

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> <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**

**Jana Echevarría, Deborah  
Short, MaryEllen Vogt**



### **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 Echevarria, 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, 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 **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,2015-03-19 A Book for Every Teacher Teaching English Language Learners is a comprehensive guide for K 12 educators seeking effective strategies to support ELL students Rooted in firsthand experience with teacher training programs this book offers practical insights and research backed approaches **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 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 [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 SIOP Model for Teaching History-social Studies to English Learners** Deborah Short, MaryEllen Vogt, Jana Echevarria, 2011 Take a Glimpse Inside *Biography-Driven Culturally Responsive Teaching* Socorro G. Herrera, 2015-12-28 Teaching strategies and tools have been updated to reflect new brain research and to keep pace with our nation's ever changing demographics and constant shift in expectations for K 12 students The structure and format of this bestseller has also been revised to help educators find information quickly

*Research Anthology on Culturally Responsive Teaching and Learning* Management Association, Information Resources, 2021-05-28 As education continues to take great strides to become more inclusive and understanding of diverse students and cultures teaching practices and methods for learning are an essential part of the puzzle and must be addressed to create culturally responsive educational experiences Teachers must make meaningful connections between a student's culture language life experiences and background to what the student is learning in the classroom By integrating culture into the classroom student achievement can be fostered and students can excel Underserved populations may face discrimination when it comes to culture language or race and their needs can often be neglected By implementing culturally responsive

teaching students can feel valued motivated understood and included in their education The Research Anthology on Culturally Responsive Teaching and Learning displays the best practices and lessons learned for culturally responsive teaching and learning across different types of institutions classroom subjects and with different types of students from diverse cultural backgrounds The chapters focus on culturally responsive practices and how these methods for teaching can impact student success empowerment and cultural competence This book is essential in understanding cultural diversity and inequity in education as well as the ways to address it This book is ideal for faculty teachers counselors administrators principals curriculum developers instructional designers professionals researchers and students seeking to improve their understanding of culturally responsive teaching and learning

**Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students** Keengwe, Jared, Onchwari, Grace, 2019-06-14 Standardized tests have been selected as a key assessment factor in expanding the academic achievement of the national student population However these tests position immigrant students at the risk of academic failure leading education experts to search for new strategies and teaching models The Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students is a critical research publication that focuses on research based pedagogical practices for teaching immigrant students Edited by a prominent IGI Global editor this book examines the latest professional development models and assessment practices of English learners ELs Covering essential topics such as second language acquisition SLA classroom management teacher education refugee resettlement programs and more this publication is a valuable resource for academicians professionals researchers administrators faculty and classroom teachers as the social and academic needs of English language learners continue to present a challenge for many schools and 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 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 **The SIOP Model for Administrators** Deborah Short,2008

**Making Content Comprehensible for Elementary English Learners** Jana Echevarría,MaryEllen Vogt,Deborah Short,2014 In this new fourth edition the authors present the most comprehensive coherent model of sheltered instruction yet by fully explaining the widely popular Sheltered Instruction Observation Protocol Model and providing lesson plans and instructional activities to help teachers *Success in School and Career* Andrea M. Nelson-Royes,2013-12-16 Success in School and Career Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants

**Making Content Comprehensible for Secondary English Learners** Jana Echevarría,MaryEllen J. Vogt,Deborah J. Short,2014 Making Content Comprehensible for Secondary English Learners The SIOP Model is written to give middle and secondary school teachers lesson plans teaching ideas and many effective activities for working successfully with adolescents who are English learners or who struggle with academic literacy Several sample lessons and activities show the alignment of the SIOP Model to the Common Core State Standards CCSS Based on research that confirms that the SIOP Model Sheltered Instruction Observation Protocol makes a positive difference academically for all students and what works well for English learners will work equally well with other students the book is ideal both for teachers who are already familiar with the SIOP Model and those who are just learning about it It gives educators a model for planning and implementing lessons that help the English learners in their charge gain access to grade level content standards and ultimately prepare them for life after high school in college or a career New with the Second Edition is an accompanying online resource site PDToolkit for SIOP The new website includes SIOP Research SIOP Resources SIOP Lesson Plans and Activities SIOP Videos To learn more please visit <http://pdtoolkit.pearson.com> **A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through Social Studies Instruction** Margaret Elizabeth Beddow,2008

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