

SIOP LESSON PLAN

Content Area/Topic: Reading/Reciprocal Teaching		Group: 4	
Content Objective(s): <u>TESOL English Proficiency Standard 1:</u> English language learners communicate for social, intercultural, and instructional purposes within the school setting. <u>TESOL English Proficiency Standard 2:</u> English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts . Content Objective(s): SWBAT - work in small groups to answer questions and present answers - provide personal reflections and responses Affective Domain Goals: - encourage students to comprehend reading - encourage positive listening behaviors		Language Objective(s): SWBAT - read appropriate level of expository text - read for literacy experience - respond to reading through reading and discussion Key Vocabulary: Reciprocal Teaching: Predictor, Questioner, Clarifier, Summarizer, Cooperative Learning, evidence, questioning, clarify, summarize, summary, predicting, tame, wild, roamed, shy, suspicious Higher Order Thinking Skills (HOTS): - Through the use of RT the students will utilize a meta-cognitive approach that allows the students to understand the reading content through explanation of this content to other students.	
Materials (including supplementary and adapted): - copies of pre-selected reading passages - written "Teacher" prompts - KWL chart - Rubric			
Teacher Activities: Building Background Teacher links to Prior Learning (Review): - Complete the "what I know " (K) and " what they want to know" (W) sections of the KWL chart as it related to the story passage topic.			
Instructional Strategies ☒ Modeling ☒ Guided Practice ☐ Independent Practice ☐ Other The teacher will introduce the RT process by: - explaining the nature and scope of the RT process - explaining the specific "Teacher" responsibilities for each small group participant - modeling the RT process			

Siop Lesson Plans 3rd Grade

Crawford, Caroline M.

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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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. 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 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. 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

Reading Specialists and Literacy Coaches in the Real World Brenda A. Shearer, Deborah A. Carr, MaryEllen Vogt, 2018-07-23 Now more than ever the roles and responsibilities of today's literacy professionals are expanding Many recent developments require a closer look at the changing careers of reading specialists coaches and administrators leading to an emphasis on increased collaboration and coaching integration of standards and student improvement initiatives Both scholarly and practical *Reading Specialists and Literacy Coaches in the Real World* provides the support and guidance both literacy and content area teachers need The learning goals and outcomes in each chapter are aligned with ILA's Standards for the Preparation of Literacy Professionals 2017 providing opportunities for group inquiry and new perspectives on professional learning The authors examine the historical political and social forces that shape evidence based practice and incorporate significant developments in intervention assessment and adolescent literacy Their impact on instruction and the needs of students are studied in conjunction with RtI MTSS programs progress monitoring and differentiation instructional technologies related to twenty first century literacies updated information about effective academic language instruction for English learners and a moral imperative for fostering equity social justice and global perspectives The Fourth Edition also provides Resource Materials to support the text giving it a great deal of flexibility to explore projects for portfolios and self assessment In the real world as learners among learners literacy professionals use their experiences and voices for advocacy to help prepare students for success in their lives and careers

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 *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 Shifting to Online Learning Through Faculty Collaborative Support Crawford, Caroline M., 2021-06-18 As a result of the COVID 19 pandemic most schools had to suddenly shift from traditional face to face courses to blended synchronous and asynchronous instructional environments The impact upon the immediacy of remote learning was overwhelming to many faculty instructional facilitators teachers and trainers Many faculty and trainers have experience with the analysis design development implementation and evaluation of online and blended learning environments while many faculty and trainers also do not have this knowledge nor experience As such the collegial workspace has developed into a collaborative work environment wherein the faculty are helping faculty partially because the instructional designer staff and learning advisors are overwhelmed with the number of course projects that must be moved from traditional face to face course environments into an online environment within a short period of time The faculty are helping each other make this move offering course design and development support and also instructional tips and tricks that will support successful blended and online experiences that enhance learning outcomes Shifting to Online Learning Through Faculty Collaborative Support focuses on supporting and enhancing blended and distance learning course design and development successful tips for course design and teaching techniques for online learning and embracing collegial mentorship and facilitative support for course and faculty success This book highlights the strength of collegial bonds while discussing tools methods procedural efforts styles of engagement learning theories assessment efforts and even social learning engagement implementations in online learning It provides information and

lessons and embraces a long term approach towards understanding institutional impact and collegial support This book is valuable for school administrators teachers course designers instructional designers school faculty business and administrative leadership practitioners stakeholders researchers academicians and students interested in how faculty collaborative support is playing a critical role in improving and developing successful online learning *Essential Questions in Adolescent Literacy* Jill Lewis,2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5 12 These lively dialogues tackle key questions in adolescent literacy including issues of motivation critical thinking skills content area writing differentiated instruction assessment English language learning and technology Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities In depth portraits of challenges and successes in the classroom practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers **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

Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how

teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9781032472867

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