

SIOP[®] LESSON PLAN (adapted)

Date: 03/17/06

Grade/Class/Subject: 9-10 ESL I

Unit/Theme: Health 60 minutes

Standards: English Language Standard 2

Content Objective(s): Students learn the names and location of internal organs. Students also reflect on which are the best procedures to prevent or recover from an illness.

Language Objective(s): Students review body parts, learn new vocabulary words for ailments and injuries. Students practice short conversations. They learn how to ask and answer questions about health.

Key Vocabulary

Vocabulary words on page 70.
Also heart, lungs, kidneys, liver (internal organs)
Should + verb

Supplementary Materials

Word by Word Picture Dictionary.
Transparency 1-woman, 2-page 70, 3-4 symptoms for assessment.
Worksheet 1 in class, worksheet 2 (homework)

SIOP Features

Preparation

- Adaptation of Content
- Links to Background
- Links to Past Learning
- Strategies incorporated

Scaffolding

- Modeling
- Guided practice
- Independent practice
- Comprehensible input

Grouping Options

- Whole class
- Small groups
- Partners
- Independent

Integration of Processes

- Reading
- Writing
- Speaking
- Listening

Application

- Hands-on
- Meaningful
- Linked to objectives
- Promotes engagement

Assessment

- Individual
- Group
- Written
- Oral

Anticipatory Set : Students may already know some vocabulary due to being exposed to English. They may hear these words on a daily basis in TV commercials, for example. Headache , sick ,and cold are fairly common expressions; Therefore, eliciting will take only a few minutes.

Also, some students may find some difficulty in doing the homework on their own. So in order to differentiate instruction, the low students will receive a picture worksheet for page 70 in their dictionary books to help them with exercises A and B. They will check the picture worksheet for clarification of the words in exercises A and B. In this way they can quickly associate meaning to the pictures.

See lesson sequence continued

SIOP® LESSON PLAN (continued)

Lesson Sequence

Why ?

- Content / Lang objectives.
- (open class) Project transparency of woman. Elicit: sick, cold , fever , runny nose , sneeze ▪ to brainstorm
- (pair work) St think of other words for ailments , injuries. They write them down. ▪ to activate prior knowledge
- (open class – raise hand and report) St report . I list the words on the board, left corner. ▪ to get their feedback
- Project transparency of body next to the list, review body parts ▪ to prepare them for next task
- Clarify internal and external organs (internal- infection / external-injuries-hurt); add runny nose next to the nose. ▪ to demonstrate task.
- (open class) St raise their hands and say where in the body we can match each symptom or word from the list; I write them next to the body part
- Give st worksheet 1 ex 1. They copy the body from the board. ▪ So that they remember later
- Proceed to project transparency page 70. Each student’s worksheet has one number. Call out the numbers and the student who has it says the symptom. We do so by row. We do 1- 26. ▪ to help memorize.
- Students open page 70 dictionary and focus on the written words. ▪ We read them. (Chorus repetition)
- Students complete worksheet 1 ex 2-3 (they must learn I have a _____ , I have the _____ , I have _____) ▪ in preparation for the dialogue.
- St focus on the dialogues on page 70 now and a pair stands up and models it for the rest of students. St practice the two dialogues in pairs. (pair work) I walk around the room monitoring.
- Explain why we can get a cold. Identify causes – effects and solutions. (Open class brainstorm) and come up with a word map on the board.
- St copy word map on the worksheet ex 4.
- Assessment. Project transparencies 3-4 and tell a student to ask the question “What’ s the matter ? . Another student answers the right symptom and adds advice using should + verb.

Homework

Worksheet 2

Reflection

For students having problems remembering so many words, tell them to use these words for their spelling contract this week. Ask them to write them in alphabetical order, draw a picture for each or copy them three times each. Also use them in a sentence. This will give them extra points and it will help them to memorize the new vocabulary.

For more advanced students, they can write a short paragraph about when was the last time they were sick , how many days , what medicines they took , did they see a doctor ?

For next class I will get the lowest students use the cards for pairwork review.