

| 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 Lesson Plan Social Studies

**Annelies Wilder-Smith**



## **Sample Siop Lesson Plan Social Studies:**

**The SIOP Model for Teaching History-social Studies to English Learners** Deborah Short, MaryEllen Vogt, Jana Echevarria, 2011 Take a Glimpse Inside **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 **Teaching Culturally and Linguistically Relevant Social Studies for Emergent Bilingual and Multilingual Youth** Ashley Taylor Jaffee, Cinthia Salinas, 2024 Through research storytelling curriculum development and pedagogy this book will help educators engage emergent bilingual and multilingual EBML students with social studies and citizenship education Chapters are written by well known and new scholars who are enacting teaching and research that center the needs interests and experiences of EBML youth Drawing from multiple intersecting and interdisciplinary frameworks that focus on culture and language chapters highlight social studies in varying disciplinary and nondisciplinary spaces e g community geography family civics history both inside and outside the classroom Examples of frameworks include culturally relevant and sustaining pedagogies linguistically responsive teaching LatCrit and critical pedagogy translanguaging pedagogy and transnational citizenship This insightful volume also directly challenges oppressive structures policies and practices that continually marginalize EBML students and are rooted in racism linguisticism and xenophobia This unique collection is designed for scholars teachers and teacher educators to actively read reflect on and enact the approaches shared by educators who are doing this work Book Features Highlights research conducted with youth and teachers in elementary middle and secondary school contexts as well as with preservice teachers and teacher educators Written in a user friendly format for quick and informative access to theoretical and practical approaches Outlines specific ideas for how to prepare pre and inservice teachers for working with EBML students Includes case studies unit and lesson plan examples and vignettes Concludes with expert commentaries on

where the field of social studies must go next to best meet the dynamic and multifaceted needs of EBML students Contributors include Jennifer M Bondy Melissa Gibson Yeji Kim Chauncey Monte Sano Timothy Monreal Pablo C Ramirez Mary J Schleppegrell Jes s A Tirado and Paul J Yoder      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      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      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

**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, 2015-06-23 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

**A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through Social Studies Instruction** Margaret Elizabeth Beddow, 2008

**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

**Handbook of Latinos and Education** Juan Sánchez Muñoz, Margarita Machado-Casas, Enrique G. Murillo Jr., 2009-12-16 Providing a comprehensive review of rigorous innovative and critical scholarship relevant to educational issues which impact Latinos this

Handbook captures the field at this point in time Its unique purpose and function is to profile 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 organized around five themes history theory and methodology policies and politics language and culture teaching and learning resources and information 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 sharing a common interest in and commitment to the educational issues that impact Latinos

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

**Teaching English Learners in Inclusive Classrooms** Elva Duran, 2020-08-11 This newly revised text Teaching English Learners in Inclusive Classrooms updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges Given the unacceptable school drop out rates of these students this book provides practical tools and strategies for educators to approach the unique learning needs of these students It draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education language and literacy and special needs Additionally Dr Dur n draws upon her extensive experiences via classroom teaching university level instruction and textbook writing in these fields to present a highly useful compendium of ideas The range of chapters exemplifies the width and breadth of this material A sampling of these chapters include topics such as functional language teaching students with more extensive needs working with cross cultural and linguistic diverse students in the U S and Central America helping students with autism and includes information in the area of transition for mild

moderate and students with more extensive needs There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross cultural students Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas Teachers and teacher trainers will find this clear well written text to be an invaluable resource in addressing the needs of myriad and unique students

Handbook of Research on Solutions for Equity and Social Justice in Education Etim, James, Alice, 2023-03-02 Education's role should further social justice prepare students to compete for higher social positions train workers and engage students so that they become active participants in a democratic society However as with many global systems education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination In order to promote equity and social justice in education it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions The Handbook of Research on Solutions for Equity and Social Justice in Education discusses how teachers and school administrators practice equity and inclusion in their schools It provides examples of social justice and how it affects society as well as specific case studies that aim at engendering equity and inclusion for minorities It further discusses these issues in a global context Covering topics such as agentic empowerment social justice in dialogue and teacher social justice advocacy this major reference work is a critical resource for faculty and administrators of both K 12 and higher education preservice teachers teacher educators school social workers and counselors librarians government officials researchers and academicians

*Expanding Reading Comprehension in Grades 3-6* Katherine A. Dougherty Stahl, Georgia Earnest García, 2022-03-25 Students in grades 3-6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas Grounded in research this book presents effective practices for integrating literacy instruction with literature science and social studies Chapters address text selection vocabulary development strategy instruction discussion formats writing to express and expand comprehension assessment and more Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout Ideal for preservice and inservice teachers and professional staff development the book includes classroom vignettes text boxes with easy to read instructional procedures and curriculum resources Helpful reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size See also the authors related book on the primary grades *Developing Reading Comprehension Effective Instruction for All Students in PreK-2*

*Handbook of Professional Development in Education* Linda E. Martin, Sherry Kragler, Diana J. Quatroche, Kathryn L. Bauserman, 2015-10-13 This comprehensive handbook synthesizes the best current knowledge on teacher professional development PD and addresses practical issues in implementation Leading authorities describe innovative practices that are being used in schools emphasizing the value of PD that is instructive reflective active collaborative and substantive Strategies for creating measuring and sustaining successful programs are presented The book explores the relationship of PD to adult learning

theory school leadership district and state policy the growth of professional learning communities and the Common Core State Standards Each chapter concludes with thought provoking discussion questions The appendix provides eight illuminating case studies of PD initiatives in diverse schools *The Social Studies Professional* ,2002 **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 [The Cambridge Guide to Pedagogy and Practice in Second Language Teaching](#) Jack C. Richards,Anne Burns,2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching [What Really Works in Elementary Education](#) Wendy W. Murawski,Kathy Lynn Scott,2015-02-18 Research based practical strategies for every teacher This book compiles the advice of experts who not only understand the research behind certain educational practices but also have experience working in elementary classrooms Each user friendly chapter focused on a topic vital to elementary educators presents

information in a straightforward way to help you learn what works and what doesn't with students today. Whether you're a new educator or just seeking to build new skills, you'll benefit from *Insight* into a handful of innovative topics in instruction including using technology, UDL, co-teaching and assessment. Novel approaches to classroom management and strategies to engage students. Useful reproducibles and resources for every topic area.

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