**SIOP Lesson Plan Outline**

**Date: 3/30/2024\_\_\_\_\_\_\_\_ Grade/Class/Subject: Earth Science\_\_\_\_\_\_\_\_\_\_**

**Unit Theme: Volcanoes\_\_\_\_\_\_\_\_ Standards: CCSS.Reading.Sci/Tech.6-8.2, CCSS.Reading.6-8.3**

**Lesson Objectives:**

Content Knowledge: By the end of the lesson, ESOLs will:

1. Summarize the events of the Mount Saint Helens eruption.

Language Objectives: By the end of the lesson, ESOLs will demonstrate increasing proficiency in the performance of the following functions and their forms:

|  |  |
| --- | --- |
| **Function**  (in –ing form, eg. “Retelling a story” ) | **Form**  (grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”) |
| 1) Breaking apart adjectives using the suffix “-ous” into their noun root and the suffix. | Students will take the word “mysterious,” break it into word parts (“mystery” + “ious”), and then use the adjective in a sentence. |
| 2) Using key vocabulary terms in writing their own sentences. | Using the definition provided by the instructor, students will use a vocabulary term brought up in the reading to write an original sentence (“Periodically, the family visited their relatives in San Jose.”) |
| 3) Summarizing the events of the Mount St Helens eruption. | Past tense: (“The eruption took place on May 18, 1980.”) |

Vocabulary Objectives: By the end of the lesson, ESOLs will demonstrate an understanding of the following vocabulary words:

|  |  |  |
| --- | --- | --- |
| **Content Vocabulary**  (new vocabulary to be explicitly taught that is critical to an understanding of the content) | **Academic Vocabulary**  (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as “categorize”, “list”, describe”) | **Cohesion Words**  (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers) |
| Devastating  Emitting  Periodically  Evacuating  Escalated  Tremors  Massive  Noticeable  Eruption | Summarize  Suffix  Root word | Adjective  Noun  Definition |

**Special Cross-Cultural Considerations for ESOLs**: In this class, I have students from a number of countries. One is from the Philippines, one is from Vietnam, two are from Russia, and four are from Spanish speaking countries and territories including Mexico and Puerto Rico. Because of this, I know that some students, especially the one from the Philippines, might have some personal experience living with volcanoes in their heritage nations. Likewise, even those who have no personal knowledge of volcanoes or volcanic eruptions might have experience with earthquakes of 5.0 magnitude or more.

**Materials:** Needed materials for this instruction include students’ textbooks, copies of “This Day in History – May 17, 1980: Mount St. Helens erupts” from History.com (<https://www.history.com/this-day-in-history/mount-st-helens-erupts-2>), and copies of the vocabulary with definitions, vocabulary practice activity, and the word roots & stems activity for the suffix “-ous.”

**Lesson Sequence** (This may be adjusted as necessary to accommodate unique lesson plan features)

MOTIVATION: (*Describe how you will build background and the specific strategies that you will use to ensure the participation of ESOLs.*)

Before the start of class, I will ask my students to describe what they personally know about volcanic eruptions aside from what we have talked about in class. Have they ever experienced a volcanic eruption before? If they have, they should share with the class their experience. If no one has experienced a volcanic eruption before, as it is one side effect of a volcanic eruption, I will extend this conversation to the topic of earthquakes. As I have students from the Philippines and parts of Mexico who live in areas known for their seismic activity, this might give them the opportunity to describe their experiences to their classmates who – being from Kansas – likely never experienced seismic events like this before.

PRESENTATION: (*Describe the specific techniques you will use to make your presentation of new material comprehensible to ESOLs, to provide opportunities for interaction through appropriate questioning, and to assess whether or not ESOLs are “getting it”.*)

First, before having students read the article from History.com, I am going to start the class period by discussing the content vocabulary terms featured in today’s reading. With the vocabulary, I will have students pronounce each word together as a class, and will include visual aids for each of the following vocabulary words that will help students who may struggle to find the meaning of each word provided on the accompanying vocabulary guide alone. Once we finish reviewing these words, I will then give us the opportunity to try using these sentences for ourselves together as a class. Students will even be able to act out these words, as to allow their peers to better understand these for themselves.

Second, after we review each of the vocabulary terms, I will describe to students what root words and suffixes are. To help students better contextualize these, I will practice using a suffix they likely already are familiar with to start them off: -ed. I will give them several examples of actions that are presently happening, and will demonstrate how with the suffix –ed, we are able to make that action happen in the past. This will lead us to our discussion of the suffix –ous and how it can turn nouns into adjectives, or words that describe nouns. I will give them words that are easy for them to visualize (like gaseous or harmonious) to demonstrate.

Finally, before we actually begin our reading of the article, what I will do is demonstrate how to summarize by having them tell me in a single sentence what is happening in a paragraph. We will use a reading unrelated to the article to begin, and as we read each paragraph, I will ask students to write down and then tell me in their own words what each paragraph of this reading is saying in a single sentence. We will do this for all of the paragraphs in the reading before combining the sentences together into a summary. By doing this, students will be able to practice summarizing the article they are about to read for themselves.

PRACTICE/APPLICATION: (*Describe the activities you will use to allow for meaningful interaction and practice using ALL language skills, the strategies you will use to ensure full participation by ESOLs, and the techniques you will use to assess their success in the activities.*)

Before working on the reading, yet after my initial presentation, I will have students practice what I taught them about the content vocabulary by writing sentences using these words. I will invite students to share these sentences with their peers (ideally with classmates who share the same heritage language, as there are two students who speak Russian and four – three from Mexico and one from Puerto Rico – who speak Spanish) and describe what they know about the word ideally in their heritage languages if possible. As for the usage of the –ous suffix, students will practice breaking apart adjectives using –ous into their noun roots. After doing so, they will write words using the –ous words to demonstrate their understanding of each word. Finally, as students read through the article about Mt. Saint Helens, students will use the summarizing technique I modeled in class as they summarize the article in their own words. Like with the vocabulary activity, students will then share these summaries with a peer (ideally those who share the same heritage language) possibly using their heritage languages if possible.

EXTENSION: (*Describe additional follow-up activities you will use with ESOLs to address any areas that you deem need further explanation or practice to ensure their mastery of the content and language objectives.*)

If students are still demonstrating some deficits in their learning from today’s activity, I have a few extension activities in mind. For the content vocabulary featured in the readings, I may review with students these words by having them draw illustrations related to these words to demonstrate their understanding of them and I may have students continue practicing using these words in sentences that they will create. For the suffix activity, if students are demonstrating some difficulty breaking words apart to their root word and suffix, I may incorporate a similar activity using other common suffixes, including -tion, -ness, and –ism. This will hopefully allow students to not only recognize suffixes when they come across them in their own reading, but allow them to break words apart as a means of helping them better understand these words. Finally, if students are struggling to summarize by simplifying paragraphs into a sentence each, I may have students practice doing this activity with other readings we come across in our science textbook.