

SIOP® Lesson Plan Template

TEACHER: Amanda Johnson	CLASS: ELA	DATE: December 4, 2017
TOPIC: Roller Coasters of America (adapted lesson from “A Roller Coaster Day” by Erin Gobb) – Lesson #2		
<p>STANDARDS:</p> <p>RI.4.7 – Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RF.4.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.4.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources.</p> <p>SL.4.1 – Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>LANGUAGE STANDARDS:</p> <p>L.4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	
<p>LESSON OBJECTIVES:</p> <p>Content Knowledge: By the end of the lesson, ESOL’s will:</p> <ol style="list-style-type: none"> 1. Have meaningful discussions with their peers about some of the roller coasters in America. 2. Be able to use key vocabulary in context. 3. Make edits and finalize the passage that was started in the previous lesson about a new roller coaster. 4. Create a visual representation of the new roller coaster with labels. 		
<p>LANGUAGE OBJECTIVES: By the end of the lesson, ESOLs will demonstrate increasing proficiency in the performance of the following functions and their forms:</p>		
<p>Function</p> <p>(in –ing form, eg. “Retelling a story”)</p>	<p>Form</p> <p>(grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”)</p>	
<ol style="list-style-type: none"> 1. Retelling 2. Comparing and Contrasting 3. Asking Clarifying Questions 	<ol style="list-style-type: none"> 1. Past Tense: “The roller coaster <i>was built...</i>” 2. Using superlatives when discussing roller coasters. Example: Fastest, Highest, Longest, Slowest 3. “What theme park is your roller coaster in?” 	
<p>KEY VOCABULARY:</p> <ol style="list-style-type: none"> 1. roller coaster 2. attract 3. attraction 4. tourist 5. constructed 6. operating 7. inversion 8. encounter 9. hyper coaster 10. g-force 	<p>MATERIALS (including supplementary and adapted):</p> <ol style="list-style-type: none"> 1. “Screamin’ Roller Coasters” Handouts by Erin Gobb 2. Markers, Scissors, Pencils, Crayons 3. Technology (iPads, Laptops, Smartboard) 4. Poster Board 	
<p>TIME:</p> <p>60 – 90</p> <p>MINUTES</p>	<p style="text-align: center;">ACTIVITIES</p> <p>BUILDING BACKGROUND</p> <p>LINKS TO PREVIOUS LESSON: Remind students about our project and the work that is required.</p>	

LESSON:

1. Students will begin by editing their passages. Calling one group at a time to the teacher's table, we will work together to edit and passage, allowing them time to think and discuss their ideas and how they can make it better.
2. When students have their passages edited and finalized they will begin to work on their presentation format. They can choose to create a PowerPoint or other digital form of presentation, or create a poster. The presentations will need to be labeled with interesting facts about the roller coaster and why they chose it.
3. The self/peer evaluations will also need to be completed and turned in with the final project.

STUDENT ACTIVITIES (check all that apply for activities throughout lesson):

- Scaffolding:** **Modeling** **Guided** **Independent**
- Grouping:** **Whole Class** **Small Group** **Partners** **Independent**
- Processes:** **Reading** **Writing** **Listening** **Speaking**
- Strategies:** **Hands-on** **Meaningful** **Links to Objectives**

REVIEW AND ASSESSMENT (check all that apply):

- Individual** **Group** **Written** **Oral**

FORMATIVE ASSESSMENT:

Summative Assessment. The teacher will fill out the rubric for each student.

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 Roller Coaster Passage and Presentation Rubric

	UNSATISFACTORY 1 Points	NEEDS WORK 2 Point	GOOD 3 Points	EXCELLENT 4 Points
Passage Details	Work lacks understanding of concepts , materials, and skills.	Work shows some understanding of concepts, materials and skills.	Work reflects understanding of concepts and materials, as well as use of skills discussed in class.	Work shows a mastery of skills and reflects a deep understanding of concepts and materials.
Spelling and Grammar	There are more than six spelling and grammar errors.	There are 5 or 6 spelling and grammar errors.	There are 3 or 4 spelling and grammar errors.	There are two or less spelling and grammar errors .
Presentation	Work is messy and craftsmanship detracts from overall presentation.	Work is somewhat messy and craftsmanship detracts somewhat from overall presentation.	Work is neat and craftsmanship is solid.	Work is impeccable and shows extreme care and thoughtfulness in its craftsmanship.
Effort	Work is not completed in a satisfactory manner. Student shows minimal effort. Student does not use class time effectively.	Work complete but it lacks finishing touches , or can be improved with a little effort. Student does just enough to meet requirements.	Completed work in an above average manner , yet more could have been done . Student needs to go one step further to achieve excellence.	Completed work with excellence and exceeded teacher expectations. Student exhibited exemplary commitment to the project.

Quick Peer Evaluation Form



Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work.					
Totals					

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Group Self Evaluation Checklist

Name _____ Class Period _____ Date _____

Topic of Study _____ Group Members' Names _____

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job! YES NO

We encouraged each other and we cooperated with each other. YES NO

We used quiet voices in our communications. YES NO

We each shared our ideas, then listened and valued each other's ideas. YES NO

We did best at _____

Next time we could improve at _____

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Template adapted from Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP® Model.