

SIOP[®] Lesson Plan Template 1

PEARSON

Date: 2/15/12

Grade/Class/Subject: 6th grade, English

Unit/Theme: Writing Narrative Essay, Misty Burton, Byrd MS, Henrico

Standards: 6.7, 6.4d, 6.5a,c,e,j,k

Content Objective(s): 1)SWBAT demonstrate prewriting by brainstorming sensory words to use in a narrative essay
2)SWBAT brainstorm events to include in a narrative essay.

Language Objective(s): 1. Students will review orally narrative fiction and nonfiction. 2. Students will discuss orally narrative prompts 3. Students will participate individually and in a whole group discussing essay prompt. 3. Students will brainstorm in writing their chosen topic, and recall sensory words from event.

| | | | | | | | |
|---|---|---|---|--|--|---|---|
| <p style="text-align: center;">Key Vocabulary</p> <p>Fiction vs Nonfiction Narrative P-O-W-E-R Writing Process Sensory Words Figurative Language</p> | <p style="text-align: center;">Supplementary Materials</p> <p>Overhead, narrative essay packet, sensory words sheet</p> | | | | | | |
| SIOP FEATURES | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Preparation</p> <p><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> </td> <td style="width: 33%; vertical-align: top;"> <p>Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Group Options</p> <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Integration of Processes</p> <p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening</p> </td> <td style="vertical-align: top;"> <p>Application</p> <p><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> </td> <td style="vertical-align: top;"> <p>Assessment</p> <p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral</p> </td> </tr> </table> | | <p>Preparation</p> <p><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> | <p>Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input</p> | <p>Group Options</p> <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent</p> | <p>Integration of Processes</p> <p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening</p> | <p>Application</p> <p><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> | <p>Assessment</p> <p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral</p> |
| <p>Preparation</p> <p><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> | <p>Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible Input</p> | <p>Group Options</p> <p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent</p> | | | | | |
| <p>Integration of Processes</p> <p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening</p> | <p>Application</p> <p><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> | <p>Assessment</p> <p><input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral</p> | | | | | |
| <p>Lesson Sequence:</p> <p>Students are beginning a narrative essay writing assignment</p> <ol style="list-style-type: none"> 1. Upon arrival in the room, students will write down homework from homework board. 2. Teacher will explain the activities for today. 3. As the teacher takes roll, a student will pass out the narrative essay packet and sensory chart. 4. Teacher will ask students to read the essay prompts individually and put a star by the prompt that they like best while she takes roll. 5. After roll, teacher will walk around room checking for starred prompt. 6. The teacher will review narrative fiction and nonfiction. 7. The teacher will display essay assignment on overhead with prompts and discuss and review the P-O-W-E-R writing process. 8. Teacher will take a poll of prompts selected. 9. The teacher will share an example narrative essay with students. 10. As the teacher reads each paragraph, she will activate prior knowledge of descriptive/sensory words and figurative language along with proper set up of a formal paper. | | | | | | | |

SIOP[®] Lesson Plan Template 1

PEARSON

11. When teacher is finished reviewing essay prompt, she will instruct students on how to begin brainstorming/prewrite worksheets in packet.
12. Student will work independently for the rest of class on their brainstorming.

Reflections:

Students will continue with prewrite next class and then begin rough draft ultimately producing a five paragraph narrative essay.

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