

# SIOP® Lesson Plan Template 1

**Date:** Oct. 27, 2008  
Sandy Schlueter, James River High School

**Grade/Class/Subject:** H.S. Sheltered ESL  
Biology

**Unit/Theme:** Cells/ Parts and their functions,  
Plants and Animal Cells

**Standards:** 1a, 2a, 4a and 4b

**Content Objective(s):** Compare plant and animal cells  
Identify the parts of a plant and animal cell,  
Demonstrate the use of microscopes,  
Prepare slides of plant cells,  
Examine plant and animal cells with a microscope.

**Language Objective(s):** Discuss the different parts of cells, Explain what the function of the cell parts are, and monitor students using microscopes and describing what they are seeing.

<b>Key Vocabulary</b>	<b>Supplementary Materials</b>
cell wall, cell membrane, cytoplasm, nucleus, nuclear membrane, chromosomes, endoplasmic reticulum, golgi bodies, centriole, mitochondria, ribosomes, nucleolus, vacuoles, chloroplast, organelles, prokaryote, and eukaryote	Overheads - daily question, cell diagrams, Activity - cell parts/ function (cards) Microscopes and lab materials for plant and animal cells

<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 checked="" 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 checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

## Lesson Sequence:

1. Students come in and write down warm up question (released SOL question related to unit) in their daily journal and then we will go over it.
2. Review the content and language objectives for the day which are on the board.
3. Review the cell parts and key vocabulary terms using the overhead of the diagrams they completed last class. Repeat terms out loud. There will be a quiz on this material next class.
4. Activity - cell parts and function. Each student will have a 3 x 5 card with the name of a cell organelle (vocabulary) on one side and a question on the other. They will read their question out loud (cell part function) and who ever has the answer will tell what part they described. Then they will read their question and so on.

# Siop Lesson Examples For High School

**Zhe Xu**

## **Siop Lesson Examples For High School:**

**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 Echevarría,MaryEllen J. Vogt,Deborah J. Short,2014 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 PDToolkit 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>

## **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 *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 **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 *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 [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 **Teaching Content Reading and Writing** Martha Rapp Ruddell,2012-10-16 The text highlights issues of comprehension vocabulary development assessment and second language In addition it addresses issues of diversity and ELL students approaches for sheltered instruction and the integration of technology into secondary learning and teaching as well as lifelong reading writing using literature in content learning and teacher professional development *Helping English Language Learners Succeed in Middle and High Schools* Faridah Pawan,Ginger B. Sietman,2007 A current classroom concern is how effectively teachers collaborate to link subject matter with language instruction and attention to cultural diversity The Collaborative Partnerships Between ESL and Classroom Teachers Series aims to respond to the nationwide call to better provide schools with a teaching force equipped with the knowledge skills and abilities to effectively teach the diversifying U S student population The series is designed for both ESL teachers and classroom teachers for both language education specialists and subject matter specialists It is ideal for use in pre and in service teacher education programs This volume of Collaborative Partnerships between ESL and Classroom Teachers gives emphasis to collaborative partnerships in the middle and high school levels Editors Faridah Pawan and Ginger Sietman gather expert authors who present us with models of classroom based and school based collaborative partnerships from middle and high schools across the United States building a knowledge base for teachers and educators Each chapter includes narrative vignettes prereading questions a literature review and a case study that students may analyze and apply to their own settings This volume presents an anthology of collaborative practices that meaningfully bring together the best of subject matter pedagogy with the core underlying principles of second language learning and teaching It will serve as a guide and an inspiration to teachers as they plan for collaborative partnerships in which knowledge and expertise are shared and in middle and high schools where English language learners will succeed **What Really Works in Elementary Education** Wendy W. Murawski,Kathy Lynn Scott,2015-02-18 Research based practical strategies for every

teacher This book compiles the advice of experts who not only understand the research behind certain educational practices but also have experience working in elementary classrooms Each user friendly chapter focused on a topic vital to elementary educators presents information in a straightforward way to help you learn what works and what doesn t with students today Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel approaches to classroom management and strategies to engage students Useful reproducibles and resources for every topic area

**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 *Making Content Comprehensible for Elementary English Learners* Jana Echevarría,MaryEllen Vogt,Deborah Short,2014 In this new fourth edition the authors present the most comprehensive coherent model of sheltered instruction yet by fully explaining the widely popular Sheltered Instruction Observation Protocol Model and providing lesson plans and instructional activities to help teachers *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 *Improving Education for English Learners* ,2010 *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 *The Rural Educator* ,2013 *Making Content Comprehensible for English Learners* Jana Echevarria,Deborah J. Short,MaryEllen Vogt,2010 One of the most influential books in the field in years *Making Content Comprehensible for English Learners* The SIOP R Model presents a coherent specific field tested model of sheltered instruction that specifies the features of a high quality sheltered lesson that teaches content material to English language learners For twelve years educators have turned to Jana Echevarria MaryEllen Vogt and Deborah Short for an empirically validated model of sheltered instruction In the Third Edition of this best seller the authors include new research findings and studies on the Sheltered Instruction Observation Protocol SIOP R Model which offers school administrators teachers teacher candidates coaches university faculty and field experience supervisors a tool for observing and quantifying a teacher s implementation of quality sheltered instruction Ringing Endorsements A framework

that will engage support and increase the academic achievement of our culturally and linguistically diverse students The SIOP Model went from good to great Socorro Herrera Kansas State University Readability organization and practicality The SIOP addresses precisely the needs that my beginning teachers face the CD for SIOP makes it all understandable I love the book Danny Brassell California State University Dominguez Hills Take a Glimpse Inside the Third Edition New user friendly format of the SIOP R protocol Background Sections include descriptions of the eight components and thirty features of the SIOP R Model and are updated to reflect recent research and best practices to help readers plan and prepare effective sheltered lessons Practical Guidelines to help readers develop effective language and content objectives Discussion Questions have been rewritten and are appropriate for portfolio development in pre service and graduate classes for professional development workshops or for teacher reflection and application A groundbreaking CD ROM with video clips interviews of the authors and reproducible resources e g lesson plan formats make this the perfect professional development asset for any grade level or content area teacher

**Reading Specialists and Literacy Coaches in the Real World**

MaryEllen Vogt,Brenda A. Shearer,2007 Reading Specialists and Literacy Coaches in the Real World is a unique resource designed to prepare reading specialists and literacy coaches to implement reading programs at the school and district level It includes both theoretical and practical information about the varied roles of reading specialists and literacy coaches to prepare administrators to coordinate implement and evaluate programs for teaching reading language arts

**The Social Studies Professional ,2002      Principal Leadership ,2006**

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## **Siop Lesson Examples For High School Introduction**

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