

SIOP[®] Lesson Plan Template 1

PEARSON

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Grade/Class/Subject: 6th grade/United States History to 1865/Social Studies

Unit/Theme: Western Expansion/Inventions

Standards: USI: 8c

Content Objective(s): The student will demonstrate knowledge of the inventions that impacted life in America

Language Objective(s):

Key Vocabulary	Supplementary Materials
Invent,	Daily Guided Notes, Inventions games
SIOP FEATURES	
Preparation <input checked="" type="checkbox"/> Adaptation of content <input type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible Input
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Group Options <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral
Lesson Sequence: 1. Check homework from previous night. 2. Dry-erase review to check retention of previous knowledge. 3. Vocabulary Check: Students will record vocabulary in their Vocabulary section of their notebook along with a synonym. 4. Students will independently highlight bold and blank words on their daily notes. 5. Students will read and listen as the teacher reads the notes and fill in the blanks as they cover the notes. 6. After each paragraph the students will independently illustrate on the opposite page key facts about the paragraph. The teacher will model this on the board. 7. The students will then complete a shorting activity with a partner that they will glue in their note books for additional practice. The shorting activity will have its one answer key for self checking. 8. Students will answer questions about the daily lesson using dry-erase boards. 9. Students will work as a class to create a mindmap of the days lesson. 10. Homework: Students will use the mindmap they created to write an essay. Students will check their work by highlighting the same words used in the mapmind when they use it in the essay to ensure all words are used.	
Reflections:	

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