

Advanced Sheltered Instruction Observation Protocol

Unit Lesson Plans

Acclimation to School Environment

Written by

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SIOP COMPONENTS: building background, links to past learning, modeling, variety of techniques, guided practice, interaction, grouping, speaking, listening, application of knowledge, student engagement, visuals, key vocabulary emphasized, ongoing spot checking, meaningful activity, visuals, group response

Homework: (3) Practice sheet requiring student to exchange introduction with ten other people and record the names. Model activity.

Bloom's Taxonomy: comprehension, application

Multiple Intelligences: verbal linguistic, interpersonal, bodily/kinesthetic

SIOP COMPONENTS: clear explanation of tasks/modeling, apply content and language knowledge, meaningful activity, independent practice, writing, listening, speaking, opportunities to use learning strategies, product performance

Lesson 2:

Content Objective: Student will be able to find all necessary locations in the school environment.

Language Objective: Student will be able to ask for information and assistance concerning locations dealing with school environment.

Key Vocabulary:

where – place	classroom
cafeteria	office
locker	restroom (bathroom)
library	Excuse me.

Supplementary Materials: school maps digital pictures of locations
ball

- Procedures:*
- (4) At classroom door, extend hand for handshake
Orally introduce self and wait for student to reply
Bloom's Taxonomy: synthesis
Multiple Intelligences: verbal linguistic, bodily/kinesthetic, interpersonal

 - (5) At bell, have students stand, introduce self and throw ball to student for student to introduce themselves, throw the ball to another student and first student sits down. Last one standing throws ball to teacher after making introduction.
Bloom's Taxonomy: synthesis
Multiple Intelligences: verbal linguistic, bodily/kinesthetic, interpersonal

Introduce new vocabulary

- (6) Pass out maps of school. Take a walk, pointing out the necessary locations.
Bloom's Taxonomy: knowledge
Multiple Intelligences: visual/spatial, bodily/kinesthetic, naturalist, logical/mathematical

Model conversation of: Excuse me. Where is the _____?

Discuss possible responses to questions. i.e. The cafeteria is next to the library.

Explain question mark and how the use may differ from their native language.

SIOP COMPONENTS: review of key concepts, review of key vocabulary, link to past learning, modeling, variety of techniques, guided practice, interaction, whole group, speaking, listening, reading, application of knowledge, student engagement, visuals, hand-outs, key vocabulary emphasized, hands-on, provide regular feedback

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Homework (7) Have student complete two sentences using the model conversation in class.
The students will then complete sentences for the remaining vocabulary.
Bloom's Taxonomy: application
Multiple Intelligences: verbal linguistic

SIOP COMPONENTS: writing, meaningful activity, application of knowledge, independent practice, opportunities to use learning strategies, clear explanation of tasks, product performance assessment

Lesson 3

Content Objective: Student will be able to locate key items in American classrooms.

Language Objective: Student will be able to arrange vocabulary terms in alphabetical order and label objects in classroom.

Key Vocabulary:

paper	pencil
pencil sharpener	book
seat/desk	overhead projector
whiteboard	chalkboard

This is a _____.

Supplementary Materials:

transparency of school map	“O” rings
transparency pen	punched index cards
vocabulary realia	vocabulary slips

Procedures: (8) Using overhead map of school, have students come and label key locations covered during the previous lesson.

Bloom’s Taxonomy: comprehension, synthesis

Multiple Intelligences: visual/spatial, verbal linguistic, bodily/kinesthetic, interpersonal

(9) Give students materials to create a word file. Demonstrate how to assemble the file (index cards, “O” ring) and have students write the letters of the alphabet (one per card). Beginning with lesson one’s vocabulary, start making entries in word file skipping a line between words.

Bloom’s Taxonomy: synthesis

Multiple Intelligences: verbal/linguistic, naturalist, intrapersonal, visual/spatial, linguistic, bodily/kinesthetic, interpersonal

Using realia, cover key vocabulary terms making sure students are also including these in their new word file.

(10) Give students slips of paper with vocabulary words and have them place the paper by the object in the classroom.

Bloom’s Taxonomy: knowledge

Multiple Intelligences: bodily/kinesthetic, interpersonal

(11) Model sentence structure. Pair students and challenge them to practice sentence pattern using the new vocabulary words.

Bloom’s Taxonomy: application, synthesis

Multiple Intelligences: verbal linguistic, interpersonal

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SIOP COMPONENTS : review of key concepts, review of key vocabulary, meaningful activity, link to past learning, modeling, guided practice, independent practice, opportunity to use learning strategies, clear explanation of tasks, whole group, small group, hands-on, manipulatives

Lesson 4

Content Objective: Student will be able to understand how the school day is structured and common school procedures.

Language Objective: Student will be able to describe proper classroom behavior.

Key Vocabulary:

tardy	absent
present	excused/unexcused
period	break
Ms./Mrs./Mr.	raise your hand
Principal	secretary
nurse	teacher

Supplementary Materials: realia from previous lesson
graphic organizer

Procedures: (12) Using the realia from the previous lesson, have the students decide whether a label matches the actual items name using the stop light sheets (red, green, yellow construction paper squares). Remind students about wait time before holding a color up.

Bloom's Taxonomy: evaluation

Multiple Intelligences: visual/spatial, bodily/kinesthetic, interpersonal, intrapersonal

Cover the key vocabulary terms, making sure the students include these in their word files.

(13) Using a graphic organizer somewhat similar to their printed class schedules, (while you are modeling at the overhead, have students work on the handout) have students fill out the bell schedule and then their personal class schedule.

Bloom's Taxonomy: synthesis, analysis

Multiple Intelligences: verbal linguistic, visual/spatial, logical mathematical, intrapersonal

Go over proper manners of addressing adults/teachers and how to nonverbally ask for permission to speak.

(14) Divide the class into two groups. Each group will plan and present a short skit on proper classroom behavior with one group showing a positive example and the other group showing a negative example.

Bloom's Taxonomy: synthesis

Multiple Intelligences: verbal/linguistic, visual/spatial, bodily/kinesthetic, interpersonal

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SIOP COMPONENTS: review of key concepts, review of key vocabulary, link to past learning, meaningful activity, modeling, guided practice, clear explanation of tasks, small group, graphic organizers, reading, listening, speaking, writing, application of knowledge, ongoing assessment, group response, hands-on materials, higher order thinking skills

Lesson 5

Content Objective: Student will be able to conduct himself/herself properly in a cafeteria setting as defined by mainstream American culture.

Language Objective: Student will be able to demonstrate proper interaction with others in a cafeteria setting.

Key Vocabulary:

spoon/fork/knife (utensils)	napkin
tray/plate/bowl	please
thank you	side dish
beverage	entrée
lunch card	dessert

chew with your mouth closed
May I please have _____.

Supplementary Materials:

- realia from cafeteria
- cake and ice cream (the teacher's choice of flavor)
- digital photographs of food commonly served in the cafeteria

Procedures:

(15) Have students raise their hand when their name is called as you orally take roll.
Bloom's Taxonomy: knowledge
Multiple Intelligences: bodily/kinesthetic

Cover key vocabulary items using realia from the cafeteria.

Explain what mainstream American culture accepts as proper eating etiquette.

(16) Model sentence patterns. Have students pair and practice patterns.
Bloom's Taxonomy: application
Multiple Intelligences: verbal/linguistic, interpersonal

(17) Explain to the class that they will be having cake and ice cream today to celebrate the birthdays (a common American birthday tradition) of those students with summer birthdays. Put lyrics to "Happy Birthday" on the overhead. Model the song and have students repeat.
Bloom's Taxonomy: knowledge
Multiple Intelligences: musical, verbal/linguistic, interpersonal, visual/spatial

(18) Allow students to choose the proper utensils needed to consume the cake and ice cream and compare/contrast American tradition with the student's native culture tradition for birthdays.

Bloom's Taxonomy: analysis

Multiple Intelligences: bodily/kinesthetic, verbal/linguistic, visual/spatial, interpersonal

- (19) Have students come through a buffet type line to pick up food items. They must demonstrate proper manners and dialogue while assembling their tray.

Bloom's Taxonomy: application

Multiple Intelligences: verbal/linguistic, bodily/kinesthetic, interpersonal

- (20) Allow students to discuss (while no food is in their mouths) how eating may differ in their culture.

Bloom's Taxonomy: application, analysis

Multiple Intelligences: verbal/linguistic, intrapersonal, interpersonal

SIOP COMPONENTS: review of key concepts, review of key vocabulary, links to past learning, meaningful activities, reading, writing, speaking, listening, application of knowledge, modeling, guided practice, independent practice, hands-on materials, opportunities to use learning strategies, clear explanation of tasks, ongoing assessment, regular feedback, group response

Homework: (21) Give students three envelopes and have them label the envelopes: entrée, side dish, and dessert. Show students an example of both the envelopes and pictures cut from magazines. Discuss which envelope the picture would belong in and model putting the picture in the correct envelope. Have students find examples of the three classes of food items from classroom magazines taken home and have them cut and place the pictures in one of the three envelopes before the next lesson.

Bloom's Taxonomy: knowledge, comprehension, application, analysis, evaluation

Multiple Intelligences: visual/spatial, logical/mathematical, naturalist, bodily/kinesthetic, intrapersonal

SIOP COMPONENTS: meaningful activity, reading, application of knowledge, hands-on, modeling, guided practice, independent practice, clear explanation of tasks, visuals, review of key vocabulary

Bloom's M.I.	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Verbal/ Linguistic	17	2, 3, 8	1, 2, 3, 7, 11, 16, 19, 20	13, 18, 20		4, 5, 8, 11, 13, 14
Visual/ Spatial	6, 17, 21	8, 21	21	13, 18, 21	12, 21	8, 9, 13, 14
Logical/ Mathematical	6, 21	21	21	13, 21	21	13
Naturalist	6, 21	21	21	21	21	
Musical	17		1			
Bodily/ Kinesthetic	6, 10, 15, 21	3, 8, 21	1, 3, 19, 21	18, 21	12, 21	4, 5, 8, 9, 14
Intrapersonal	21	2, 21	2, 20, 21	13, 19, 21	12, 21	9, 13
Interpersonal	10, 17	3, 8	1, 3, 11, 16, 19, 20	18, 20	12	4, 5, 8, 11, 14