SEI Strategies in SIOP Lesson Plan

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SIOP Lesson Plan Template

Standards: Louisiana Standards for ELL.
Theme: Science Biology. The students will explore the relationship between human activities and the ecosystem (LS-H-D4).
Lesson Topic: Negative impacts of human activities on the ecosystem.
Objectives:

Language Enhancement:

- It will add new vocabulary.
- It will enhance speaking, listening, and writing.
- It will help learners identify different factors such as air and water pollution.
- This will allow them to compare the ecosystem with the community.

Learning Strategies:

- They will identify areas suffering from air and water pollution.
- They will identify the role of factories and human activities.
- Students will highlight risks such as the consumption of fuel and its impacts on the environment.

Duration: The total duration of the program is four weeks.
Key vocabulary: The plan will develop vocabulary including new terms: ecosystem, air pollution, conservation.
Materials:

- ELL listening will allow slow speakers to improve their fluency.
- Writing will allow the creation of complex content.
- Visual literacy will enhance the ability to analyze things.
- It will allow students to use supporting equipment, including charts, multimedia, visuals, and placards.

- It will help students deliver the prepared content on the assigned topic.
- They will use appropriate language to represent the issues related to the ecosystem.
- It will allow them to use adequate materials to explain the negative role of human activities.
- It will allow students to share ideas and information.
- The activities will build coordination among learners.
- It will help in developing team capabilities.
- It will enhance cultural diversity.

Motivation

Lesson preparation for ELLs will depend on different stages related to literacy and English proficiency. A well-designed lesson plan will emphasize building background knowledge, providing explicit instructions and modeling, guiding practice, peer practice, and assessing content learned. The emphasis of the SIOP model is on developing grade-level content and skills among native and non-native students (Lousiana, 2010).

Preparation

Teachers will activate the students' prior knowledge in the initial stage of building background. Teachers will build links between prior and incoming materials that help students in ELL. The process involves assessing students' knowledge about ecosystems and pollution using instructional strategies for enhancing learning styles and experiences. Building background knowledge will be effective in creating links between different concepts. The background will enhance students' ability to comprehend ideas in depth.

In the course, teachers will identify students' shortcomings and unfamiliarity with ecosystems. Comprehensible input will provide interactive learning facilities for understanding human activities like the consumption of fossil fuels and industrial waste. Comprehensible input in reading will use pre-taught vocabulary aimed at promoting reading of texts. It will also provide native language support to students through bilingual versions. The plan will use texts with visuals, reading aloud, and audiobooks to enhance learning capabilities. It will include graphic organizers and maps to provide profound learning experiences. Comprehensible input for listening and speaking will involve enhancement of speaking ability and language proficiency. Advanced vocabulary will help schools in the state attain advanced ELP.

ELL listening will allow slow speakers to improve their capability of learning complex and new terminology. The strategy will allow students to write complex terms and connect them with spoken words. ELL visualization adopts visual literacy techniques, such as graphic organizers, charts, and manual videos. Visual literacy will concentrate on enhancing ELP through movie analysis, including documentaries on the negative impacts of human activities on the ecosystem. It will include photos to

guide learners about the topic. The SIOP model suggests the use of multimedia and the latest technology for enhanced learning (Kareva & Echevarria, 2013). Improved interaction between students and teachers remains the central concern of the ELP. To enhance interaction, the ELP standards will focus on group projects and cooperative learning. The purpose is to improve interaction among students as well. The assigned group will create a positive environment as students exchange ideas and views. To build strong interaction, ELP will emphasize creating openness. Working with strong English speakers will provide benefits to the learners.

Practice and Application

Practice and application of the material will involve a variety of activities that encourage students to apply language skills and content. Common materials used for the practice will include group work and assignments, hands-on materials, and partner work. According to the SIOP model, in the case of second-language learners, the practice will emphasize the application of reading, listening, speaking, and writing. Students will give a presentation on the topic, covering all aspects of human activities and their relevance to the environment. Teachers will build oral language skills among learners. Lesson delivery will focus on activities that appeal to students and use appropriate wait time so that students can process information. ELP instructions for wait time will allow teachers to confirm learners' mental engagement (Shot, 2002).

Review and Assessment

Evaluations will allow trainers to keep track of the students throughout the lesson plan. SIOP trainers will identify the difficulties and gaps in learning to rethink the strategies needed for addressing weaknesses. Trainers will use feedback to evaluate the performance of students. Teachers will follow the rubrics defined by ELP standards to evaluate students' learning capabilities. The examination by trainers will align with the ELP standards. Efficient assessment and review of learners under SIOP will use adequate materials such as performance criteria and rubrics, tests, writing samples, oral presentation recordings, and speaking assessments.

Extension

Evaluation will assess the performance of students using rubrics, tests, writing samples, oral presentation recordings, and speaking assessments.

References

Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *Journal of Education and Training Studies, Vol 1, No 2*, 239-248.

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