and Activities for Teaching English Learners with the SIOP Model Offering brand new classroom ready activities this indispensable resource revisits SIOP and shows how to use it each day in the classroom Whether searching for activities that build vocabulary keep students highly engaged or make content concepts clear these teacher tested strategies adhere to SIOP principles and reinforce best practice Chapters are organized around SIOP s eight components and thirty features so teachers learn not only what activities to try but also why they work With its dual focus on implementation and understanding this must have resource helps you create a classroom where students progress both academically and in their English language proficiency *Making Content Comprehensible for Secondary English Learners* Jana Echevarria,MaryEllen Vogt,Deborah J. Short,2013-07-25 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book *Making Content Comprehensible for Secondary English Learners* The SIOP Model is written to give middle and secondary school teachers lesson plans teaching ideas and many effective activities for working successfully with adolescents who are English learners or who struggle with academic literacy Several sample lessons and activities show the alignment of the SIOP Model to the Common Core State Standards CCSS Based on research that confirms that the SIOP Model Sheltered Instruction Observation Protocol makes a positive difference academically for all students and what works well for English learners will work equally well with other students the book is ideal both for teachers who are already familiar with the SIOP Model and those who are just learning about it It gives educators a model for planning and implementing lessons that help the English learners in their charge gain access to grade level content standards and ultimately prepare them for life after high school in college or a career New with the Second Edition is an accompanying online resource site PDT toolkit for SIOP The new website includes SIOP Research SIOP Resources SIOP Lesson Plans and Activities SIOP Videos To learn more please visit <http://pdtoolkit.pearson.com>

**International Handbook of Research on Multicultural Science Education** Mary M. Atwater,2022-06-30 This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993 Culture is defined in this handbook as an integrated pattern of shared values beliefs languages worldviews behaviors artifacts knowledge and social and political relationships of a group of people in a particular place or time that the people use to understand or make meaning of their world each other and other groups of people and to transmit these to succeeding generations The research

studies include both different kinds of qualitative and quantitative studies The chapters in this volume reflect differing ideas about culture and its impact on science learning and teaching in different K 14 contexts and policy issues Research findings about groups that are underrepresented in STEM in the United States and in other countries related to language issues and indigenous knowledge are included in this volume *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 *English Learners with Learning Disabilities* Richard T. Boon,Vicky G.

Spencer,2023-04-10 This book offers a practical guide for educators working with English learners with learning disabilities in K 12 inclusive classrooms It covers demographics second language acquisition referral assessment and IEP development It also discusses MTSS effective practices and co teaching models to enhance home school collaboration *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 a 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

**Biography-Driven Culturally Responsive Teaching** Socorro G. Herrera, 2015-12-28

Teaching strategies and tools have been updated to reflect new brain research and to keep pace with our nation's ever changing demographics and constant shift in expectations for K-12 students. The structure and format of this bestseller has also been revised to help educators find information quickly.

### **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.

### A Book For Every Teacher

Nan Li, 2015-03-19. *A Book for Every Teacher: Teaching English Language Learners* is a comprehensive guide for K-12

educators seeking effective strategies to support ELL students. Rooted in firsthand experience with teacher training

programs this book offers practical insights and research backed approaches.

*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 groundbreaking 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.

### **Affordances and Constraints of Mobile Phone Use in English Language Arts Classrooms**

Moran, Clarice M., 2020-12-25. The use of phones in the classroom is a controversial topic that receives a variety of reactions and can have political ramifications. In various school districts across different states as well as in some countries cell phone usage has been banned in the classroom to combat what administrators say is a distracted student population. However research demonstrates that cell phones can have a positive effect on learning and engagement.

Instead of banning cell phones some teachers have found ways to incorporate educational apps, gaming apps and social media into course materials. Although much research has emerged involving the integration of technology and digital literacies in English language arts (ELA) classrooms, mobile phone use as a discrete construct has not been explored widely.

*Affordances and Constraints of Mobile Phone Use in English Language Arts Classrooms* aims to shine a light on the controversial topic of mobile phones in the English language arts classroom focusing on comparing the opportunities that they afford students as well as the negative effects they can have on learning. The chapters within this book examine learning outcomes, best practices and practical applications for using mobile phones in ELA and adds to the body of literature on mobile phone use in secondary classrooms in general, standing as a unique resource on mobile phones in the language arts curriculum. While highlighting topics that include gaming applications, online learning, student engagement and classroom

management this book is ideally designed for inservice and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students who are interested in learning more about the pluses and minuses of mobile phone use in ELA Sheltered Content Instruction Jana Echevarria, Anne Wooding Graves, 2007 This book clearly defines sheltered instruction or Specially Designed Academic Instruction in English SDAIE and provides strategies for its successful implementation in the K 12 classroom Unlike any other book on the market this popular resource focuses on using sheltered instruction with students of varying abilities making it a unique tool for teachers Renowned authors Jana Echevarria and Anne Graves address the important overlap between sheltered instruction and special education adaptations The Third Edition of Sheltered Content Instruction captures the vitality of modern classrooms by speaking specifically to instruction in the content areas and confronting the fact that students learning English might struggle in those subjects The authors provide practical methods that demonstrate how to implement this type of instruction with a full range of learners A classic text in the field the Third Edition of Sheltered Content Instruction is comprehensively revised and updated in a new full workbook size format One important function of the Third Edition is to provide teachers with the support and direction needed to undertake the sheltered approach Specific examples of sheltered content instruction and scenarios depicting classroom interaction during this type of instruction provide models for teachers and those preparing to teach Case studies and vignettes illustrate this interaction for the reader **The SIOP Model for Administrators** Deborah Short, 2008

**Making Content Comprehensible for Elementary English Learners** Jana Echevarria, MaryEllen Vogt, Deborah J. Short, 2018-07-31 Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0134550129 In this comprehensive guide elementary educators get a user friendly approach for planning and implementing lessons that provide students access to grade level content develop students academic English skills and prepare students to be college and career ready Proven successful in improving teaching effectiveness and realizing academic gains for students the SIOP Model presented in this book can be implemented in all content areas and across grade levels and English proficiency levels Highlights of the 3rd Edition include specific applications of SIOP to Common Core and other state standards as well as new educational reforms such as ESSA To help teachers implement the SIOP model new learning aids have been added including Reflect and Apply exercises Teaching with Technology vignettes a new SIOP lesson plan template and sample lesson plan and a new user friendly approach to identifying and writing language objectives The Enhanced Pearson eText version provides embedded video links that enable students to see the SIOP model in action along with interviews featuring SIOP educators Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience

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**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 *All Children Read* Charles A. Temple, 2008 Written by one of the most dynamic author teams in the field of Reading and Literacy the second edition of *All Children Read* continues to offer K-8 teachers the best practices for nurturing emergent literacy teaching early literacy concepts and developing reading and writing in all students those of varying reading levels and abilities as well as those who are English language learners The new edition increases its emphasis on the professional aspects of literacy instruction and also includes significant new coverage of fluency and vocabulary differentiated instruction and connections to the SIOP and the all important topics of literacy assessment Central to the text are the six overriding themes the troubled reader family community literacy technology writing and reading connections language diversity and phonics phonetic awareness interwoven throughout making this book the most contemporary and critical learning aid to come out in the field in years **English Language Learners** David E. Freeman, Yvonne S. Freeman, 2007 Presents information for classroom teachers on working effectively with students with limited English language proficiency **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

### **Making Content**

**Comprehensible for English Learners** Jana Echevarria,MaryEllen Vogt,Deborah J. Short,2016-01-19 Using a writing style that is practical and applicable to all kinds of classrooms this widely popular book presents a user friendly approach for planning and implementing lessons for teaching English learners and other students It provides students with access to grade level content develops their academic English skills and prepares them to be college and career ready The SIOP model is a comprehensive coherent research validated success proven model for improving teaching effectiveness and ensuring academic gains for students It can be implemented in all content areas at all grade levels and English proficiency levels Making Content Comprehensible for English Learners provides specific application of the SIOP to the Common Core and other state standards and includes a Reflect and Apply eText feature in which readers explain their rating of teachers lessons and Teaching with Technology vignettes that describe how to infuse technology into many different SIOP lessons

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