

SIOP[®] Lesson Plan Template 2

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Grade: 1st

Duration: 45 minutes

ARIZONA STATE CONTENT STANDARDS:

SCIENCE

Strand 1 Concept 2 PO 4. Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).

Strand 4 Concept 1 PO 1. Identify the following as characteristics of living things: growth and development, reproduction, and response to stimulus.

WRITING

Strand #1 Writing Process

Concept #1

PO 1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).

PO 4. Discuss the purpose for a writing piece.

Concept #2

PO 1. Add additional details with prompting

Strand #2 Writing Components

Concept 4 Word Choice

PO 1. Select words that convey a clear, general meaning.

PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.

THEME: Science

LESSON TOPIC: Living vs. Non-living

GRADE: 1st

TIME: 50 minutes

OBJECTIVES:

Language:

Students will be able to write a summative sentence on how to find out how something is alive.

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Students will be able to discuss with partners if something is living using key vocabulary; eat, breathe and grow.

Students will be able to listen to a song and repeat back the lines of the song.

Students will be able to read the words on assorted cards and song lyrics.

Content:

Students will be able to name the three criteria that determine if something is alive: eat, breathe, and grows.

Students will be able to categorize things into living and non-living categories.

LEARNING STRATEGIES:

KEY VOCABULARY:

Living, non-living, eats/comer, breather/respirar, grows/crecer,

MATERIALS:

Sesame Street Video

Venn Diagram

Cars to sort

Picture Cards

Post-its to make categories (living and non-living)

Song Lyrics

Paper and pencil to write with

MOTIVATION:

(Building background)

The students have been working with growing plants from seeds therefore this lesson was placed half way through the plants theme to help the students make real life connections. I will start by asking the class "Are the plants we have been working with living?" depending on their answer I will then ask, "How do you know that?" Students will then use the information they have from the plant growing process to their own life experiences to find characteristics of living and non-living things.

PRESENTATION:

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

Comprehensible Input:

Teacher will speak in a clear voice and continuously repeat vocabulary so the

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students become more aware of it, a select few vocabulary will be spoken in Spanish as well. Teacher will have posted at the front of the class the new vocabulary. If students are struggling with a task or direction, teacher will repeat that question in a different way. If students are stuck on a certain word or are confused about a meaning of a word, the teacher will work with them to come up with a different word that means the same thing, but might be easier to understand. An appropriate wait time will be given when questions are asked or a new idea is given to provide them time to translate and internalize the information. The teacher will work within the 10% rule of using the L1 language by giving the Spanish version of a few key vocabulary words. The use of a Venn Diagram will be utilized to help organize student's ideas.

Strategies

A number of strategies will be used to help the students have information communicated to them. Modeling and demonstrating of concepts will happen as we go through one example of what to put on the Venn Diagram before the students work in groups. The students will have connected the lesson to prior knowledge by relating the new concept to the brassica plants they have been growing as well as any other funds of knowledge. The students will have multiple opportunities for interaction with sharing with a neighbor, showing thumbs up or thumbs down, working with partners, and whole group discussions. Gestures and drama will be integrated through the cockroach vs. rock game that will utilize the whole body to help the students remember. Step-by-step instructions will be given as well as written on the board for students to refer back to and cue pictures will be added to slides for a bit of visual enforcement. In the beginning and end of the lesson content and language objectives will be reviewed and checked for completion.

PRACTICE AND APPLICATION:

(Meaningful activities, interaction, strategies, practice and application, feedback)

Students will have many chances to apply the content they have been learning. After the initial connection to knowledge and learning of their misconceptions students will have a chance to reevaluate ideas. After the students watch the video they will be able to get a chance to change their initial ideas. They will also play a fun game that we will call cockroach or rock to represent living vs. non-living. They will also get a chance to sort pictorial cards into living vs. non-living.

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Practice and Applications:

For this lesson on living vs. non-living things the students will need to activate prior knowledge. The students will talk within their groups about what they think is a characteristics of living and non-living things. They will write down on Venn Diagrams some ideas. As a whole class we will try and determine a few things in each category and the groups will share out. After a few minutes of debating and relating we will move to watch a video that explains a few criteria of something that is alive. The Sesame Street video explains that if something eats, breathes, and grows it is alive. It goes through a few examples and checks whether they eat, sleep or grow. After the video we will revisit the Venn Diagram to see how our ideas compare to the videos and rearrange the table. This is a time for students to reflect on their prior knowledge and change any misconceptions. As soon as the class agrees and understand the criteria they will move onto a picture sort. In groups the students will read the picture cards and will use the criteria from the Venn Diagram to sort the pictures into their respective categories. The students will write the names in the categories on the Venn Diagram. Following that activity we will check to see if we have sorted them correctly. Next, the whole class will participate in a game called cockroach vs. rock. The game will involve students lying on their back being a cockroach to represent something that is living or will sit in a ball as a rock on the ground representing something that is non-living. The students will take turns calling out living/non-living things and the class will respond by going into the cockroach or rock position to demonstrate their understanding of living and non-living things. At this point the class will be directed back to the objectives for the day. We will reread the prompts all together and check off the objectives that we have met. Our final activity will be the students breaking into their groups to choral read the prompt "Today I learned..." and they will individually respond to the prompt through writing. Students with appropriate IEP's may draw pictures or give an oral response for their reflective piece. Students will take turns reading aloud their sentence to the class.

Lesson Delivery:

Before, during and after the lesson the content and language objectives will be reinforced. At the end the reflective sentence will include at least one thing they

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have learned in relation to the content objective and the language objective will be reflected in their written portion and their presentation of their reflective sentence. Students will be engaged throughout the lesson 90%-100% of the time. This will be ensured because of the varying activities and pace of the lesson. Students will spend very little time just sitting or listening and will be doing more interactive activities. The lesson will be done in a way that engages students continually due to movement and variety in lesson delivery methods (video, pictures, diagrams, songs). The pace of the lesson will be at a rate that allows for ELL students to process the information and have time to formulate a response if necessary.

REVIEW AND ASSESSMENT:

(Review objectives and vocabulary, assess learning)

At the end of the lesson as a whole group we will review the objectives for the lesson and any key vocabulary that may be pertinent for the students to answer their final question. "Oh, can you remind me, what is it called when something changes from something small to something bigger?" After we review the criteria the students will be asked to choral read the prompt on the Venn Diagram sheet with their group and then write their answer individually. After the review activity the whole class will go back and reread the objectives and we will check off what was accomplished.

EXTENSION: Students who are ready for an extension will then be challenged to create a nursery rhyme/song to help them remember the criteria that determines whether something is living or non-living. If time permits and enthusiasm is present students can share their nursery rhyme/song with the class.

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Reflection:

Concluding my lesson I thought it went fairly well. I was happy I decided to use a PowerPoint to help guide my lesson to make sure I hit all of the areas I intended to. This became super important when I almost forgot to review them at

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the end; it was easy to check myself. I believe that I meet the objectives of the lesson and although I was disappointed to cut out portions of the lesson we were able to work through the modified version. If I were able to do the complete lesson I think 1st grades could have really developed an understanding of the content area.

Half way through the lesson I realized that my speech had picked up a little bit but I was able to get it under control after I recognized that it was happening. I was very pleased with the student participation and how willing the class was to get on the ground and seemed to enjoy it. During the lesson the class got into a debate about fire and whether it was living or non-living. As I was preparing for the lesson I anticipated a little confusion with this word but the students took to the debate very passionately. I actually did not have answer for the question so I remembered something Joline taught us in Science and I put their idea in a question parking lot to answer it late so that our class discussion could move on.

To improve my overall lesson I would have liked to integrate more meaningful literature. I have an additional song that uses the same characteristics to determine if something is living. This way in the group the students could read the song in their groups and sing it back to the class. This could be an alternative or in addition to the cookies monster video.