

SIOP Lesson Plan

Date: Aug 2008

Grade/Class/Subject: 2/3 & Social Studies

Unit/Theme: Ancient China/Egypt

Standards: 2.1 & 2.4

Content Objective(s):

TSWBAT compare and contrast characteristics of Ancient China and Ancient Egypt

Language Objective(s):

TSWBAT read and discuss to complete a sort on a venn diagram with a "study buddy"

Key Vocabulary (Note: all vocabulary previously introduced)	Supplementary Materials
<ul style="list-style-type: none"> * ancient *civilization *characters/symbols *pharoah *contribution *Nile River * invention *architecture *Great Wall 	<ul style="list-style-type: none"> * hieroglyphics *emperor *Yellow River *pyramids
	<ul style="list-style-type: none"> *vocabulary ball *venn digram *vocabulary sort sheet * content notebook (study guide) * word wall *whiteboard & marker

SIOP Features

<p>Preparation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies incorporated <p>Integration of Processes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	<p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input <p>Application</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement 	<p>Grouping Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent <p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral
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Lesson Sequence

1. Reading CLO objectives (as a class)
2. Identify locating Egypt and China on the class map (to activate prior knowledge and visual support)

3. Students will be in table groups of four. They will partner up with their elbow buddy, they will take out one whiteboard per team. Students will recall keywords from both units of study. While brainstorming remind them that illustrations or pictorial representations will also be accepted. They are given a set amount of time using the "Online Stopwatch" website to perform this task. Next, students will work with their table group to discuss common vocabulary. Then, as a whole group discuss what strategies and methods were used to remember information (eg. zip around game, songs, sorts)

4. After the student discussion of ways to remember key information, the class will sing the "Ode to Ancient China and Egypt."

5. Model directions for use of the venn diagram to compare civilizations. First, distribute the sort sheet to each student (that is stapled to the venn diagram) and choral read the vocabulary. Next, with their elbow partner students will cut and sort key vocabulary words into the proper categories. They will not be gluing down items at this time. After students have finished their sort with their study buddy, they will check with the other pair at their table group.

6. When students have completed and checked their venn diagram, a whole class venn diagram will be completed on the board. Using the vocabulary word wall cards, these will be placed by students in the correct place. At this time, students glue their sorts which will become a study tool.

7. Re-state the objectives of the lesson (choral reading).

8. Students will now form a large circle to play "Vocabulary Hot Potato Ball." The teacher will turn on the music. When the music stops, the student who is holding the ball will choose a word, say the word, and tells the class if it is a characteristic of China, Egypt, or both. Students can ask for assistance from an elbow buddy if they do not know.

Reflections:

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