

SIOP[®] Lesson Plan Template 1

PEARSON

Date: Oct. 27, 2008
Sandy Schlueter, James River High School

Grade/Class/Subject: H.S. Sheltered ESL
Biology

Unit/Theme: Cells/ Parts and their functions,
Plants and Animal Cells

Standards: 1a, 2a, 4a and 4b

Content Objective(s): Compare plant and animal cells
Identify the parts of a plant and animal cell,
Demonstrate the use of microscopes,
Prepare slides of plant cells,
Examine plant and animal cells with a microscope.

Language Objective(s): Discuss the different parts of cells, Explain what the function of the cell parts are, and monitor students using microscopes and describing what they are seeing.

| | | | | | | | |
|---|---|---|---|---|--|---|---|
| <p style="text-align: center;">Key Vocabulary</p> <p>cell wall, cell membrane, cytoplasm, nucleus, nuclear membrane, chromosomes, endoplasmic reticulum, golgi bodies, centriole, mitochondria, ribosomes, nucleolus, vacuoles, chloroplast, organelles, prokaryote, and eukaryote</p> | <p style="text-align: center;">Supplementary Materials</p> <p>Overheads - daily question, cell diagrams, Activity - cell parts/ function (cards) Microscopes and lab materials for plant and animal cells</p> | | | | | | |
| <p>SIOP FEATURES</p> <table border="0" style="width: 100%;"> <tr> <td data-bbox="138 1087 535 1234"> <p>Preparation</p> <ul style="list-style-type: none"> <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 </td> <td data-bbox="542 1087 941 1234"> <p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input </td> <td data-bbox="948 1087 1482 1234"> <p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent </td> </tr> <tr> <td data-bbox="138 1264 535 1411"> <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 </td> <td data-bbox="542 1264 941 1411"> <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 </td> <td data-bbox="948 1264 1482 1411"> <p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral </td> </tr> </table> | | <p>Preparation</p> <ul style="list-style-type: none"> <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 | <p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input | <p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent | <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>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>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral |
| <p>Preparation</p> <ul style="list-style-type: none"> <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 | <p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input | <p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent | | | | | |
| <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>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>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral | | | | | |
| <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Students come in and write down warm up question (released SOL question related to unit) in their daily journal and then we will go over it 2. Review the content and language objectives for the day which are on the board. 3. Review the cell parts and key vocabulary terms using the overhead of the diagrams they completed last class. Repeat terms out loud. There will be a quiz on this material next class. 4. Activity - cell parts and function. Each student will have a 3 x 5 card with the name of a cell organelle (vocabulary) on one side and a question on the other. They will read their question out loud (cell part function) and who ever has the answer will tell what part they described. Then they will read their question and so on. 5. Review the use of the microscopes and making wet mount slides. 6. Introduce the lab they will be doing to view different types of plant cells as well as a prepared slide of an animal cell. They will be making wet mount slides of various plants to view and draw what they see using the microscopes. They will need to label the cells under high power. | | | | | | | |

SIOP[®] Lesson Plan Template 1

PEARSON

7. If they finish the lab before the end of class, there is a cell review sheet for them to start on.
8. Finish the review sheet for homework and study for the quiz next class.

Reflections:

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short, 2008. *Making Content Comprehensible for English Learners: The SIOP[®] Model.*)