

SIOP® Lesson Plan Template 2

STANDARDS: CC.1.2.9-10.A:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

THEME: WWII and Rosie the Riveter

LESSON TOPIC: Cross-curriculum of english language arts (ELA) and social studies

OBJECTIVES:

Language:

-Students will be able to write a letter incorporating the vocabulary in the text.

Content:

-Students will be able to analyze the passage, "American Women in World War II," and determine the central idea of the text.

LEARNING STRATEGIES:

-Reinforcement through repetition and authentic application

-Discover learning through the use of integrating the vocabulary in an authentic manner (Frayer Model and the letter).

-Team Teaching

-Direct Instruction

-Guided Practice

-Independent practice

-Authentic teaching

KEY VOCABULARY:

1. Prestigious: reputation or influence arising from success, achievement, rank, or other favorable attributes.

2. Gaping: a wide opening

3. Auxiliary: a person or thing that gives aid of any kind; helper.

4. Strafing: to attack (ground troops or installations) by airplanes with machine-gun fire.

5. Propaganda: information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

MATERIALS: "American Women in World War II," pencils, white board, marker, paper

MOTIVATION:

(Building background)

-The teachers will ask the student if she knows what they are learning today based on the context of their outfits. (Rosie the Riveter)

-The teachers will show a video to engage the student. (<https://vimeo.com/157320898>)

-The teachers will spark a discussion with the student about her prior knowledge on World War II (WWII).

-The teachers will introduce the vocabulary and conceptualize her understanding via the Frayer Model.

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Teaching Social Studies to English Language Learners Stephen J. Thornton, Bárbara C. Cruz, 2013-03-12 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners ELLs and ways in which educators might address them in the social studies classroom The authors offer context specific strategies for the full range of the social studies curriculum including geography U S history world history economics and government These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction in any classroom An annotated list of web and print resources completes the volume making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific context Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs Additional practical examples and new pedagogical elements in Part 3 include more visuals suggestions for harnessing new technologies discussion questions and reflection points New material that takes into account the demands of the Common Core State Standards as well as updates to the web and print resources in Part 4

Resources in Education ,2000-10 **Teaching ELLs Across Content Areas** Nan Li,2016-04-01

The book *Teaching ELLs Across Content Areas Issues and Strategies* is a unique useful text written for K 12 teachers This book is the culmination of the professional knowledge expertise and experience from the distinguished authors who represent the entire range of the content areas including language arts science mathematics technology arts psychology and Hispanic studies The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998 1999 to 2008 2009 NCELA 2012 By 2025 one out of four K 12 students will be ELLs NEA Policy Brief 2013 The NEA data states that the ELLs are the fastest growing student population group in our schools and providing them with high quality services and programs is an important investment in America's future NEA Policy Brief 2013 With the fast growth of the ELLs in schools basic information and strategies are needed by all K 12 teachers This book provides useful information and strategies for all K 12 teachers in content classrooms This book has three significances First the book provides the most needed information for K 12 teachers with issues and strategies that are important in content areas to help ELLs success With the fast growth of the ELLs in schools K 12 teachers need this information in content classrooms Second the book fills the gap related to teaching ELLs in content areas There are some existing books with titles on teaching ELLs across content areas yet these books provide general information with fewer books that really address specific content topics This book is unique because it has the dedicated chapters for specific content areas e.g. Language Arts Science Math Social Studies with issues and strategies in these respective contents as well as general information e.g. L2 theories for teachers to know and work with ELLs Third the book is reader friendly with carefully crafted chapters Each chapter begins with a scenario to catch

the reader's attention is followed by issues and strategies and ends with a summary. A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies. With the continued increase in the ELL school population, this book is intended to help all K-12 teachers in content areas have knowledge and strategies to better serve their ELLs.

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 Echevarría, 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.

[Approaches to Inclusive English Classrooms](#) Kate Mastruserio Reynolds, 2015-03-02. This book provides educators with an accessible guide to best practices concerning content-based instruction, CBI models, and their use in English learner inclusive classrooms. The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K-12 general education courses. The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so, looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms. By providing a lens through which both ESL teachers and general educators are able to analyze, compare, and contrast a range of widely employed CBI methods, this book allows teachers to make informed decisions in their EL program development and work with English learners in K-12 schools.

Not for ESOL Teachers Eileen N. Ariza, 2006. Building on this foundation of understanding, the author describes effective instructional practices that mainstream teachers may use to address a range of classroom scenarios, including detailed examples of how to modify curriculum for English learners with various levels of language proficiency.

The Bilingual Advantage Diane Rodriguez, 2014. This comprehensive account of bilingualism examines the importance of using students' native languages as a tool for supporting higher levels of learning. The authors highlight the social, linguistic, neuro-cognitive, and academic advantages of bilingualism, as well as the challenges faced by English language learners and their teachers in schools across the United States. They describe effective strategies for using native languages even when the teacher lacks proficiency in that language. This resource addresses both the latest research and theory on native language instruction along with its practical application: the what, the why, and the how in K-8 classrooms.

Reaching English Language Learners in Every Classroom Debbie Arechiga, 2013-09-27. Reach all of your English language learners with the effective and engaging approaches in this book. It's

filled with practical tools strategies and real world vignettes that will help you teach reading and writing to a diverse student population The book features Mental Energizers aptitudes that will help sustain your commitment as you work in linguistically diverse classrooms It also highlights Strategic Energizers teaching approaches that promote student learning and engagement The classroom vignettes presented along the way show the Energizers in action These Energizers which can be used throughout instruction will have you feeling ready and motivated to bring all of your English language learners to success

English Learners at the Top of the Class Mayra C. Daniel, 2017-06-14 English Learners at the Top of the Class is a practice oriented book that also contributes to the professional literature It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country's diverse classrooms Chapter authors bring to this book their experiences as teachers at levels K 12 Many of them learned English as a second language and experienced life as an EL in U S classrooms They were all teachers who along the way began to work with ELs Their engagement with culturally diverse students led them to become teacher educators They are committed to preparing teachers who are energized to learn about their ELs cultures and who want to make the schoolhouse a culturally responsive environment

What English Language Teachers Need to Know II Denise E. Murray, 2010 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher's role in the larger professional sphere of English language education Volume II covers the three main facets of teaching pla

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