

| SoE SIOP Lesson Plan Format   |                 |
|---|-----------------|
| Author(s):  | Date:           |
| Title of Lesson:  | Mentor Teacher: |
| <b>Core Components</b>  |                 |
| <b>Subject, Content Area or Topic</b> <ul style="list-style-type: none"> <li>Identify core discipline strand (indicate if integrated with other content areas)</li> </ul>   |                 |
| <b>Student Population</b> <ul style="list-style-type: none"> <li>Grade level (and skill/achievement level noted if applicable)</li> <li>Grouping (heterogeneously or homogeneously by achievement)</li> <li>Language (ESL learners)               <ul style="list-style-type: none"> <li>Number of ELLs, first language of ELLs, language proficiency of ELLs</li> </ul> </li> <li>Exceptionalities</li> </ul>  |                 |
| <b>Learning Community</b> <ul style="list-style-type: none"> <li>Urban, suburban or rural</li> <li>Demographics</li> <li>School district &amp; campus classification – elementary, middle or high school</li> <li>Classroom context – self-contained, team teaching, block, etc.</li> <li>Classroom arrangement and seating</li> </ul>  |                 |
| <b>Learning Objectives (for Cognitive Domain)</b> <ul style="list-style-type: none"> <li>Can be phrased in any of the following formats using acronyms noted:               <ul style="list-style-type: none"> <li>The student will be able to (TSWBAT) OR The learner will be able to (TLWBAT)</li> <li>The student will (TSW) OR The learner will (TLW)</li> </ul> </li> <li>Must be <b>observable</b> and <b>measurable</b> (see Bloom's Taxonomy link – <a href="http://www.officeport.com/edu/blooms.htm">www.officeport.com/edu/blooms.htm</a> )</li> <li>Can add other learning objectives for Affective or Psychomotor Domains</li> </ul> |                 |
| <b>Texas Essential Knowledge and Skills (TEKS)</b> <ul style="list-style-type: none"> <li>Subject Specific TEKS: <a href="http://www.tea.state.tx.us/teks/">http://www.tea.state.tx.us/teks/</a> #Grade               <ul style="list-style-type: none"> <li>Identify content strands AND process strands</li> <li>Must connect to learning objectives</li> </ul> </li> <li>Note – The number of TEKS selected and the level of integration of TEKS across content areas for the lesson is determined by instructor preference/guidance</li> </ul>  |                 |
| <b>Technology TEKS</b> (if applicable) <a href="http://www.tea.state.tx.us/rules/tac/ch126toc.html">http://www.tea.state.tx.us/rules/tac/ch126toc.html</a><br><b>English Language Proficiency Standards (ELPS)</b> <ul style="list-style-type: none"> <li>Link – <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a></li> </ul>   |                 |
| <b>Materials/Resources</b> <ul style="list-style-type: none"> <li>List all needed to teach the lesson</li> <li>Cite sources (if applicable)</li> </ul>  |                 |
| <b>Safety</b> (if applicable) <ul style="list-style-type: none"> <li>In all applicable lesson plan components, describe safety issues and how you would address them</li> </ul>   |                 |

# Sample Siop Kindergarten Lesson Plan

**Kyle Read Talbot, Marie-Theres  
Gruber, Rieko Nishida**



## **Sample Siop Kindergarten Lesson Plan:**

**Using the SIOP Model with Pre-k and Kindergarten English Learners** Jana Echevarria, Carla Peterson, Deborah Short, 2012 This new addition to the bestselling SIOP Model series shows how to use the SIOP Model with pre K and kindergarten English learners Readers can understand the young English learner and language development learn all eight components of the SIOP Model and see how other programs have used the SIOP Model to create an optimal learning environment for their young students

**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

**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

[99 Ideas and Activities for Teaching English Learners with the SIOP Model](#) MaryEllen Vogt, Jana Echevarría, 2021-02-10 At the end of each chapter for six of the SIOP components Building Background Comprehensible Input Strategies Interaction Practice Application Review Assessment you will find two comprehensive lesson plans one written at the elementary and one at the secondary level

*99 Ideas and Activities for Teaching English Learners with the Siop Model* Maryellen Vogt, Jana Echevarria, 2021-03-09 For courses in ESL methods New lesson plans and teaching strategies for effectively implementing the SIOP Model 99 Ideas and Activities for Teaching English Learners with the SIOP Model is an indispensable resource for teachers of English language learners and it is the ideal companion to Making Content Comprehensible for English Learners The SIOP Model The first chapter includes a brief overview of the SIOP Model The following chapters provide classroom ready idea and activities for each of the SIOP components that have a dual focus on academic content and academic language All activities promote student to student and teacher to student interaction and involvement which is so necessary for English language acquisition and content development Step by step directions and examples of content and language objectives throughout help guide teachers in

effectively implementing the SIOP Model The 2nd Edition has been significantly updated with new ideas activities and lesson plans About half of the ideas and activities are new to this edition while the remainder are updated with new content and language objectives related to specific lesson topics and more detailed directions for classroom use Ideas and activities are organized into a new template with helpful teaching suggestions for a range of grade levels and academic topics Four new sample lesson plans illustrate how activities for each of the SIOP components can be successfully used in the classroom Extend learning beyond the classroom Pearson eText is an easy to use digital textbook that students can purchase on their own or you can assign for your course It lets students read take notes and highlight all in one place The mobile app lets students learn on the go offline or online Creating a course allows you to schedule readings view reading analytics and share your own notes with students motivating them to keep reading and keep learning Learn more about Pearson eText **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 *Teaching Science with Hispanic ELLs in K-16 Classrooms* Dennis W. Sunal,Cynthia S

Sunal,Emmett L. Wright,2010-04-01 The goal of this fourth volume of RISE was to provide a research foundation that demonstrates an agenda to strengthen the preparation and enhancement of teachers of science for regions and states experiencing extensive initial growth of Hispanic ELLs in schools The goal was carried out through a series of events that led to the planning and subsequent dissemination of research being conducted by various stakeholders throughout the United States Researchers were first invited from regions of the country that have had a long history of with Hispanic ELLs in classrooms as well as those regions where initial and now extensive growth has occurred only in the past few years A national conference Science Teacher Education for Hispanic English Language Learners in the Southeast SHELLS funded through the National Science Foundation was used as one of the dissemination methods to establish and secure commitments from researchers to a conduct and report research to strengthen teacher preparation for science The national call for manuscripts requested the inclusion of major priorities and critical research areas methodological concerns and concerns and results of implementation of teacher preparation and development programs *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 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 The Power of Peers in the Classroom Karen R. Harris,Lynn Meltzer,2015-06-23 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 **Handbook of Multilingual TESOL in Practice** Kashif Raza,Dudley Reynolds,Christine Coombe,2023-03-21 This book presents exemplars of multilingualism in TESOL worldwide It incorporates essential topics such as curriculum development classroom instruction materials creation assessment and teacher training where TESOL and multilingualism co exist and co develop The wide ranging and international collection of chapters is written by leading researchers in multilingualism and TESOL from around the world This handbook provides unique insights into a range of practical approaches to promote local indigenous and national languages in English language classrooms across a range of instructional programs in various geographical contexts The book is divided into six sections Part 1

presents curricular and principle based approaches to multilingual TESOL in ESL EFL classes Part 2 includes chapters that showcase how diverse teachers bring multilingual TESOL to their classrooms Part 3 discusses the challenges of teaching multilingual TESOL and how educators address them in their contexts Part 4 provides activities and materials to support local languages in TESOL classrooms Part 5 addresses assessment issues in multilingual TESOL Part 6 includes initiatives and examples to prepare TESOL teachers to promote multilingualism in ESL EFL classrooms [Biography-Driven Culturally Responsive Teaching, Second Edition](#) Socorro G. Herrera,2016-01-27 Culturally responsive pedagogy literacy and English learner education expert Socorro Herrera has updated this bestseller to clarify focus and redefine concepts for the continued professional development of educators serving culturally and linguistically diverse CLD populations Teaching strategies and tools have been updated to reflect important new brain research and to keep pace with our nation s ever changing demographics and constant shift in expectations for K 12 students Herrera has also revised the structure and format of the book to help educators find information quickly while working in highly complex and demanding environments New for the Second Edition Teaching strategies and tools based on the most current knowledge in the field Authentic classroom artifacts that have been collected from teachers across the country Glossary of key terms providing an auxiliary resource for current readers and for future applications of content in professional practice Reorganized features with new icons providing a more user friendly text for practitioner and classroom use Updated excerpts from grade level classroom teachers clarifying practice with CLD students and families Additional planning and instructional aids available for free at [www.tcpspress.com](http://www.tcpspress.com) Grounded in the latest theory and with more user friendly features the Second Edition of Biography Driven Culturally Responsive Teaching will help educators to reflect on their assumptions and perspectives integrate best practices and accelerate CLD students academic learning Socorro Herrera does a masterful job of mediating multicultural education theory and practice specifically for culturally and linguistically diverse students in Biography Driven Culturally Responsive Teaching From the Foreword by Geneva Gay University of Washington Seattle *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 addresess 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 **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 SIOP Model for Teaching English-language Arts to English Learners* MaryEllen Vogt, Jana Echevarria, Deborah Short, 2010 Enhance your English language arts content instruction with the SIOP Model and transform your English learners into readers writers and speakers of English Based on the best selling resource *Making Content Comprehensible for English Learners* The SIOP Model by acclaimed authors Jana Echevarria MaryEllen Vogt and Deborah Short reading and English teacher s literacy coaches intervention teachers and reading specialists have access to research based SIOP tested techniques for lessons specifically for the English language arts ELA classroom This highly anticipated book *The SIOP Model for Teaching English Language Arts to English Learners* addresses the issues faced in educating English learners ELs in ELA at each grade level SIOP techniques and activities organized around the eight SIOP components guide educators in promoting academic language development along with comprehensible content Written for SIOP teachers and those who have learned the SIOP Model this book includes proven effective English language arts lessons and comprehensive units designed by SIOP language arts educators Karlin LaPorta and Lisa Mitchener In addition this book provides ideas to adapt the techniques for students at different levels of English proficiency This invaluable resource is sure to become an indispensable resource for ELA educators of English learners Presents a systematic process for teaching both the ELA academic content and ELA academic language to English learners Offers ideas and activities about teaching ELA and organizes activities by grade bands K 2 3 5 or 6 6 8 and 9 12 and SIOP components Provides use tomorrow ideas and activities for implementing the eight components of the SIOP Model in an ELA classroom Includes lesson plans and comprehensive units that illustrate how a particular activity can be effective for ALL students not just English learners Create the ideal SIOP classroom with other resources from the SIOP Model Series 99 Ideas and Activities for Teaching English Learners with the SIOP Model Implementing the SIOP Model through Effective Coaching and Professional Development The SIOP Model for Administrators Making Content Comprehensible for Elementary English Learners Making Content Comprehensible for Secondary English Learners The SIOP Model for Teaching Math to English Learners The SIOP Model for Teaching Social Studies to English Learners and The SIOP Model for Teaching Science to English Learners all published by Pearson

**Literacy in Grades 4-8** Nancy L. Cecil, Joan P.

Gipe, Merrill E. Marcy, 2017-10-23 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.

**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 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. **Teaching**



**Social Studies to English Language Learners** Bárbara Cruz, Stephen J. Thornton, 2013 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners ELLs and 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 An annotated list of web and print resources completes the volume making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific context Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs Additional practical examples and new pedagogical elements in Part 3 include more visuals suggestions for harnessing new technologies discussion questions and reflection points New material that takes into account the demands of the Common Core State Standards as well as updates to the web and print resources in Part 4 Preparing Classroom Teachers to Succeed with Second Language Learners Thomas Levine, Elizabeth Howard, David Moss, 2014-07-11 This volume identifies resources models and specific practices for improving teacher preparation for work with second language learners It shows how faculty positioned themselves to learn from resources experts preservice teachers their own practice and each other The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge improve their courses and understand their influence on the preservice teachers they serve The book addresses challenges others are likely to experience while improving teacher preparation including preservice teacher resistance the challenge of adding to already packed courses the difficulty of recruiting and retaining busy faculty members and the question of how to best frame the larger issues The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs Finally the book demonstrates a data driven approach that makes this work consistent with many institutions mandate to produce research and to collect evidence supporting accreditation *The SIOP Model for Administrators* Deborah Short, 2008

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