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SIOP Lesson #1
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Introduction

The classroom that this lesson plan is made for is a general education second grade classroom that contains English as a Second Language students. In this hypothetical situation, there is a classroom of 30 students, 15 that are ESL and 15 that are native English speakers. The ESL students are at a Level 3 (developing) or at a level 4 (expanding) level of English language Proficiency according to WIDA. There has been no native language instruction in the classroom because students in the class come from all different language backgrounds, however, the lessons are tailored to shelter the content and English learning. This lesson is the introductory lesson of the unit, so students have not been exposed to this specific set of vocabulary yet, but they have studied living things. ESL Students have had experiences writing in both their L1 and English, and they are familiar with sheltering techniques such as use of visuals and realia, the word wall, and using English/L1 dictionaries for writing. The class will focus on this theme for probably 2-3 weeks so the introductory lesson plan is important for developing language and content knowledge.

Lesson Plan

Grade Level: 2nd grade

Content Domain: Science

Topic: Habitats

Time: (2) 60 minute lesson

Standards-

Illinois State Standards:

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

12.B.1a Describe and compare characteristics of living things in relationship to their environments.

12.B.1b Describe how living things depend on one another for survival.

WIDA Standards

For Grades 1 and 2:

Level 3 (Developing): Describe different types of homes or habitats from pictures using some specific vocabulary.

Level 4 (Expanding): Compare different types of homes or habitats from illustrated scenes using specific vocabulary.

Content Objectives: Content objectives will be written on the board for the students to see throughout the lesson. They will also be discussed before the lesson begins with the students.

1.) Learn about what a habitat is.

- 2.) Learn about different habitats: desert, arctic, ocean, rainforest, grasslands, and pond and river.
- 3.) Learn about plants and animals that live in each habitat.

Language Objectives: Language objectives will be written on the board for the students to see throughout the lesson. They will also be discussed before the lesson begins with the students.

- 1.) Learn new vocabulary through a read aloud.
- 2.) Write a sentence about each habitat.
- 3.) Write a friendly letter about your favorite habitat with a picture using new vocabulary.
- 4.) Share your research about the habitat you and your group studies with the class.
- 5.) Listen to classmates as they share about their habitat.

Literacy Objectives: Language objectives will be written on the board for the students to see throughout the lesson. They will also be discussed before the lesson begins with the students.

- 1.) Combine information from habitat book with your group to create a poster and presentation about your habitat for the class.
- 2.) Learn how new vocabulary fits together to tell a story.
- 3.) Demonstrate comprehension of instruction and reading through presentation and writing.

Purpose of Lesson:

The purpose of this lesson is to introduce the unit of habitats to the students. During this activity, students will brainstorm about what they already know about habitats to make connection to prior knowledge to the new information. The purpose of the lesson is to engage students and get them interested in the unit. The students will be using their literacy skills (reading, writing, listening, speaking) to increase comprehension of the topic.

Key Vocabulary:

Because this is an introductory lesson plan to a larger unit, there is a lot of key vocabulary that will be discussed throughout the lesson. The vocabulary will be taught through the reading a story about Habitats. When one of the key vocabulary words appears in the text, the teacher will stop at the end of the sentence and show the vocab word card that are premade for the unit that are used for the wordwall. The word will be printed in large bold letters accompanied with a picture. When the word appears, the teacher will have assess if students already know the word, and if not, she will define it. Even if students do know the word, teacher will redefine it for repetition. The teacher will model how to say the word, and the students will repeat the word back to the teacher. Once this is completed, the teacher will display the word on the white board so that students can reference it throughout the rest of the book and activity. Once the activity is finished, the words will go on the word wall for the rest of the unit.

Habitat
Desert
Aquatic
Pond
River
Ocean

Grassland
Arctic
River
Forest
Food chain
Shelter
Environment
Climate

Materials

Class Read Aloud Big Book- I Took a Walk by Henry Cole

Multiple Books about each habitat (non-fiction and fiction)

- Desert
- Arctic
- Ocean
- Pond/river
- Grasslands
- Forests

Magazines with pictures of plants, animals, and nature (National Geographic, Nature Magazine, National Wildlife Foundations, Ranger Rick, Wildlife, etc.)

Poster Paper

Scissors

Glue

Habitat Worksheet

Pre-made word wall cards

Large classroom world map

Markers

4 of each habitat marker

6 packs of sticky notes

Strategies

Think-Pair-Share

Brainstorming

Collaboration/Group Work

Group Research and Synthesis

Total Physical Response

Scaffolding (information work sheets and guided resources)

Skills

Listening-Students will develop listening skills through listening to classmates present their information about their specific habitat and then transferring the aurally comprehended information to their reflection sentence.

Speaking- Students will develop their speaking skills through giving a presentation about their habitat to the rest of the class that uses the learned vocabulary.

Reading- Students will develop their reading skills by reading along with the big book read aloud and also through reading fiction and non-fiction books regarding their habitat and synthesizing the information read for the poster.

Writing- Students will develop their writing skills through completing the given sentence worksheet and the friendly letter.

Collaboration- Students will develop their collaboration skills through working together to create the posters and presentations.

Presentation

This introductory lesson will be broken down into two 60 minute lesson on back to back days. On the first day, students will be introduced to habitats and research their habitat with their group. On the second day, the students will present their habitat to the class and fill out the habitat sentence work sheet and write a friendly letter about habitats.

Day One-

Teacher will begin the introductory lesson about habitats by seeing what students already know about habitats from their prior knowledge. They may not know the word habitat, but they do know examples of habitats. This pre-assessment/brainstorming activity will provide the teacher with information regarding their knowledge their students already have regarding habitats, and what examples are relevant to them from their previous experiences and culture.

Teacher will say, “Today we’re going to talk about homes. Talk to your partner about your home. Think about what you do at your home. Who else lives in your home? What would it be like if you did not have a home?” Have a few students share about what they learned about homes from listening to their partner. If students are not discussing how homes meet their needs (shelter, food, water, beds, etc.) then scaffold by modeling an example of discussing your own home and how it meets your needs. While students share, write key elements of a home on the board that they talk about (refrigerator, shower, water, bed, heater, air conditioner, etc.)

“Now that we thought about our own homes, think about homes of some animals. Tell me about some of the homes that animals live in.” Write examples on the board such as “bird-nest, bear-cave, dog-doghouse, etc.” Ask students if they know of different places that some of those animals live. (For example, in other cultures, dogs may not live in dog houses and birds may not live in birdhouses. Allow for diversity in answers for the same animal, and use this as a lesson that in different places around the world, the same animal might have a different home. Bring in examples, such as a bird’s nest, a rock for which a snake lives beneath. Also, show pictures of holes in a tree, a piece of coral, a bear’s den or tall grass. This discussion will give you an idea of what students know about habitats and the examples that are most relevant to them. Record their examples and use them for the rest of the unit in order to make the content relevant to them.

Teacher says, “Great job thinking about human homes and animal homes. In science, we call homes by a special name, a habitat (show big notecard that will be the heading of the work wall). Repeat after me ‘Habitat’ (students respond).

Show students the book that you will be reading aloud. We will be using a big book and as the teacher reads, point to the title, the author and illustrator as you say them as well as during the reading. Teacher will use Total Physical Response, inflection and tone to increase comprehension and keep students engaged. Read the book aloud to the students, periodically stopping to introduce new vocabulary, the notecard and discuss the definition or previous experiences the student's might have had in hearing the word. Teacher will also stop periodically to ask questions and relate information to their own lives. For example, when teacher reads about a cactus, ask students if they have felt anything sharp? Or have you been told not to touch the end of a knife? This is similar to what is on a cactus.

At the end of the book, review the 6 habitats that the book talked about. Ask the students, "Can you help me remember what the 6 different habitats are?" Use dramatization and total physical response to talk about the different habitats. (For example, shiver and pretend to be very cold when talking about the arctic, fan yourself in the desert because it is *so* hot, etc.) To accompany this review, use a large map of the world. Have a few markers representing the different habitats that can stick on the map. When discussing each habitat, put the marker of the habitat on the map and talk about how different places in the world have very different habitats. If possible, incorporate countries from which your students come from or where their parents come from to place value on their home culture and make the information relevant to them.

After the book is read and students have been exposed to the key vocabulary, model how to complete a concept map on their homes for them to reference later. Be sure to make this interactive with the students and use sticky notes to post facts on the concept map. Remind students that they do not need to write complete sentences, but only key words. Demonstrate your expectations when you are modeling how to fill out the concept map.

Tell students, "Today we are going to research the assigned habitat in groups and later present the information to your classmates. Let's look at the objectives that I have written on the board and see what we are going to be doing today." (Read through objectives and discuss how they will accomplish each of them in the activity).

Place students in the pre-assigned groups that are based off of proficiency levels, so that all levels are represented. There are 6 different habitat groups and 5 students in each group. Give students directions for the activity. Tell students that each group is going to become an expert on a specific habitat. Tomorrow, you will teach your classmates about your habitat and listen to what they have discovered about theirs.

"At each table, with your group, there are several books and magazines. The books are about your specific habitat. Read through the books, look for the elements on the concept map and write information on a sticky note to post on the concept map." Reference model of home concept map that was completed in the beginning of the lesson and remind students that this is your expectation for what they complete in their groups. "Look for plants and animals unique to your habitat. Try and look for clues on what the climate of your habitat is like. Discover where water is found. In your habitat, what do animals use for shelter? Also, include an interesting fact that you found while researching your habitat. Once everyone in your group has finished

researching and all of the elements of your concept map are filled with information, you will create a poster of your habitat. Use the big poster paper to draw and post pictures of your habitat. You can use the magazines that are provided to cut out pictures of plants and animals to post on the poster. You can also draw pictures and label them if you cannot find a picture in the magazines. Be sure to include the animals that are only found in your habitat and that you researched. Work together with your group to effectively use your time and get the assignment completed. Decide who will do what during the research and creating the poster. After you have added everything to your poster, discuss what you will say during your presentation and who will be saying what. Each person has to talk about one aspect of the habitat that are found on the concept map during their presentation. You will have time today to finish and tomorrow you will present what you researched to the class. If necessary, you can work tomorrow to finish up and review what you will say to the class.”

Walk around and monitor the groups as they are working to ensure that they are on task and using their time to finish the assignment. Make sure that students each have a part in the presentation and know what they are going to say. Judge the participation and interactions of the students as they are working together. Give students a warning, so that they can wrap up what they are doing and clean up.

Day Two-

Review with students what was discussed the day before. Discuss what a habitat is and ask students if they remember any of the habitats they talked about. (They should, because they researched them yesterday).

Give students five to ten minutes (depending on how much was accomplished the day before) to review and talk with their groups about their presentation. Tell students that they should present the class about their habitat, the elements on the concept map and their picture as well as something interesting they found while researching. Go around to each group and ask which element each student is going to talk about in the presentation (5 elements of a habitat, 5 students, each student presents one element). Have students tell you what element they are going to talk about with the class. Once students have reviewed with their group, explain to the students the activity for the day.

“Yesterday, we learned about animal homes. Can somebody tell me what animal homes are called? (Wait for response) Right! A Habitat! You and your group members became experts on a habitat yesterday by reaching books and looking at pictures of what plants and animals live in your habitat.” Ask each group to share which habitat they became experts on.

“The only problem now is that we are all experts on only *one* habitat, but there are many more habitats in the world to know about. Can you all ask a group teach the rest of us about the habitat you are an expert on so that we can all become experts?”

Pass out the scaffolded habitat sentence worksheet. “After each group presents their habitat, we will be writing a sentence about what we learned from our classmates’ presentation. You can write your sentence in which ever language you feel you write best in. Look at the sheet of paper. When you write your reflection sentence, put the habitat name on the line where it says

habitat, and then write your sentence in the lines beneath it.” (Students are allowed use of their first language because the point of the activity is for students to work on their listening and comprehension skills. The teacher is measuring if the student was able to understand their classmates’ presentations and if they can combine their comprehended knowledge into a sentence or two.) “Once everyone has presented their habitat, you decide which habitat is your favorite or that you would most like to visit. You’re going to write a letter to a friend or family member about which habitat you would like to visit most and why. Tell them about the plants and animals you’d like to see, and what you’ll need to pack. We have practiced writing letters before, so remember to write the greeting and the closing. I will model it for you on the board.” Create a model of the letter for the students on the board that looks like this:

Dear Friend,

In school we are learning about habitats.

The habitat I want to visit most is _____

I want to visit this habitat because _____

Some animals I would find there are _____

Some plants I would find there are _____

If I go, I might need to pack _____

Sincerely,

Ms. Heiting

“Look at the word wall and try to use at least three words from the word wall. If you are writing the letter in a language other than English, we can look up how to say the words on the wordwall for you in the dictionary. Then, draw a picture to your friend or family member of what the habitat looks like. Again, you can write in whatever language you feel best writing in.” (Since there are different language groups represented, the teacher cannot model the letter in each language, but students are still encouraged to use the language that is most comfortable to them.)

Have students begin their presentations. State that respect for classmates is the golden rule, and that it is very important that we are quiet and respectful while they are speaking. If students have difficulty speaking in front of the large group, help them along and encourage them. Move around the room to make sure that students are paying attention to the presentations, and that they are writing their sentences during the reflection times. If students are having a trouble writing sentences, prompt them with questions about what they learned and what they’d like to write about. When all groups are finished, have students give a round of applause.

Allow 15 minutes or so for students to write their letter and create their picture. Encourage creativity and imagination. Encourage students getting them excited about visiting the different habitats. “If you could go to any of these places RIGHT NOW, where would you go?? What would you see? What would you need to bring?” Go around the class and help guide students’ writing if they need encouragement and assistance. Observe which students are writing in an L1 other than English, and help them discover words from the word wall in their home language.

Assessment

Throughout the lesson, the teacher will use informal formative assessments and observations to

CATEGORY	4	3	2	1
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assess understanding of the instruction and the learning of the content objectives. The instruction and activities are full of questions that assess current comprehension (ie. Let's review the 6 habitats. Can you tell me what they are?). Teacher will also monitor comprehension through participation in the group work and individual work. Periodically, teachers will ask students questions to measure comprehension. At the end of the lesson, the teacher will review all of the objectives with the students, and ask the students if they met the objectives. Students will give a thumbs up for yes, a thumbs down for no, and an in between thumb for we partially met our goal. For each objective, ask a student how we met/did not meet it. Teacher will also use the rubric below for teacher assessment. Students will receive informative feedback on their friendly letter and their sentences about the habitats, and the teacher will use this information to measure comprehension and levels of English proficiency. Depending on the content of the letters and sentences, the teacher will determine what need to be further covered in the upcoming lessons.

Ideas/Research Questions	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Participation	Each student researches their assigned topic, writes the information on the sticky notes and participates in the presentation.	Students are researching information, looking for facts about their topic, but does not participate in the presentation.	Students research information that is general and does not participate in the presentation.	Student is off topic and does not participate in any part of the assignment, or does very little to contribute.
Accurate information	The appropriate information is delegated throughout the group members and is included on the poster and in their presentation.	The information is delegated throughout the group, but is either forgotten in the presentation or poster.	The information is not delegated to members of the group and is not presented.	Students are not including key information in the presentation. They discuss cool and interesting facts, rather than the selected topics.

Reflection

Creating this lesson plan was a very good and challenging experience, an overall helped us to become better lesson plan writers. One of the biggest challenges we faced was how to incorporate literacy within the content lesson. We discussed for a long time how to incorporate the literacy in the lesson, and we decided that the focus should stay on the content while using literacy skills as an avenue to support comprehension of the lesson. Scaffolded reading, writing, and synthesizing skills are all used in the lesson to further develop literacy in English, but the focus still stays on the content. Students read books and find key information about their habitats that they synthesize on their posters, and then they write sentences about the habitats they learned about from their classmates and the habitat they would most like to visit and why. We are still wondering if this is enough emphasis on literacy in the lesson, and if it is not enough, we have questions on how to incorporate literacy and content in a way that still teaches sufficient content.

It is challenging also to create sheltering and scaffolding techniques without knowing your students or having much experience teaching language learners. It has been very helpful to create such in depth lesson plans because it forces us to really envision our instruction and be creative; however, it is sometimes difficult because we don't have actual students we are tailoring the lesson for. It is great practice and will make us even better at creating SIOP lesson plans when we do have our own classrooms and language learning students.

Name: _____

Habitat #1: _____

Fact: _____

Habitat #2: _____

Fact: _____

Habitat #3: _____

Fact: _____

Habitat #4: _____

Fact: _____

Habitat #5: _____

Fact: _____

Habitat #6: _____

Fact: _____



