

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. 				

4th Grade Siop Lesson Plan

Nan Li



4th Grade Siop Lesson Plan:

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 *The Power of Peers in the Classroom* Karen R. Harris, Lynn Meltzer, 2015-07-07 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 *Literacy in Grades 4-8* Nancy L. Cecil, Joan P. Gipe, Merrill E. Marcy, 2017-07-05 Comprehensive yet succinct and readable Literacy in Grades 4 8 Third Edition offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8 It addresses teaching to standards differentiating instruction for readers and writers motivating students using assessment to inform instruction integrating technology into the classroom working with English learners and struggling readers and connecting with caregivers Selected classroom strategies procedures and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching more on technology including comprehension of multimodal texts enhancing writing instruction with technology tools and teaching activities with an added technology component added discussion of teacher techniques during text discussions strategic moves that help students become more strategic readers Key features In the Classroom vignettes more than 50 activities some with a technology component questions for journal writing and for projects and field based activities troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging *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

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

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

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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 **Cultivating Critical Discourse in the Classroom** Finley, Stacie Lynn, Correll, Pamela, Pearman, Cathy, Huffman, Stephanie, 2023-06-01 The use of academic discourse in today's educational environment has the potential to improve education for students from all backgrounds To achieve this further study on the best practices challenges and future opportunities is required Cultivating Critical Discourse in the Classroom shares the benefits of empowering and engaging students at all levels of education through the use of academic discourse The book also provides insights for educators to become more knowledgeable and therefore better equipped to create spaces through discourse where cultural competence is cultivated Covering key topics such as identity linguistics student autonomy and language this premier reference source is ideal for administrators policymakers industry professionals researchers academicians scholars practitioners instructors and students The Essential Guide for Educating Beginning English Learners Debbie Zacarian, Judie Haynes, 2012-09-04 This book addresses the varied needs of beginning ELs including students from non literacy oriented homes students with limited or interrupted formal education SLIFE and students who have experienced trauma **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 *Teacher Training and Effective Pedagogy in the Context of Student Diversity* Liliana Minaya-Rowe, 2002-06-01 The purpose of this volume is two fold First the book attempts to initiate a research based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity and second to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction This book represents a first attempt to a quiet revolution going on in teacher education Johnson 2000 It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives A revolution because it is stirring the very essence of what stands at the core of teacher education a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs their first and second language development using their bilingualism to teach academics and on the process of becoming an effective teacher of ELLs This state of the art review brings together research on effective pedagogy and teacher training The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as what teachers need to understand about English language learners what kind of professional experiences are likely to facilitate those understandings and what kinds of teacher education programs and school settings are able to support their ongoing learning The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of 1 school reform 2 teachers bilingual proficiencies 3 teachers knowledge and beliefs and 4 teacher training programming and

sustainability Supporting K-12 English Language Learners in Science Cory Buxton, Martha Allexsah-Snyder, 2016-11-18 The contribution of this book is to synthesize important common themes and highlight the unique features findings and lessons learned from three systematic ongoing research and professional learning projects for supporting English learners in science Each project based in a different region of the U S and focused on different age ranges and target populations actively grapples with the linguistic implications of the three dimensional learning required by the Framework for K 12 Science Education and the Next Generation Science Standards Each chapter provides research based recommendations for improving the teaching of science to English learners Offering insights into teacher professional learning as well as strategies for measuring and monitoring how well English learners are learning science and language this book tells a compelling and inclusive story of the challenges and the opportunities of teaching science to English learners *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

The Anthropology of Education Policy Angelina E. Castagno, Teresa McCarty, 2017-07-06 Advancing a rapidly growing field of social science inquiry the anthropology of policy this volume extends and solidifies this body of work focusing on education policy Its goal is to examine timely issues in education policy from a critical anthropological ethnographic and comparative perspective and through this to theorize new ways of understanding how policy does its work At the center is a commitment to an engaged anthropology of education policy that uses anthropological knowledge to imagine and foster more equitable and just forms of schooling The authors examine the ways in which education policy processes create reflect and contest regimes of knowledge and power sorting and stratifying people ideas and resources in particular ways In contrast to conventional analyses of policy as text based dictated linear and rational an anthropological perspective positions policy at

the interface of top down bottom up and meso level processes and as de facto and de jure Demonstrating how education policy operates as a social cultural and deeply ideological process on the ground each chapter clearly delineates the implications of these understandings for educational access opportunity and equity Providing a single go to source on the disciplinary history theoretical framework methodology and empirical applications of the anthropology of education policy across a range of education topics policy debates and settings the book updates and expands on seminal works in the field carving out an important niche in anthropological studies of public policy

Co-Planning Andrea Honigsfeld, Maria G. Dove, 2021-09-26 Pool your collective wisdom in support of your English learners English Learners ELs and multilingual learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs

[A Book For Every Teacher](#) Nan Li, 2015-03-01 A Book for Every Teacher Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers The passion for writing this book comes from our working experiences with the K 12 teachers in four school districts through our ELL Center professional development program Through this program we provide professional training through our federally funded research and service projects The purpose of our professional training is to prepare general education teachers to work effectively with English language learners ELLs While working with the teachers on a daily basis we know the immediate needs of the teachers This motivated us to embark this book project In recent years the ELL school population has the highest increase among school populations As the NEA data indicates providing ELL students with high quality services and programs is an important investment in America s future NEA 2013 This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs The book is designed with K 12 teachers in mind It is best used by teachers who have or will have ELLs in their classrooms and who seek

information and strategies to better work with and serve their ELLs to achieve academic success With this design teachers can use the book as a text or reference tool This book can also be adopted as text materials for professional training Teachers are the most important factor for ELLs academic success

Teaching Social Studies to English Language Learners

Bárbara C. Cruz, Stephen J. Thornton, 2024-11-13 This fully updated new edition provides readers with a comprehensive understanding of the challenges that English language learners ELLs also known as English Learners ELs face as well as the 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 Features of this fully updated new edition include An updated and streamlined introduction which provides an essential overview of ELL theory in a social studies specific context Teaching Tips that offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of English Learners Practical examples and pedagogical elements in Part 3 which include more visuals suggestions for harnessing new technologies discussion questions and reflection points and Useful lists of online and print resources for teachers and students Teaching Social Studies to English Language Learners is a valuable reference to help pre and in service social studies educators meet the challenges of including all learners in effective instruction

Handbook of Research in Second Language Teaching and Learning

Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current

publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Observational Research in U.S. Classrooms Hersholt C. Waxman, Roland G. Tharp, R. Soleste Hilberg, 2004-01-26 The present national reform agendas stress that rigorous content and high expectations be accessible to all students including students from groups whose achievement has traditionally lagged behind that of the majority culture students Improving the achievement in US schools important for both social and economic stability will require that instruction be responsive to our nation s increasingly diverse student population This book includes theoretical frameworks as well as substantive research findings and provides examples of recently developed classroom observation instruments based on research of effective teaching practices for culturally and linguistically diverse students Each chapter represents a new aspect of classroom observation research that will assist educators in their endeavors to improve US schools [Handbook of Research on Interdisciplinary Preparation for Equitable Special Education](#) Slanda, Dena D., Pike, Lindsey, 2022-12-27 Collaborative approaches to special education that seek to provide innovative creative and novel ways to disrupt current structures and practices are necessary to move the field towards a more inclusive model for educating students with disabilities Multiple professionals are involved in interdisciplinary and multidisciplinary teams to develop and implement individualized education programs IEPs for students with disabilities extending the pool of stakeholders in special education far beyond the special education teacher Achieving a strong understanding between the multiple professions involved in IEP development and implementation will improve data based individualization the fidelity of program implementation and the sustainability of practices and services The Handbook of Research on Interdisciplinary Preparation for Equitable Special Education explores and highlights interdisciplinary personnel preparation to advance special education and enhance outcomes for students with disabilities This book also provides theories and frameworks examples and discussions around innovations and lessons learned from interdisciplinary preparation programs and practices Covering key topics such as educator preparation models equity diverse students and educator competencies this premier reference source is ideal for administrators principals researchers academicians practitioners scholars instructors and students

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4th Grade Siop Lesson Plan Introduction

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