

SIOP Lesson Plan

Date: November 18, 2017

Grade/Class/Subject 7th Grade Science

Unit Theme: Volcanoes

Standards: Content Standard: 4, Craft and Structure Standard: 3, Speaking Standard: 1, Integration of Knowledge and Facts: 3

Lesson Objectives:

Content Knowledge: By the end of the lesson, ESOLs will:

1. The students will have meaningful discussions with their peers about the eruption of Mount St. Helen, citing specific examples from the story.
2. The students will be able to define the key vocabulary and use them in context correctly.
3. The students will create a visual presentation of their knowledge, comparing and contrasting Mount St. Helen with another volcano of their choosing.

Language Objectives: By the end of the lesson, ESOLs will demonstrate increasing proficiency in the performance of the following functions and their forms:

Function (in -ing form, eg. "Retelling a story")	Form (grammatical term and/or example, eg. "Past Tense: 'The boy went to see his grandfather;'")
1) Retelling	Past tense: "The volcano slept," "The volcano erupted."
2) Comparing and Contrasting	Different, Similar, Older, Younger, Later, Earlier, More Intense, Less Intense, More Destructive, Less Destructive, Bigger, Smaller "Mount St. Helen was <i>more destructive</i> than _____."
3) Asking Clarifying Questions	"What happens after the magma cools down?" "How does a volcano affect its surroundings?"

Vocabulary Objectives: By the end of the lesson, ESOLs will demonstrate an understanding of the following vocabulary words:

Content Vocabulary (new vocabulary to be explicitly taught that is critical to an understanding of the content)	Academic Vocabulary (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as "categorize", "list", describe")	Cohesion Words (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers)
<ol style="list-style-type: none"> 1. volcano 2. eruption/erupt 3. lava 4. earthquake/quake 5. molten 6. magma 7. ash 8. pumice 9. geologist 10. magma 11. tremendous 12. crater 13. dormant 	<ul style="list-style-type: none"> • describe • compare • contrast • discuss 	<ul style="list-style-type: none"> • prior • previously • afterwards • since

Special Cross-Cultural Considerations for ESOLs: ESOL come from the following countries: Russia, Philippines, Mexico, Vietnam, and Puerto Rico. A few of these countries do have volcanoes and that will help with their background knowledge on the topic.

Materials:

- "Volcano: The Eruption and Healing of Mount St. Helen" by Patricia Lauber
- Graphic Organizers
- Pencils
- Technology for Research (iPads/Laptops)
- Poster Board
- Markers/Colored Pencils/Crayons

Lesson Sequence (This may be adjusted as necessary to accommodate unique lesson plan features)

MOTIVATION: *(Describe how you will build background and the specific strategies that you will use to ensure the participation of ESOLs.)*

Students will be introduced to Mount St. Helen after learning about volcanoes during a science lesson. We will begin by watching a short video of Mount St. Helen erupting and have a discussion about what they witnessed and talk about any experiences students have had with volcanoes, both sleeping and active. Students will be put in to pairs (one group of three) and each ESOL student will be put in to a separate group. I will show copies of the story we are going to read and have the students discuss with their partner or partners what they think the story will be about and make predictions about what will happen.

PRESENTATION: *(Describe the specific techniques you will use to make your presentation of new material comprehensible to ESOLs, to provide opportunities for interaction through appropriate questioning, and to assess whether or not ESOLs are "getting it".)*

Each student will be given a graphic organizer to record new vocabulary words as well as any important information they come across while we are reading. Next, will discuss the new vocabulary words that are in the story. There will be some discussion for each vocabulary word and students will have time to exchange thoughts with their partner about what they think the word means and try to use it in a sentence. When we come back together we will share our definitions and make sure everyone is writing the correct definition in their graphic organizers as well as a sample sentence. Once we have reviewed and practiced each vocabulary word, we will read "Volcano: The Eruption and Healing of Mount St. Helen." Once complete, I will have students go back in to their groups to partner read while I call three groups at a time to come and discuss the story and gauge their understanding of the content and vocabulary.

PRACTICE/APPLICATION: *(Describe the activities you will use to allow for meaningful interaction and practice using ALL language skills, the strategies you will use to ensure full participation by ESOLs, and the techniques you will use to assess their success in the activities.)*

Students will continue to work with their partners to create a visual representation on a poster about their knowledge on the topic of volcanoes. They will research a volcano that is either dormant or active and compare and contrast that volcano with Mount St. Helen. The presentation can be done in any way they feel best shows the information; a Venn diagram, collage with labels, drawings with labels, or another form that can relay the information. When they have finished, they will present their findings to the class and be given opportunities to ask and answer questions about each presentation and volcanoes.

EXTENSION: *(Describe additional follow-up activities you will use with ESOLs to address any areas that you deem need further explanation or practice to ensure their mastery of the content and language objectives.)*

Students will have an opportunity to show their personal knowledge on the subject by writing three to four paragraphs explaining what they know about volcanoes and specifically, Mount St. Helen. Their writing should include the use of at least 8 out of the 13 vocabulary words. We will start by making a first draft, then rereading and reflecting on their writing to see if they can find any changes that need to be made. Students will be able to bring their writing to my table so we can share ideas with each other about any changes that can be made to make improvements on the work that they have already completed. Students will also be able to play a Jeopardy game online that will allow them to demonstrate their knowledge on the vocabulary words and important details from the story.

Rubric for Visual Presentation of Knowledge

	1 Point	3 Points	5 Points
Content	Presentation shows limited information and does not accurately compare and contrast.	Student shows some knowledge on the topic, including at least 3 to 5 facts of the researched volcano and 3 comparing and contrasting facts.	Student demonstrates good knowledge on the topic and includes more than five facts and 4 or more comparing and contrasting facts.
Presentation	Presentation is messy and not labeled.	Presentation is put together nicely, but lacks most of the labels on the parts of the volcano.	Presentation is well put together and includes labels on most parts of the presentation. Easy to follow and understand.