

SIOP[®] Lesson Plan Template 1

PEARSON

Date: 9/27/2011, Alicen Brown, Meadowbrook HS

Grade/Class/Subject: 11th grade US History

Unit/Theme: French and Indian War

Standards: VUS.4c

Content Objective(s): SWBAT identify how key events of the mid to late 18th century led to the American Revolution.

Language Objective(s): SWBAT orally discuss the inevitability of conflict.

| | | |
|---|---|--|
| <p style="text-align: center;">Key Vocabulary</p> <p>1. Tax 2. Proclamation 3. Conflict 4. Independence 5. Revolution</p> | <p style="text-align: center;">Supplementary Materials</p> <p>1. powerpoint 2. map 3. reading prompt/ handout 4. fill-in-the-blank CLOZE note excercise 5. foldable</p> | |
| SIOP FEATURES | | |
| <p>Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated</p> | <p>Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible Input</p> | <p>Group Options</p> <p><input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent</p> |
| <p>Integration of Processes</p> <p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening</p> | <p>Application</p> <p><input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement</p> | <p>Assessment</p> <p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral</p> |
| <p>Lesson Sequence:</p> <p>1. Question of the Day Hook: serves as both an engaging hook and preassessment of student prior knowledge and ability to formulate an opinion/ support an opinion.</p> <p>2. Reading/ Summarizing Practice: the students will read a prompt and highlight any words/ phrases that are confusing to work on their reading skills. Afterwards, students will write a synopsis of the reading prompt using their own words. Students will demonstrate their knowledge of summarizing and pulling essential facts out of a passage.</p> <p>3. Interactive Powerpoint/Discussion: The teacher will engage in an interactive lecture that engages students by asking questions, and pulling from students' background. Students will actively participate in lecture and fill in the blanks on their guided notes. ** this also serves as a CLOZE meaningful/ hands-on activity.</p> <p>4. Discussion : The teacher and students will discuss family heritigate as a means of linking the content to the students' lives in a meaningful way.</p> <p>5. Concept Foldable activity: serves as a review/summary of lesson's content. This activity also serves as a visual representation of content.</p> <p>6. 3-2-1 Exit card Activity: Students will complete an exit assessment. Students will be asked to identify: 3 facts about French/British relations during the late 17th early 18th centuries. 2 effects of the French and Indian War</p> | | |

SIOP[®] Lesson Plan Template 1

PEARSON

1 question they have/ thing they are still confused about.

Reflections:

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