

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

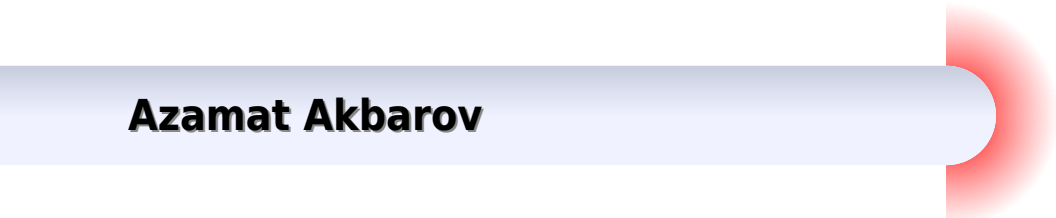
Content Objective(s): Compare plant and animal cells
Identify the parts of a plant and animal cell,
Demonstrate the use of microscopes,
Prepare slides of plant cells,
Examine plant and animal cells with a microscope.

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.

Key Vocabulary cell wall, cell membrane, cytoplasm, nucleus, nuclear membrane, chromosomes, endoplasmic reticulum, golgi bodies, centriole, mitochondria, ribosomes, nucleolus, vacuoles, chloroplast, organelles, prokaryote, and eukaryote	Supplementary Materials Overheads - daily question, cell diagrams, Activity - cell parts/ function (cards) Microscopes and lab materials for plant and animal cells	
SIOP FEATURES		
Preparation ☒ Adaptation of content ☒ Links to background ☒ Links to past learning ☒ Strategies incorporated Integration of Processes ☒ Reading ☒ Writing ☒ Speaking ☒ Listening	Scaffolding ☒ Modeling ☒ Guided practice ☒ Independent practice ☒ Comprehensible Input Application ☒ Hands-on ☒ Meaningful ☒ Linked to objectives ☒ Promotes engagement	Group Options ☒ Whole class ☐ Small groups ☒ Partners ☒ Independent Assessment ☒ Individual ☒ Group ☒ Written ☒ Oral
Lesson Sequence: - 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 - Review the content and language objectives for the day which are on the board. - 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. - 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

Azamat Akbarov



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

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

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>

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

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

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.

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 Echevarría, 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 Secondary and Middle School Mathematics Daniel J. Brahier, 2020-03-09. *Teaching Secondary and Middle School Mathematics* combines the latest developments in research, technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and

teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 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 Pedagogy of Humanization Chelda Smith Kondo, 2024-03-30 The purpose of Pedagogy of Humanization Preparing Teachers for Culturally Sustaining Classrooms is to build a critical mass of educators who know how to employ the principles of critical pedagogy in elementary classrooms This includes attention to the various knowledge skills and dispositions required of critical pedagogues in their curricula instruction assessment classroom environment and relationships From Critical Race Theory CRT to restorative justice oriented classroom management the theoretical is made practical Moreover the structure of the book follows the curriculum of a traditional teacher education program making it complementary to any teacher education course The Pedagogy of Humanization is the first book to bring together the practice how and theory what and why of inclusive and asset based teaching In this book a group of teacher educators across disciplines explore their personal and professional identities to reveal the potential for applying each tenet of culturally relevant pedagogy in their respective fields Filled with anecdotes exercises user friendly theories and examples readers will learn how teachers can humanize themselves to have the capacity to be effective teachers of children who have been dehumanized and underserved by traditional teaching and schooling Pre service teachers will read this book so that they can connect the material they study in teacher education courses to the daily work of being an educator who aims to be justice oriented However this is not a foolproof guide or how to manual that could be completed without direct support from mentors and colleagues Instead readers will practice the sort of engagement in individual and community growth that ignites the possibility of teaching as a force for social change In many ways chapters of the text could be used through a flipped

classroom approach whereby faculty invert the typical cycle of content acquisition and application The book will prove to be a valuable resource as a teaching text in classrooms devoted to critical pedagogy Critical Race Theory social justice and other topics necessary to produce teachers who are prepared to maximize their effectiveness in educating today's students

Academic Language Literacy Marjorie C. Ringler, 2015-06-09 Marjorie C Ringler describes a professional development framework to teach principals and teachers the value of Academic Language Literacy ALL as the key to academic success Typically mainstream classroom teachers and principals do not purchase books solely on academic language literacy because they see this as the domain of the ESL teacher Academic Language Literacy Developing Instructional Leadership Skills for Principals and Teachers infuses this knowledge through a three pronged approach content context and process to effective professional development This book addresses educators who are looking for a research based approach to improving academic success for students who come to school language deficient and deficient in the background knowledge necessary for success in school An innovative approach to improving instruction illustrates that all teachers are language teachers if the language being taught is that of their content Practical examples are included for instructional leaders to use when planning implementing and evaluating professional development Teachers also get practical examples for integrating academic language literacy in all content areas Strategies include both teaching and learning methods that promote academic language awareness and student centered approaches

Content-Based Instruction Ann Maguerite Snow, Donna M. Brinton, 2023-04-17 This book introduces readers to the concept of Content Based Instruction CBI through a brief history and countless examples of the many ways this approach can be applied across settings and programs Whether readers want to deepen their understanding of CBI or get ideas for their own teaching situation this book provides an overview of CBI and the process of implementing it The book discusses the three prototype models theme based sheltered and adjunct new models sustained content language teaching content and language integrated learning English medium instruction adjunct models and other hybrid models and a research based rationale for using CBI in the classroom Each section includes reflection questions designed to guide readers to consider how best to implement CBI in their course and program

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

Condition Critical Diana Lawrence-Brown, Mara Sapon-Shevin, 2014 This important book provides a unique merging of disability studies critical multiculturalism and social justice advocacy to develop both the knowledge base and the essential insights for implementing fully inclusive education The authors expand the definition of inclusion to include students with a broad range of traditionally marginalized differences including but not limited to disabilities cultural linguistic racial background gender sexual orientation religion and class

Success in School and Career Andrea M. Nelson-Royes, 2013-12-16 Success in School and Career Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants

Solving School Challenges Starr Sackstein, Alexandra Laing, 2025-03-31 In this comprehensive handbook you'll gain a treasure trove of strategies that you can implement to address some of the most common school challenges You'll see the amazing impact that educators are having on their schools and classrooms across the country The authors offer tangible solutions to problems such as teacher retention and the educator pipeline money technology innovation and initiatives mental health and well being data perceptions of education educator commitment and systemic issues These issues may seem daunting but the authors share stories of educators across the country who are already overcoming such obstacles Each chapter provides inspiring examples action steps and takeaways to help you improve your school or classroom This thorough resource is designed to be a reference that you can use as needed either by reading in order or flipping to the sections that most apply and returning to again and again for a wealth of practical ideas that you can bring to your own setting

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

Multicultural Language Education Azamat

Akbarov, 2014-09-26 Multicultural Language Education From Research into Practice is a collection of essays which will appeal to teachers of modern languages no matter the level of instruction The contributions highlight the latest developments of Foreign Language Teaching in the Balkan countries The field of Multicultural Language Education ensures that learners are engaged in the teaching and learning experiences These experiences will allow learners to successfully participate in a rapidly changing world where cross cultural understanding and intercultural communication skills are essential This book surveys current approaches and methods in foreign language teaching such as grammar translation language acquisition classroom management communication competence critical thinking skills and communicative language teaching It also contains research studies as well as educational experiences and proposals presented from different perspectives and backgrounds all of which are theoretically grounded with a clear and sound rationale Readers will find a variety of educational projects and research studies situated in specific educational contexts and in particular geographical locations

Handbook of Latinos and Education Enrique G. Murillo, Jr, Dolores Delgado Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition this Handbook offers a comprehensive review of rigorous innovative and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is now organized around four tighter key themes of

history theory and methodology policies and politics language and culture teaching and learning New chapters broaden the scope of theoretical lenses to include intersectionality as well as coverage of dual language education discussion around the Latinx and other recent updates to the field The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions that share a common interest in and commitment to the educational issues that impact Latinos

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