

SoE SIOP Lesson Plan Format	
Author(s):	Date:
Title of Lesson:	Mentor Teacher:
Core Components	
Subject, Content Area or Topic Identify core discipline strand (indicate if integrated with other content areas)	
Student Population - Grade level (and skill/achievement level noted if applicable) - Grouping (heterogeneously or homogeneously by achievement) - Language (ESL learners) - Number of ELLs, first language of ELLs, language proficiency of ELLs - Exceptionalities	
Learning Community - Urban, suburban or rural - Demographics - School district & campus classification – elementary, middle or high school - Classroom context – self-contained, team teaching, block, etc. - Classroom arrangement and seating	
Learning Objectives (for Cognitive Domain) - Can be phrased in any of the following formats using acronyms noted: - The student will be able to (TSWBAT) OR The learner will be able to (TLWBAT) - The student will (TSW) OR The learner will (TLW) - Must be observable and measurable (see Bloom's Taxonomy link – www.officeport.com/edu/blooms.htm) - Can add other learning objectives for Affective or Psychomotor Domains	
Texas Essential Knowledge and Skills (TEKS) - Subject Specific TEKS: http://www.tea.state.tx.us/teks/ #Grade - Identify content strands AND process strands - Must connect to learning objectives - 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	
Technology TEKS (if applicable) http://www.tea.state.tx.us/rules/tac/ch126toc.html English Language Proficiency Standards (ELPS) Link – http://ritter.tea.state.tx.us/curriculum/biling/elps.html	
Materials/Resources - List all needed to teach the lesson - Cite sources (if applicable)	
Safety (if applicable) In all applicable lesson plan components, describe safety issues and how you would address them	

Sample Siop Science Lesson Plan

Edward G. Lyon, Kelly M. Mackura



Sample Siop Science Lesson Plan:

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 **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 **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 [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 *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

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

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

Teaching Science to English Language Learners Joyce Nutta, Nazan U. Bautista, Malcolm B. Butler, 2010-09-13 Books in the Teaching English Language Learners ELLs across the Curriculum Series are written specifically for pre and in service teachers who may not have been trained in ELL techniques but still find themselves facing the realities and challenges of today s diverse classrooms and learners Each book provides simple and straightforward advice on how to teach ELLs through a given subject area and how to teach content to ELLs who are at different levels of English language proficiency than the rest of their class Authored by both

language and content area specialists each volume arms readers with practical teacher friendly strategies and subject specific techniques Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science offering examples of easy ways to adapt existing lesson plans to be more inclusive The practical teacher friendly strategies and techniques included here are proven effective with ELLs and many are also effective with all students The book provides context specific strategies for the full range of the secondary sciences curriculum including physical science life science earth and space science science as inquiry and history and nature of science and more A fully annotated list of web and print resources completes the book making this a one volume reference to help science teachers meet the challenges of including all learners in effective instruction Special features practical examples of science exercises make applying theory to practice simple when teaching science to ELLs an overview of the National Science Education Standards offers useful guidelines for effective instructional and assessment practices for ELLs in secondary grades graphs tables and illustrations provide additional access points to the text in clear meaningful ways

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

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

Planning Science Instruction for Emergent Bilinguals Edward G. Lyon,Kelly M. Mackura,2023 Drawing on extensive and current research the authors show how secondary educators can use students own language and lived experiences coupled with authentic science practices to provide rich and relevant language support The text offers a set of tools including blank templates and completed examples to guide educators through the planning process

Small Teaching K-8 Sarah Connell Sanders,James M. Lang,2022-11-15 Cognitive science research based teaching techniques any educator can implement in their K 8 classroom In Small Teaching K 8 a team of veteran educators bridges the gap between cognitive theory and the K 8 classroom environment applying the same

foundational research found in author James Lang's bestselling *Small Teaching: Everyday Lessons from the Science of Learning* to the elementary and middle school setting. Via clear descriptions and step-by-step methods, the book demonstrates how to integrate simple interventions into pre-existing pedagogical techniques to dramatically improve student outcomes. The interventions consist of classroom or online learning activities, one-time additions or small modifications in course design or communication. Regardless of their form, they all deliver powerful positive consequences. In this book, readers will also find foundational concepts from up-to-date cognitive research that has implications for classroom teaching and the rationales for using them in a K-8 classroom. Concrete examples of how interventions have been used by faculty in various disciplines. Directions on the specific timing of each intervention backed by evidence-based reasons. An essential resource for K-8 educators seeking ways to improve their efficacy in the classroom. *Small Teaching: K-8* offers teachers intuitive and actionable advice on helping students absorb and retain knowledge for the long term.

The Power of Clinical Preparation in Teacher Education Ryan Flessner, Debra R. Lecklider, 2017-09-08. Preparing teachers to work in our nation's classrooms presents an array of challenges for teacher educators. Recently, organizations such as the American Association of Colleges for Teacher Education (AACTE), the National Council for Accreditation of Teacher Education (NCATE), and the Council of Chief State School Officers (CCSSO) released reports calling for change supporting clinical teacher preparation and encouraging links between university faculty, clinical faculty, P-12 educators, and pre-service teachers. This book, as well as its companion text *Case Studies of Clinical Preparation in Teacher Education: An Examination of Three Teacher Preparation Partnerships*, responds to calls for change in teacher education. Sponsored by the Association of Teacher Educators (ATE) and its Commission on Clinically Based Teacher Preparation, the book includes program descriptions, theoretical frameworks, and research studies initiated in response to Dr. Nancy Zimpher's keynote speech at ATE's 2011 Annual Meeting. The Commission on Clinically Based Teacher Preparation set out to identify exemplary programs of teacher education, promising practices within those programs, and research related to the programs' clinical practices. This text represents the Commission's findings.

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 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

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

Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms Valarie L.

Akerson,2020-08-11 This volume brings together evidence based approaches to interdisciplinary language arts and science instruction Firmly grounded in the research showing cognitive parallels between the two subjects and reflecting the many recommendations in recent years for using interdisciplinary instruction at the elementary level its goal is to help teachers effectively use this kind of instruction in elementary classrooms The book is organized around three themes Introduction to Interdisciplinary Science and Language Arts Instruction The Influence of Interdisciplinary Science and Language Arts Instruction on Children s Learning and Research on Preparing Elementary Teachers to Use Interdisciplinary Science and Language Arts Instruction Each chapter summarizes the research on its focal topic Examples of research applied to practice and questions and prompts for discussion and reflection help readers apply what they are reading in their own classroom

contexts Teacher educators and prospective and practicing elementary teachers everywhere will benefit from this overview of current research and practice in interdisciplinary science and language arts instruction *Improving Education for English Learners*, 2010 Integrating Inquiry Across the Curriculum Richard H. Audet, Linda K. Jordan, 2005-04-13 Create a whole new world of understanding in your classroom Inquiry is a fundamental step in the student learning process and often the least understood In Integrating Inquiry Across the Curriculum the authors offer a collection from leading experts on how to integrate inquiry across the K 12 curriculum This finely edited volume enables educators to visualize inquiry as the unifying knowledge base to guide students through all major subject areas An essential resource for curriculum supervisors professional developers department heads teachers and preservice educators this compilation includes inquiry s best practices current research and lesson ideas It is a key for educators exploring ways to integrate material concepts that cut across a variety of content areas Don t miss this incredible opportunity to learn how to make your classroom the best place it can be where investigation and discovery learning flourish Integrating Inquiry Across the Curriculum includes Field tested curriculum materials grounded in the national standards Practical strategies that provide reliable assessment data about how students perform when engaged in inquiry Enlightening first person accounts illustrating inquiry in the classroom An exploration of inquiry from the unique perspectives of geography science history language arts mathematics and more

Teaching the Content Areas to English Language Learners in Secondary Schools Luciana C. de Oliveira, Kathryn M. Obenchain, Rachael H. Kenney, Alandeom W. Oliveira, 2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today s schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following content areas English language arts mathematics science and social studies This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described

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