SIOP LESSON PLAN TEMPLATE

Section 1: Lesson Preparation

Teacher Candidate Name:	
Grade Level:	Grade Four
Date:	February 21st 2023
Unit/Subject:	Technology, maths, and science
Instructional Plan Title:	The lesson plan is supposed to incorporate mathematics, science, and engineering to help with determining how technology can be embraced to make learning more interesting to the students by them being able to comprehend the different subjects.
Lesson Summary and Focus:	The students with specific learning disabilities in reading will have their lessons filled with fun activities such as word games and songs. The lessons will be kept short, with them learning one skill and letter at a time (Spear-Swerling & Sternberg, 2018). The books that the students will use will have one sentence per page.
Classroom and Student Factors:	The classroom factors that should be considered are the child's language needs and the observation of whether their behavior interferes with the student's learning (Metzler & Colquitt, 2021). The classroom and student factors affect assessing, teaching, and planning as they require simplicity and a good support network created.

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National/State Learning Standards:	**Content Standard:** LAFS.K.RL.1.1 consisting of support and prompts to answer and ask questions concerning key text details. The students who portray a disability require that the disability education act is followed with the learning standards. Even with the incorporation of technology, those with different disabilities require that an individualized education plan is implemented. **English Language Proficiency Standard:** EL.K12.I.A.1. English language learners' communication depends on ideas, information, and necessary concepts that can assist with academic success in the language content areas. It is also vital for the student's parents to actively participate in the learning activities that their children are involved in. Also, where the students are studying, there should be few regulated restrictions with well-regarded and observed procedures (Metzler & Colquitt, 2021). https://www.janaechevarria.com/

Learning Objectives:	Language objectives The students should be able to correctly define what they have learned and respond to questions asked accordingly. At the end of their course, the students should reach their potential in reading and critical thinking (Vaiouli & Andreou, 2018). The student at the end of the lesson should read their names, construct short sentences, and read them accordingly. Content objective Students will be expected to show collaboration on tasks meant to be presented to the teachers and peers anywhere and at any time. Students, in the end, should be able to give a proper technological definition as they describe how different technologies are able to
Strategies	The general academic and concept-specific vocabulary that the students will be needed to understand at the end of their lesson will include the following; • Technical words • Words that are non-general academically (Spear-Swerling & Sternberg, 2018). • Academically acceptable general words

Resources, Materials, Equipment, and Technology:	The resources that the students and I will need are; • Writing supports • Reading guides • Recorders and audio players assist a child in listening to words as they read them on the pages (Spear-Swerling & Sternberg, 2018). • The use of text-to-speech systems. • Real-time texts with the target audience language.

Section 2: Instructional Planning

Practice/Application	Time Needed
Materials and activities needed to open the lesson. • I'll read short paragraphs and ask the students to read back the segments with the same tone I used. • I will ask students to record their voices while reading and listen to themselves when reading. • I will allow them to repeatedly read the same text to build on their fluency. • I will come up with different designs of environmental benefits that technology has for the students to view and be able to apply the knowledge in the future. • I will show the students how to use technology in their word games to ensure they always remember what they have learned.	10 minutes

Comprehensive Input	**Time**
• The manner in which I will present information is through **videos** and **guided notes** to teach the students to read aloud the different segments of the sentences presented to them. • The **videos** I will provide help the students find the repetition of words interesting, enabling them to remember the words easily. *Explain how you will differentiate materials for each of the following groups:* • English language learners (ELL): I will group the students based on their interests. • Students with special needs: I will identify their ability styles, which will help easily identify their reading needs. • Students with gifted abilities: I will identify what they love learning and make them enjoy reading from their interests. I will differentiate the activities of each group by grouping the students based on their interests, learning, and ability styles, which will help easily identify the reading	**Needed** 30 minutes

Lesson Delivery	Time
I will engage students to help them interact with their content and academic language through reading activities.	**Needed**

I will engage students to help them interact with their content and academic

language through reading activities.

- I will use matching cards to require the students to find partners with similar

  letters.

- I will require the students to read sentences while alternating and then read them

  aloud to show their comprehension.

Explain how you will differentiate activities for each of the following groups:

- English language learners (ELL):

I will motivate them to record themselves when reading as they repeat what they

hear.

- Students with special needs:

Each day I will ensure they learn one sentence and ensure they fully understand by

doing a recap the next day. The students will be guided on how to apply technology

to remember different concepts they have learned in class, especially in engineering,

mathematics, and sciences.

The students will receive guidance by being given special attention and assessment

of what they are doing and having different concepts in technology explained.

- Students with gifted abilities: I will offer small targets for the students to achieve

  in reading.

- Early finishers (those students who finish early and may need additional

  resources):

30

minutes

Lesson Delivery	Time
The various ways that the students will demonstrate what they have learned	**Needed**

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* Through games where I will make cards with words, they will be required to marge and listen to recorded audio as they repeat what they hear.

* The learners can create songs that will help them read and remember some of the lessons and segments they have learned.

* The students will take part in completing a reflection of three sentences to show what they have learned and understood.

Explain how you will differentiate assessments for each of the following groups:

* English language learners (ELL):

I will give various short reading tests in English and evaluate their abilities.

* Students with special needs:

I will color letters and ask them to read to make learning interesting for them and make them remember easily

* Students with gifted abilities:

By creating songs, the children can remember what they have learned.

* Early finishers (those students who finish early and may need additional resources/support)

20 minutes

Through various tests provided, I will be able to know the strengths of the different groups and which reading methods suit each of them. More complex resources will be provided to the students to engage their understanding.

Assessment Evaluation	Time
The participation of parents will be needed. Thus the students will carry out some homework tasks where with the help of their parents, they will try to link up on what has been learned. Parents will be required to give feedback on the progress of their children.	**Needed**
Homework	
What is technology?	
How helpful do you think technology is?	30
What are the different types of technology?	minutes
How do you think technology assists the environment?	
How do you think technology assists in learning mathematics?	
What word games do you find interesting with technology?	
Do you think technology have increased efficiency in education?	
How do you think videos and audios are helpful in learning?	

References

Metzler, M., & Colquitt, G. (2021). *Instructional models for physical education*. Routledge.

Spear-Swerling, L., & Sternberg, R. J. (2018). *Off track: When poor readers become "learning disabled"*. Routledge.

Vaiouli, P., & Andreou, G. (2018). Communication and language development of young children with autism: A review of research in music. *Communication Disorders Quarterly*, *39*(2), 323-329.

WRITERS PER HOUR

Thank you for checking our sample!

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