

Karissa

2/25

FIGURE 2.3 Lesson Plan

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to.; HOTS = Higher Order Thinking Skills

STOP Lesson: Place Value

Grade: 2

Content Standards: Students will be able to identify and name place values up to the hundredths place

Key Vocabulary:

Ones, Tens, Hundredths

Visuals/Resources:

Manipulatives with base ten pieces
Abacus

HOTS: Analyze - How can it make counting easier?

Connections to Prior Knowledge/Building Background:

Why can you trade 10 longs for 1 flat?

→ SAK - real and whole numbers

- base ten
- tens are bigger than ones, etc.
- number line

100 connections
1000 connections

- Money shows place value (0.10 < 1.00) *

- Place value tells you if you have ten or 100 (dollars)

Content Objectives:

1. Students will know place values up to the hundredths place

2. Students will be able to demonstrate with fingers

3. Students will use manipulatives to describe meaningful numbers such as ten units for one long and ten longs for one flat.

Meaningful Activities:

1.1 Present units pieces, tens pieces, hundredths

2.1 Demonstrate with fingers

3.1 Students will use manipulatives to describe meaningful numbers such as ten units for one long and ten longs for one flat.

Review/Assessment:

1.1 Students will work with a partner to identify numbers with their matching picture

3.1 Students will also do a review worksheet demonstrating knowledge

1.2

2.2

Language Objectives:

1. Students will work with a partner to confirm their answers.

2. Students will discuss their findings.

Wrap-up: Refer to Content and Language Objectives

Source: Lesson plan format created by Melissa Castillo and Nicole Texachea.

What does this mean?
Relate to lang. learners.

SIOP Lesson Plan

Date: March 22, 2011 Grade/Class/Subject: C of I undergrad education students

Unit/Theme: SIOP Introduction Standards: 3-Adapting Instruction for Individual Needs

Content Objective(s): SWBAT:

- 1) Understand the relevance of SIOP in regard to the challenge of Idaho demographics and Educational Laws
- 2) Draw conclusions about how the SIOP Model helps teachers teach ELs
- 3) Develop a basic understanding of the model's eight critical components

Language Objective(s): SWBAT:

- 1) Define key vocabulary words
- 2) Write missing information on an outline of the presentation
- 3) Write and discuss how you will use a SIOP feature to help an English Learner

Key Vocabulary

- LEP (Limited English Proficient)
 - EL (English Learner)
- SIOP (Sheltered Instruction Observation Protocol)
- ELL (English Language Learner)

Supplementary Materials

- Echevarria, J., Vogt, M., Short, D. 3rd ed. (2008). Making Content Comprehensible for English Learners: The SIOP Model. Boston: Pearson Education, Inc.
- Echevarria, J., Vogt, M., Short, D. (2007). 99 ideas and activities for teaching English learners with the SIOP model. MA: Allyn & Bacon.
SIOP powerpoint presentation from Ellen Batt

SIOP Features

Preparation

- ☐ Adaptation of content
- ☒ Links to background
- ☐ Links to past learning
- ☒ Strategies incorporated

Scaffolding

- ☒ Modeling
- ☒ Guided practice
- ☐ Independent practice
- ☒ Comprehensible input

Grouping Options

- ☒ Whole class
- ☒ Small groups
- ☒ Partners
- ☒ Independent

Integration of Processes

- ☒ Reading
- ☒ Writing
- ☒ Speaking
- ☒ Listening

Application

- ☒ Hands-on
- ☒ Meaningful
- ☒ Linked to objectives
- ☒ Promotes engagement

Assessment

- ☒ Individual
- ☒ Group
- ☒ Written
- ☒ Oral

Min.

Lesson Sequence:

- | | |
|----|---|
| 5 | 1. Content/Language Objectives |
| 5 | 2. Key Vocabulary |
| 10 | 3. Intro to Problem- <u>Read Javier vignette</u> . (Lesson Prep, supplementary materials) make connections, Stats |
| 5 | 4. Background of SIOP (Problem, Process, Authors, Solution) |
| 5 | 5. Solution- SIOP |
| | <i>Components and Features of SIOP</i> |
| 15 | 6. Lesson Preparation |
| 4 | 7. Building Background |
| 4 | 8. Comprehensible Input |
| 4 | 9. Strategies |
| 4 | 10. Interaction |
| 4 | 11. Practice/Application- fruit loops activity! ☺ |
| 4 | 12. Lesson Delivery |
| 4 | 13. Review and Assessment |
| 10 | 14. What can teachers do? |
| 7 | 15. Questions? |

Reflections:

SIOP® Lesson Plan Template 2**STANDARDS:****THEME:****LESSON TOPIC:****OBJECTIVES:**

Language

Content

LEARNING STRATEGIES:**KEY VOCABULARY:****MATERIALS:****MOTIVATION:***(Building background)***PRESENTATION***(Language and content objectives, comprehensible input, strategies, interaction, feedback)***PRACTICE/APPLICATION:***(Meaningful activities, interaction, strategies, practice/application, feedback)***REVIEW/ASSESSMENT:***(Review objectives and vocabulary, assess learning)***EXTENSION:**

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

SIOP Overview

March 22, 2011

Presenter: Erica Mineau, educator and C of I grad 2007

Content Objectives:	Language Objectives:
<p>Students Will Be Able To (SWBAT):</p> <ol style="list-style-type: none"> 1) Understand the relevance of SIOP in regard to the challenge of Idaho demographics and Educational Laws 2) Draw conclusions about how the SIOP Model helps teachers teach ELs 3) Develop a basic understanding of the model's eight critical components 	<p>SWBAT:</p> <ol style="list-style-type: none"> 1) Define key vocabulary words 2) Write missing information on an outline of the presentation 3) Write and discuss how you will use a SIOP feature to help an English Learner

Key Vocabulary:

- LEP (Limited English Proficient) _____
- EL (English learner) _____
- ELL (English Language Learner) _____
- SIOP (Sheltered Instruction Observation Protocol) Protocol used as observational method, Model used for planning and delivery of instruction to ELS

Statistics:

- National: 23.8% of all students
- Idaho: 6.3% were immigrants, 8% in Boise are LEP,
About 100 different languages spoken

Problem:

- Many ELs in the United States who need help with language
 - Shown by standardized test scores and general performance in classes
- Many ELs living in poverty

SIOP solution:

- Protocol:
 - A professional development model
 - A rubric for effective teaching
 - A tool for teacher observation and coaching.
- Model for instruction:
 - Pre-service and professional development
 - Lesson planned sheltered content lessons
 - Training resource for faculty (5)

Authors: Jana Echevarría, MaryEllen Vogt, Deborah J. Short.

Background:

- Early 1900s- 1st draft for research and supervisory tool (Echevarria and Vogt) (15)
- 1996- National Center for Research on Educational Diversity and Excellence (CREDE) designed a study on Sheltered Instruction using the Protocol
- 1996-1998- Protocol refined, strengthened, used for professional development
- 2001- Guarino sub study- SLOP protocol found to be a valid and reliable measure of using the SLOP model, encouraged teachers to use the model for planning and delivery

SLOP Components and Features:

A. Lesson Preparation

1. Content Objectives Clearly Defined, Displayed, and Reviewed with Students (24)
2. Language Objectives Clearly Defined, Displayed, and Reviewed with Students (25)
3. Content Concepts Appropriate for Age and Ed Background (31)
4. Supplementary Materials Used to a High Degree (33)
5. Adaptation of Content to All Levels of Student Proficiency (34)
6. Meaningful Activities That Integrate Lesson Concepts with Language Practice Opportunities

B. Building Background

7. Concepts Explicitly Linked to Students' Background Experiences (54)
8. Links Explicitly Made between Past Learning and New Concepts (58)
9. Key Vocabulary Emphasized (introduced, written, repeated, and highlighted) (58)

C. Comprehensible Input

10. Speech Appropriate for Students' Proficiency Levels (80)
11. Clear Explanation of Academic Tasks (81)
12. A Variety of Techniques Used to Make Content Concepts Clear (82)

D. Strategies

13. Ample Opportunities Provided for Students to Use Learning Strategies (96)
14. Scaffolding Techniques Consistently Used, Assisting and Supporting Student Understanding (100)
15. A Variety of Questions or Tasks That Promote Higher-Order Thinking Skills (102)

E. Interaction

16. Frequent Opportunities for Interaction and Discussion (119)
17. Grouping Configurations Support Language and Content Objectives of the Lesson (122)
18. Sufficient Wait Time for Student Responses Consistently Provided (127)
19. Ample Opportunity for Students to Clarify Key Concepts in L1 (128)

F. Practice/Application

20. Hands-On Materials and/or Manipulatives Provided for Students to Practice Using New Content Knowledge (139)
21. Activities Provided for Students to Apply Content and Language Knowledge (140)
22. Activities That Integrate All Language Skills (142)

G. Lesson Delivery

23. Content Objectives Clearly Supported by Lesson Delivery (154)
24. Language Objectives Clearly Supported by Lesson Delivery (154)
25. Student Engaged Approximately 90% to 100% of the Period (155)
26. Pacing of the Lesson Appropriate to Students' Ability Levels (156)

H. Review and Assessment

27. Comprehensive Review of Key Vocabulary (168)
28. Comprehensive Review of Key Content Concepts (170)
29. Regular Feedback Provided to Students on Their Output (171)
30. Assessment of Student Comprehension and Learning of All Lesson Objectives throughout the Lesson (171)

Application- what strategies will I start to use for the English Learners in my class?

I will use appropriate wait time.

Questions?

References

Echevarría, J., Vogt, M. Short, D. (2008). *Making content comprehensible for English learners; The SIOP model* (3rd ed.). Boston: Pearson Education, Inc.

National Center on Immigrant Integration Policy. 2009 ACS/census data on the foreign born by state. Retrieved March 16, 2011.

<http://www.migrationinformation.org/DataHub/state.cfm?ID=ID#8>.

Education and Demographics in US. Retrieved March 16, 2011.

<http://www.migrationinformation.org/USfocus/display.cfm?ID=818#2>

National Center for Education Statistics. 2007 Reading Assessment. April 23, 2009.

http://nces.ed.gov/programs/digest/d09/tables/dt09_124.asp.

Limited English proficient population in the Boise schools; opportunities and challenges.

Retrieved March 16, 2011. www.boiseschools.org/current/LEP.pdf.

Assessments, test results. Retrieved March 16, 2011.

<https://www.sde.idaho.gov/ipd/iri/IriAnalysis.asp>.