

SIOP Lesson Plan

Date: Aug 8

Grade/Class/Subject: Kindergarten/ESL/Social Science

Unit/Theme: Location

Standards: Social Science K.3, Math K.12

Content Objective(s):

Today we will be able to discover position words and play a game with the new words.

Language Objective(s):

We will be able to listen to a story, read a song, follow directions, and write a sentence with our new words.

Key Vocabulary	Supplementary Materials
near/ far above/below in front/ behind right/ left between beside on/ in position	Where is Bear? Song Each Peach Pear Plum by Allan Ahlberg Vocabulary Visuals Big Bear and Mini bears Picture Dictionary Word Cards

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies incorporated Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Grouping Options <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Lesson Sequence

Read and discuss objectives. Discuss the word position.

Building Background: Read Each Peach Pear Plum:

Prior knowledge: Remind of nursery rhymes- sing a couple of them

Have students predict where each nursery rhyme character will be.

Highlight and write position words as you go through book.

Core Content: Using classroom objects and their location, demonstrate for students that certain words can be used to tell where to find things. For example, you might say, "I am standing in front of the chalkboard" or "The bookstand is near the group." Have you ever needed to use words to tell someone where to find something? What happens when I lose something and you help me?

Model and Introduce all vocabulary using Visual Pictures and Big Bear. Practice w/ 2nd page of visuals.

Guided Whole and Small Group Practice: Have a student select a card, and help the student read the location term. Then have the student place the Teddy bear in a position that represents the location term. Next have the student use the location term in a sentence to describe where the Teddy bear is located. Last, have all students place their mini bears into the same position. In table groups do the same activity. Have elbow buddies check with each other's bear to make sure it is correct.

Sing and choral read "Where is bear?" Act out song with mini bears.

Application: Play a combination I spy the bear and Hot/cold with objects in the classroom. Student hides the bear and another student tries to find it. Teacher gives a position clue started with "I spy" followed by above, below, left, right, behind, in front, between, etc. Then all students say near or far (like the game hot/cold) according to how close the student is to the bear. Teacher or students can give additional clues if needed. Play until all students have participated either as the seeker or hider.

Assessment: Have students draw a picture of a bear. Give oral directions: Draw a happy face above the bear, a tree to the left of the bear, and a house far from the bear. Color your picture. Write a sentence about where the bear is. The bear is _____.

Informal Assessment throughout: Assistant helps students Make Picture Dictionary with words students continually struggle with.

Wrap-Up: Reread Objectives and show your partner one example of a position word.

Review: Play I spy or What's missing at Centers with vocabulary words.

Extension and additional activities:

- Explore maps and globes using position words
- Transitions: Simon Says using position words

Culminating unit activity: Play Position Word Relays with hula hoops, cones, scoops, etc.

Reflections:

By Heather Woodruff