Introduction
Val Karanxha
FLA 518
Unit: “Time and Space”
Math: Third Grade Level

Dr. Lorrie Verplaetse
SCSU, Summer 2011-07-19
Introduction

Title: "Time and Space"

Grade Level: Third grade

Target Group: ELL or bilingual students in a mainstream English class.

Sources of Reading and Writing Material: Saxon Math 3 by Nancy Larson, 1st edition, 2008; Harcourt Achieve INC, Austin, Texas.
Lesson 4 pages 1-7;
Lesson 7 pages 1-7;

Learning Goals:

Lesson 1:
- I want my students to know how to tell and show time to the Half Hour

Lesson 2:
- I want my students to know how to estimate time to the nearest Half Hour

Lesson 3:
- I want my students to know how to identify a rectangle from other polygons and know how to measure the length and the width of a rectangle

Following will be three lessons that have been significantly modified and revised from the original lessons to fit the needs of the ELL or bilingual students.

*Note that appendixes are labeled with the levels of proficiencies. For a teacher wishing to use the appendixes, the levels of proficiencies must be hidden or wiped before given to student.
Lesson 1
Val Karanxha: FLA 518: Dr. Verplaatse: SCSU, Summer 2011; Lesson one objectives

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want my students to know how to tell time to the half hour</td>
<td>1. In small groups students will orally tell a picture story including time expressions</td>
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<tr>
<td>2. I want my students to know how to show time to the half hour</td>
<td>2. Students will listen to teacher’s questions and respond by positioning the hands on the clock to the appropriate time</td>
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<td></td>
<td>3. [Content Obj:1 and Obj:2] → Based on a picture story students will write a paragraph/story named “My Day and My Time” using time expressions to the half hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>1</th>
<th>Nearly Fluent</th>
<th>Intermediate</th>
<th>Speech Emergent</th>
<th>Early Production</th>
<th>Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking→ (tell a picture story using time expressions)</td>
<td>In small groups, students will tell a picture story indicating (orally and by pointing) different time sequences to the half hour. Students will use complete sentences and transitions words such as: first, then, after, later on and finally while telling the picture story.</td>
<td>In small groups, students will tell a picture story indicating (orally and by pointing) the different time sequences to the half hour using complete sentences.</td>
<td>One on one with the teacher, students will answer questions about the time (to the half hour). While answering, students will match the magnetic time cards with the appropriate picture or action.</td>
<td>One on one with the teacher, students will match the magnetic time cards (to the half hour) with the pictures in consecutive order. Students will repeat the time and the actions after the teacher.</td>
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<tr>
<td>Listening &amp; Speaking (listening and responding by positioning the hands on the clock)</td>
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<tr>
<td><strong>Listening</strong></td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>In small groups, teacher will ask students to tell a three hour time sequence by moving the hands on the clock using the half hour expressions. Students will make connections with the appropriate time of the day using time expressions such as: morning, mid-day, afternoon, evening, night, midnight etc.</td>
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<tr>
<td>In small groups, teacher will ask students to tell a three hour time sequence by moving the hands on the clock using the half hour expressions as students relate the time to (the daily routine) from previous activity. Please refer to the 1st speaking domain.</td>
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<tr>
<td>In small group with the teacher, students will respond to teacher's questions to tell a three hour time sequence (to the half hour) by moving the hands on the clock to the appropriate time.</td>
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<tr>
<td>In small groups (or individually) with the teacher, students will tell a three hour sequence to the half hour after the teacher tells/says the time on the hour.</td>
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<tr>
<td>In small group (or individually) with the teacher students will repeat after the teacher the time to the half hour and will move the hands on the clock by showing the appropriate time.</td>
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<tr>
<td>Writing (write a paragraph story named “My Day and My Time”)</td>
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<td>-----------------------------------------------------------</td>
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<tr>
<td>Individually, students will write a paragraph using time expressions to the half hour. Students will write in complete sentences using a sequential order of the actions and also using time expression such as: morning, noon, afternoon etc. Students will also be using transitional words to show the order of the actions and to connect their sentences e.g., first, before, after, then etc.</td>
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<tr>
<td>Individually, students will write sentences using time expressions to the half hour. Students will write in complete sentences using a sequential order of the actions and also using time expression such as: morning, noon, afternoon etc. Students will use a word bank to give them ideas how to enrich their writing.</td>
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<tr>
<td>Individually, students will write sentences using time expressions to the half hour. Students will write in short sentences but they will use a sequential order of the actions and also using time expression: such as morning, noon, afternoon etc. Students will use a word bank to help them with the completion of the worksheet.</td>
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<tr>
<td>Individually, students will fill in a worksheet where they will write the appropriate “daily routine actions” and the appropriate time (to the half hour) Students will refer to two word banks to complete this activity: one for the spelled out time expressions, the other one for the vocabulary of the daily routine.</td>
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</tbody>
</table>
Function Chart, Lesson 1,

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Tell     | Review time concepts, tell time to the half hour | What time is it?    | It is half past eight  
          It is ten thirty  | Nouns  
Time expressions  
Interrogative phrases  
Verb + ing |
|          |                                               | How do we tell time?  
We tell time ______ | By using a clock  
By using a watch  
By using hands on the clock  
*some students may also say  
By the moon  
By the sun  
Using a cell phone  |            |
|          |                                               | We also tell time by ______ | The Hour  
The Half hour  
The Minute  
The Second  |            |
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Word</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Daily routine/ Time to</td>
<td>At 6:30 in the morning</td>
<td>Wake up</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td>the half hour</td>
<td>I ____________</td>
<td>Get up</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Awake</td>
<td>Present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rise</td>
<td>Habitual/repetitive</td>
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<td></td>
<td></td>
<td>Actions verbs</td>
</tr>
<tr>
<td>Show</td>
<td>Daily routine/ Time to</td>
<td></td>
<td></td>
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<td></td>
<td>the half hour</td>
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<tr>
<td>Explain</td>
<td>Daily routine/ Time to</td>
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<td></td>
<td>the half hour</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Word</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writing</td>
<td>Daily routine/</td>
<td>The bus leaves ____________</td>
<td>On time</td>
<td>Expressions</td>
</tr>
<tr>
<td></td>
<td>schedules/time</td>
<td></td>
<td>On schedule</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Late</td>
<td>Verbs (present tense)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verb +ing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being organized is __________</td>
<td>Being on time</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Being on schedule</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The train leaves ____________</td>
<td>Every hour</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Every half hour</td>
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<td></td>
<td></td>
<td></td>
<td>Every fifteen minutes</td>
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</tbody>
</table>
Lesson Plan: (1)

Materials: Realia, worksheets, picture cards, time cards and clock.

Method used:

Before class
SIOP model “Preparation”
   a. Teacher writes on the board the Content Objectives in the “I can” form
   b. Teacher draws the same clocks as the ones on the warm-up activity handout
      (Appendix 1 pg 11)
   c. At the beginning of the class teacher ask the students to read aloud, “I can tell the time to the half hour” and “I can show time to the half hour”. Teacher asks for understanding of the objectives again. “What are we learning today?”

Activity 1 (3-5 minutes)
SIOP model “Build Background” recall prior information
   Teacher starts the class with a warm-up activity.
   Teacher hands out a work sheet and ask the students to spend three minutes and fill out the time (to the hour). See Appendix 1 pg. 11
   Teacher writes the answer on the board after reviewing with the class.

Discussion: (2-3 minutes)
SIOP model “Build Background” and “Strategies” → Bloom’s Taxonomy (Knowledge)

Teacher has divided students into groups based on the proficiency level and asks one student to report for the group. Teacher recalls background knowledge by asking students the following questions.

Level 1, 2, 3
   How many hours are in a day?
   How many minutes are in an hour?
   How many seconds are in one minute?

Level 4 and 5
   How many hands are on the clock and what do they do?

New concept: (7-9 minutes)
SIOP model “Model”, “Comprehensible Input”, “Lesson Delivery”

Teacher asks the students to tell the time “on the hour” using a big clock with moving hands. Teacher goes around the clock and emphasizes that there are 60 minutes in one hour.
Teacher then asks the question “if we divide the hour in half, what do we get?” Teacher brainstorms for possible answers (two half of the hour or two 30 minutes)
Teacher then explains how to show time to the half hour by modeling a few examples.
Teacher stresses the time expression “half past” and asks for volunteers to read time to the half hour.
Teacher wonders if there is a different way of saying half past:
Teacher brainstorms the students and waits to see if there are possible answers to figure out the “30 minutes” version of the time
Teacher asks for volunteers to read time to the half hour using the expression: “It is 8:30” Teacher can use her discretion to call on different students or groups.

Teacher models the time to the half hour by moving the hands on the clock frequently.

Activity 2. (5-7 minutes)
SIOP model “Interaction”, “Practice/Application” → small group interaction, co-constructing knowledge, recalling past experiences, shared history.

Teacher divides the class into small groups according to the levels of proficiency.

Levels 5, 4 and 3
Teacher hands out magnetic, illustrated cards with daily activities such as: wake-up, eat breakfast, go to school etc. Along with the magnetic cards, teacher hands out time cards with appropriate times to the half hour in order for the students to build a daily routine story.
Students, in groups of three or four, take turns and explain their daily routine using time expressions to the half hour. Students’ requirements differ by level.
Directions:
Level 5
Students will use complete sentences and transitions words such as; first, then, after, later on and finally while telling the picture story
Level 4
Students will tell a picture story indicating (orally and by pointing) the different time sequences to the half hour using complete sentences.
Level 3
Students will tell the actions of the picture story and the time to the half hour using short or incomplete sentences.
Levels 2 and 1
Teacher will group levels two and one together and will work on the speaking activity by either asking questions about the time, or simply by inviting students to repeat after the teacher the time expressions. As students answer, they are pointing at the appropriate action. The requirements for this activity differ by level.
Directions:
Level 2
Students will answer questions about the time (to the half hour). While answering, students will match the magnetic time cards with the appropriate picture or action
Level 1
Students will match the magnetic time cards (to the half hour) with the pictures in consecutive order. Students will repeat the time and the actions after the teacher

Teacher will monitor the advanced groups as she/he allow the beginners to practice time expressions and the vocabulary independently or in pairs.

Activity 3 (5 minutes).
SIOP model “Review and Assessment” “Model”
Teacher will mix the students in the advanced groups and keep the beginners in the same group for activity 3.
To the whole class➢ Teacher will model on how to say a three hour time sequence using on the half hour.
Advanced levels 5, 4 and 3 will work in groups by showing a three hour sequence to the half hour and the time of the day associated with it e.g., morning, afternoon, night etc.
Beginning levels 2 and 1 will receive more scaffolding while they work with the teacher. Teacher will start with the time sequence on the hour while the students of level 2 tell the time sequence to the half hour. Also, level one students will repeat the time sequence after the teacher has modeled it. Refer to first listening domain in the proficiency indicators for more detailed instructions.

Activity 4: (5-7 minutes)
SIOP model “Practice/Application” “Review and assessment”
In the same groups students will read the modified text and underline the words that they don’t understand. Level 1 and 2 reading is modified in the form of a graphic organizer (see appendixes 2, 3, 4, 5 on pg.1/2, 1/3, 1/4, for all level reading materials)
After 3 minutes into the reading, teacher will check for understanding by asking true or false answers or direct questions.
Activity 5 (10 minutes)
SIOP model “Practice/Applications” “Review and Assessment”

Before handing out the writing assessment, the teacher reviews the new concepts by asking direct or open-ended questions. (2 minutes)

Level 1, 4, and 5

- Why is time important?
- Why is a schedule important?

Level 3 → How can we be organized?

Level 1 and 2

- What do we use to tell the time?
- What are some ways to tell time?

Lastly, the teacher will hand out the writing activity and will give the appropriate directions to each group. Levels 5, 4, and 3 will write a paragraph or a few sentences about their daily routine. Levels 1 and 2 will complete a worksheet using two word banks. See Appendixes 6 and 7 and pg. 16, 17, 18

*Note that the writing assessment can take longer than 7 minutes for some students. Teacher can make a decision in either to give this assignment in class or to send it home and go over it the next day.
Appendix 1
Warm-up activity; all levels

Write in complete sentences the appropriate time in the blanks.
Follow this example:

It is three o'clock

What time is it?

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Time

Time is used to keep us organized. To tell time, we use watches and clocks. Clocks and watches tell us when is time to wake up, go to school, switch classes, eat dinner, brush our teeth and finally go to sleep.

Time is very important. Buses, airplanes, trains have to always be on time. To better use the time, people make schedules. A schedule is an organized time plan that tells people at what time things should happen. For example, a bus schedule tells people that the bus will leave:

On the hour
8 o’clock
9 o’clock
10 o’clock

or every half hour
10:30,
11:30,
12:30.

The best way to be organized is to have a schedule for most of the things we do daily.
To tell time, we use watches and clocks. Clocks and watches tell us when is time to wake up, go to school, switch classes, and eat dinner, brush our teeth and finally go to sleep. Buses, airplanes, trains have to always be on time. Buses, trains and airplanes always run on a schedule. A schedule tells the time when a bus leaves. A bus leaves every hour, every half hour, or every fifteen minutes.

Every hour

<table>
<thead>
<tr>
<th>Time</th>
<th>Stop 1</th>
<th>Stop 2</th>
<th>Stop 3</th>
<th>Stop 4</th>
<th>Stop 5</th>
<th>Stop 6</th>
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<tbody>
<tr>
<td>6:00am</td>
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<td>8:00am</td>
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<td>10:00am</td>
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<tr>
<td>7:00am</td>
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<td>10:00am</td>
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<td>12:00am</td>
<td>1:00pm</td>
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</table>

Every half hour

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6:00am</td>
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<td>6:30am</td>
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<tr>
<td>11:30am</td>
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<tr>
<td>12:00am</td>
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</tbody>
</table>

→ schedule
Time

Every hour

Schedule

- A clock and a watch tell the time to the hour, to the half hour, to the minute and to the seconds.

- A bus, a train and an airplane use a schedule to be on TIME.

Every half hour

- I use a schedule in school.
Appendix 5
Reading Activity: level 2

Time

Every hour

Schedule

- A clock and a watch tell the time to the hour, to the half hour, to the minute and to the seconds.

Every half hour

- A bus, a train and an airplane use a schedule to be on TIME.

- A schedule tells me what time my classes are and what time I take the bus.
Appendix 6
Writing Activity: level 5, 4

Write a paragraph about things that you do every day. Be sure to use the time to the half hour. Write in complete sentences and show all the activities that you do in order. Be sure to use transition words.
For example; first, after, then, later on.
Appendix 7
Writing Activity: level 1, 2 and 3

Tell us about your day: Use the words from the bank to show at what time you do the daily activities.
Example: At four thirty I goes to soccer practice

At _______  

At _______

At _______

At _______

At _______

Eat breakfast
Brush my teeth
Wake up
Go to school
Eat lunch
Go to sleep

Half past seven (evening)
Half past six (morning)
Eight thirty (morning)
Half past eight (evening)
Seven thirty (morning)
Appendix 20
Writing: level 3

Write a paragraph about things that you do every day. Be sure to use the time to the half hour. Write short sentences and show all the activities that you do in order. Be sure to use the words in the word bank.

---

Eat breakfast
Brush my teeth
Wake up
Go to school
Eat lunch
Go to sleep

Half past seven (evening)
Half past six (morning)
Eight thirty (morning)
Half past eight (evening)
Seven thirty (morning)
Narrative Lesson 1

SIOP Model in Lesson Planning

For this lesson, I used the SIOP model to design and implement the new concepts and the activities in order to satisfy the learning needs of the target population of students. Thus at the beginning of class, I planned in accordance with the “Preparation” component of the SIOP model. This method allows me to prepare the students for the new lesson. Technically speaking, this method calls for the teacher to write the content and the language objectives on the board and ask the students to read them aloud. By doing this, students will become familiar with the concept they will learn, and the linguistic tool they will be using to learn the new concept.

Following the steps of the SIOP model, I used “Building Background” technique to recall and reinforce prior knowledge. Therefore, I plan to ask the students a series of questions about time and its use from the prior lessons. This method will help the students to construct knowledge based on previous experiences. Also, when I planned the new lesson, I kept in mind that the “Comprehensible Input” component of the SIOP model will be beneficial to use in order to make the material more accessible to students. Hence, complying with this method I paced the lesson to make it more understandable for all levels of proficiency.

In addition, to give students a chance to negotiate meaning and apply what they have learned, I used the “Practice/ Application” method to design the activities. The group work and the nature of the activities will allow students to apply the new concepts into a context. For example, the “daily routine” activity using time concepts is designed for the students to apply it in a speaking and written context. And lastly, I used the “Review/ Assessment” method to enable students to review the learned material, and also to assess each other while they work in groups.

Differentiation of Activities Lesson 1

This lesson plan comprises five levels of ELL students in alignment with the proficiency indicators. Even though in reality it would be hard to find all five levels in one class, this lesson tries to differentiate amongst them and give students numerous opportunities to learn. The differentiation is done throughout the lessons and it is evident in the descriptions of the three domains (speaking, listening, writing) recorded in the proficiency indicators. Another indication of the differentiation is also the modification of the original lesson plan which was a mere instructional blueprint for the teacher. As a result, I tried creating not only activities for each group level, but also enable students to learn concepts using different strategies. For example, the reading material that I wrote changes from a paragraph written in an academic language for the advance level, to a graphic organizer for the beginners.

Scaffolding and increasing teacher support was also used to design the speaking, listening and writing activities in order to help students reach their potential despite the level of proficiency. Teacher support as well was used to create learning opportunities for the beginning levels as they struggle the most with the second language.

Learning a language is a difficult task and it can be daunting for any one faced with this challenge. As a teacher I feel compelled to create meaningful opportunities for the ELL to acquire as much as possible academic language and vocabulary in order to succeed in upper grades and achieve higher levels of education.
Lesson 2
Val Karanxha: FLA 518: Dr. Verplaetse: SCSU, Summer 2011 Lesson 2 objectives

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want my students to know how to estimate time to nearest half hour</td>
<td>1a. In small groups, students will orally make &quot;time&quot; predictions by creating/telling a picture story on a poster and estimating the time to the nearest half hour.</td>
</tr>
<tr>
<td></td>
<td>1b. In small groups, students will read a school schedule, estimate the class time to the nearest half hour and reported to the group/class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Nearly Fluent</th>
<th>Intermediate</th>
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</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>In small groups, students will make predictions and estimate time to the nearest half hour by putting together a poster. Students will talk to the class taking turns while telling the picture story. Student will use complete sentences in past tense and transitions words such as; first, then, after, later on and finally while telling</td>
<td>In small groups, students will make predictions and estimate time to the nearest half hour by putting together a poster. Students will talk to the class taking turns while telling the picture story. Students will use complete sentences in past tense.</td>
<td>In small groups, students will make predictions and estimate time to the half hour by putting together a poster. Students will talk to the class taking turns while telling the picture story. They will tell the story using short sentences in present tense. Students will be using a word bank for the vocabulary.</td>
<td>In small groups, students will make predictions and estimate time to the half hour by putting together a poster. Students will talk to the class taking turns while telling the picture story. They will tell the story using the estimated time and the action verbs. Students will be using a word bank for the vocabulary to match it with the estimated time.</td>
<td>One on one with the teacher, students will move the hands on the clock indicating the estimated time. Students will repeat after the teacher the given time and the estimated time.</td>
</tr>
</tbody>
</table>
**Listening and Speaking**  
(listening and responding by positioning the hands on the clock)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>the picture story.</td>
<td>In small groups, students will estimate time to the nearest half hour on a daily schedule given previously by the teacher. Students will respond to teacher's questions by moving the hands on the clock. Students will use expressions such as: First period Monday we have Math, the class starts little before ______</td>
<td>the picture.</td>
<td>In small groups (or individually) with the teacher, students will estimate time to the nearest half hour on a daily schedule given previously by the teacher. Students will answer by moving the hands on the clock they will say the names of the subjects using just the subject and the time e.g., math starts little before ______</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Tell</td>
<td>Review time concepts, estimate time to the nearest half hour</td>
<td>It is a little before ___</td>
<td>Ten o'clock&lt;br&gt;Nine thirty&lt;br&gt;Five o'clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is a little after ___</td>
<td>Two o'clock&lt;br&gt;Three thirty&lt;br&gt;Half past eight&lt;br&gt;Midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ___ hand is ___</td>
<td>Clock&lt;br&gt;Minute&lt;br&gt;Seconds’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Between 9:00 and 9:30&lt;br&gt;After the 6&lt;br&gt;Before 12&lt;br&gt;Close to 12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He ___ at six o'clock</td>
<td>Woke up&lt;br&gt;Brushed his teeth&lt;br&gt;Ate breakfast</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Word</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Tell, describe</td>
<td>Daily schedule and time expression</td>
<td>First period</td>
<td>Starts at eight thirty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Begins at half past eight</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Favorite</td>
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<td></td>
<td></td>
<td></td>
<td>Easiest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math is my</td>
<td>First period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>subject, it is</td>
<td>Second period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>always</td>
<td>Third period</td>
</tr>
<tr>
<td>Explain</td>
<td>Daily schedule and time expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Daily routine/time</td>
<td>The school</td>
<td>a little before 8:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>starts</td>
<td>a little after 8:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>this morning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>today</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When I left my</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>house</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The said</td>
<td>seven twenty five</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>seven twenty seven</td>
</tr>
</tbody>
</table>
Lesson Plan: (2)

Materials: Realia, worksheets, picture cards, time cards and clock, glue, poster board.

Method used:

Before class
SIOP model “Preparation”
  a. Teacher writes on the board the Content Objectives in the “I can” form
  b. Teacher draws the same clocks as the ones on the warm-up activity handout. Clocks are a review of telling time to the hour and the half hour. Appendix 8 pg.
  c. At the beginning of the class teacher ask the students to read aloud, “I can estimate the time to nearest half hour” and “then teacher asks for understanding of the objectives again. “What are we learning today?”

Activity 1 (3 minutes)
SIOP model “Build Background” recall prior information
Teacher starts the class with a warm-up activity.
Teacher hands out a work sheet and ask the students to spend three minutes and fill out the time (to the hour or half hour). See Appendix 8 pg.
Teacher goes around and monitors students.
Teacher writes the answer on the board after reviewing with the class.

Discussion: (2-3 minutes)
SIOP model “Build Background” and “Strategies”→ Bloom’s Taxonomy (Knowledge)
Teacher recalls background knowledge by reviewing the previous lesson.
Teacher divides the students into small groups according to their level and hands out small pieces of paper with questions to each group. Teacher gives directions saying: “You will talk to each other about the questions, but only one student will report for the group”.
Students will receive the following questions:

  a. Levels 4 and 5:
     Why is time important? ; How can plan or make good use of your time?

  b. Level 3
     How many minutes are in an hour? How many seconds are in one minute?
     How many hands are on the clock and what do they do?

  c. Level 1 and 2 can be grouped together
     What do we use to tell time?
**New concept:** (10 minutes)
SIOP model “Model”, “Comprehensible Input”, “Lesson Delivery”

Teacher wonders asking the students: “Hum when I woke up this morning the clock looked like this”, and then, the teacher places the hands on the clock at 6:27,
The teacher then asks: “I wonder what is the nearest half hour to 6:27?”
Teacher waits for students to respond.
Teacher gives a few examples such as: When I left for work today, the clock looked a little like this, and then the teacher positions the hands on the clock to 7:55,
The teacher says: “I wonder what is the nearest half hour to 7:55?”
Teacher goes around the clock and ask different students to estimate a few times, emphasizing the expressions” a little after _______ o’clock and a little before _______ o’clock
Teacher then divides students into groups of two or three and hands out clocks and different times in small pieces of paper. Teacher makes sure that each student has a piece of paper to report the time to the class.
Teacher says to students “I want you to tell me “ it is a little after; or it is little before the given time…”
*Modification* * Level 1 and level 2 have a choice of either using the expression or just giving the estimated time.

**Activity 2.** (10-13 minutes)
SIOP model “Interaction”, “Practice/Application” → small group interaction, co-constructing knowledge, recalling past experiences, shared history.

Teacher divides the class into small groups according to the levels of proficiency or maintains the previous groups.

**Levels 5 and 4**
Teacher hands out big posters and markers, teacher also hands out previously copied illustrated pictures of a bear personifying a child doing some of the daily routines: each illustrated picture has a given time.
Directions:
Glue the pictures on the poster board and underneath write a picture story about what the bear does at certain hours of the day.
Tell the picture story using time estimation to the nearest half hour: Each student must say/tell at least one sentence depending on the group. Level 4 uses complete sentences. Level 5 uses complete sentences and also some order of the events (first, then, after etc.). Students will also have worksheet to guide them, Appendixes 9, 10 pg. 29, 30
Level 3, 2 and 1
Teacher hands out big posters and markers, teacher also hands out previously copied illustrated pictures of a bear personifying a child doing some of the daily routines: each illustrated picture has a given time: these levels have also have also the vocabulary written on the cards. Students will also have worksheet to guide them, Appendixes 11, 12, 13 pg. 31, 32, 33

Teacher gives directions for each group:
Directions:
Level 3 reports using short sentences and using the vocabulary to guide them.
Level 2 answer teacher’s questions using the vocabulary to guide them
Level 1 repeats after the teacher the correct action and the correct estimated time using the word bank as a guide.

Activity 3 (12-13 minutes).
SIOP model “Review and Assessment” “Model”
Teacher will mix the students in the advanced groups and keep the beginners in the same group for activity 3.

Levels 4 and 5 will be grouped together and worked in groups. Teacher asks the students to choose a day from the week and estimate the time the classes start to the nearest hour. Students of level 5 will talk about level giving a full explanation of the classes and also their sequential order. Also, students of level 5 have a choice of explaining their preferences for the subject and give a reason why they like it or do not like it. Students will report to the group or the class.

Students of level 3 will report to the class or the group their explanation and estimation of the classes using short sentences.

Level 2 will answer teacher questions about the schedule and give the estimated time
Level 1 students, one on one with the teacher repeat the class schedule
Appendix 14 pg. 34

Activity 4: (5-7 minutes)
SIOP model “Practice/Application” “Review and assessment”
In the same groups students will read the modified text and underline the words that they don’t understand. After 3 minutes into the reading, teacher will check for understanding by asking true or false answers or direct questions. Appendixes 15, 16, 17, 18, 19 on pg. 35, 36, 37, 38, 39
Activity 5 (10 minutes)
SIOP model “Practice/Applications” “Review and Assessment”
Teacher reviews the new concepts by asking direct or open-ended questions.
(2 minutes)
Level 5 and 4
Why is estimating time important?
How do we estimate the time?

Level 3
When do people most estimate the time?

Level 1 and 2
How do we estimate time? *answers may include to the nearest hour or half hour.
<table>
<thead>
<tr>
<th>Time</th>
<th>Clock 1</th>
<th>Clock 2</th>
<th>Clock 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is 4:00</td>
<td><img src="image1" alt="Clock 1" /></td>
<td><img src="image2" alt="Clock 2" /></td>
<td><img src="image3" alt="Clock 3" /></td>
</tr>
<tr>
<td>It is 2:00</td>
<td><img src="image4" alt="Clock 1" /></td>
<td><img src="image5" alt="Clock 2" /></td>
<td><img src="image6" alt="Clock 3" /></td>
</tr>
<tr>
<td>It is 4:30</td>
<td><img src="image7" alt="Clock 1" /></td>
<td><img src="image8" alt="Clock 2" /></td>
<td><img src="image9" alt="Clock 3" /></td>
</tr>
</tbody>
</table>

Write the time. Follow the examples.
Appendix 9

Level 5: Writing

Estimate the time to the nearest half hour. Below each picture write in complete sentence the time and the actions. Make sure to order the actions using words such as first, then, after.

Follow this example: First the little bear woke up a little before 6:30 or a little before half past six.

6:24 AM

6:57 AM

7:56 AM

3:34 PM

6:03 PM

7:54
Appendix 10

Level 4: Writing
Estimate the time to the nearest half hour. Below each picture write in complete sentence the time and the actions.
Follow this example: The little bear woke up a little before 6:30 or half past six.

6:24 AM
6:57 AM
7:56 AM

3:34 PM
6:03 PM
7:54
Appendix 11

Level 3: Writing

Estimate the time to the nearest half hour. Use the words from the box to match the time with the action.
Follow this example: The bear wakes up close to half past six.

6:24 AM

6:57 AM

7:56 AM

3:34 PM

6:03 PM

7:54 PM
Appendix 12

Level 2: Writing

Estimate the time to the nearest half hour. Use the words from the box to match the time with the action.
Follow this example:

6:24 AM
The bear wakes up at half past six.

6:57 AM

7:56 AM

3:34 PM

6:03 PM

7:54

The bear wakes up
The bear brushes his teeth
The bear goes to school
The bear eats dinner
The bear reads a book a book
The bear goes to sleep
Appendix 13

Level: Writing

Estimate the time to the nearest half hour. Use the words from the box to match the time with the action. Follow this example:.  

6:24 AM  
*wake up at half past six*

6:57 AM

7:56 AM

3:34 PM

6:03 PM

7:54

-wakes up
-brushes his teeth
-goes to school
-eats dinner
-reads a book a book
-goes to sleep
Student schedule: Mrs. K: third grade class

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:27</td>
<td>Music</td>
<td>Art</td>
<td>Math</td>
<td>Reading</td>
<td>Gym</td>
</tr>
<tr>
<td>9:01</td>
<td>Math</td>
<td>Science</td>
<td>Art</td>
<td>Writing</td>
<td>Music</td>
</tr>
<tr>
<td>9:32</td>
<td>Reading</td>
<td>Math</td>
<td>Science</td>
<td>Art</td>
<td>Writing</td>
</tr>
<tr>
<td>10:28</td>
<td>Art</td>
<td>Music</td>
<td>Writing</td>
<td>Gym</td>
<td>Science</td>
</tr>
<tr>
<td>11:02</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:32</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>12:03</td>
<td>Writing</td>
<td>Reading</td>
<td>Reading</td>
<td>Science</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
<tr>
<td>1:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Estimating Time

Estimating time is very important. It helps us make plans and be organized. We don’t always finish or start new things on the hour or on the half hour, but when we estimate, we create an idea how long some chores, the homework or the games might take.

For example, when the teacher gives an assignment, he/she estimates the time that the students will be able to finish. When an airplane takes off the captain estimates the time the airplane will be landing. Or even when mom cooks dinner, she estimates the time dinner will be ready.

Have you ever estimated the time? Tell us in a sentence or two when you have estimated the time.
Appendix 16

Level 4 Reading/Writing

Estimating Time

Estimating time is very important. It helps us make plans and be organized. We don’t always finish or start new things on the hour or on the half hour. Estimating helps us plan and know how long the chores, the homework or the games might take.

For example, when the teacher gives work to students, he/she estimates the time that the students will be able to finish. When an airplane leaves the airport, the captain estimates the time the airplane will be landing. Or even when mom cooks dinner, she estimates the time dinner will be ready.

Have you ever estimated the time? Write one or two sentences to tell us when you have estimated the time.
Appendix 17
Level 3 Reading/Writing

Estimating Time

Estimating time helps us make plans.

Estimating lets us know how long the chores, the homework or the games might take.

The teacher estimates the time it will take the students will finish the work.

The captain estimates the time the airplane will be landing.

Mom estimates the time dinner will be ready.

Have you ever estimated the time? Write one or two sentences or draw a picture to tell us when you made a great estimation.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Appendix 18
Level 2 Reading/Writing

Estimating Time

Estimating time helps us make plans. Estimating lets us know how long the chores, the homework or the games might take.

- The teacher estimates the time that the students will finish the work.

- The captain estimates the time the airplane will be landing.

- Mom estimates the time dinner will be ready.

Have you ever estimated the time? Write one or two sentences or draw a picture to tell us when you made a great estimation.
Appendix 19
Reading/Writing Level 1

Estimating Time

- The teacher estimates the time that the students will finish the work.
- The captain estimates the time the airplane will be landing.
- Mom estimates the time dinner will be ready.

They will finish before 8:00
We will land before 9:30
Dinner will be ready after 6:00

Have you ever estimated the time? Tell us in a few words or draw a picture to tell us when you made a great estimation.
Narrative Lesson 2: SIOP Model in Lesson Planning

For this lesson I have planned a series of activities in agreement with the SIOP model. For example, the first activity is based on “Build Background” to recall prior information.

Technically speaking, I recall background knowledge by reviewing the previous lesson on telling time to the half hour. I proceed by dividing the students into small groups according to their level and hand out small pieces of paper with questions to each group, saying: “You will talk to each other about the questions, but only one student will report for the group”. This method will give each student an opportunity to negotiate meaning and speak to the group of the class.

For the new concept I prefer not to lecture the students but instead I use the “wonder” technique to generate answers from them. The SIOP components I used are “Model”, “Comprehensible Input”, “Lesson Delivery”. To apply the new concept, I try to use practice and application by planning activities where students work in groups and learn from each other. I plan to hand out big posters and markers, and previously copied illustrated pictures of a bear personifying a child doing some of the daily routines: each illustrated picture has a given time. Students are asked to put a story together reviewing the daily concept of estimating time and report to the class or to the group. This method enhances their critical thinking and creativity.

Lastly, for the “Review and assessment” of the SIOP model I maintain the groups where students can either read individually or work with the partner to read and understand the text. Lower levels of proficiency also have a reading text in the form of a graphic organizer. Students will read the modified text and underline the words that they don’t understand. I will check for understanding by asking true or false answers or direct questions. This method allows students to fully understand the text and negotiate meaning with their peers.
Lesson 3
<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want my students to know how to identify a rectangle from other polygons.</td>
<td>1. Individually, students will compare and contrast the properties of a rectangle and a triangle.</td>
</tr>
<tr>
<td>2. I want my students to know how to measure the length and the width of a rectangle</td>
<td>2. In small groups students will measure the length and the width of a rectangle and write report to the class/teacher.</td>
</tr>
</tbody>
</table>

<p>| Domain                        | Nearly Fluent                                                      | Intermediate                                                                                     | Speech Emergent                                                                                     | Early Production                                                                                     | Pre-Production                                                                                     |
|-------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Writing: (properties of a triangle and a rectangle) | <strong>Individually, students will compare and contrast two geometrical shapes the rectangle and the triangle. Students will receive a template with the two shapes answer and question about the differences and the similarities of the two geometrical shapes. Students will also name a few other polygons</strong> | <strong>Individually, students will compare and contrast two geometrical shapes the rectangle and the triangle. Students will receive a template with the two shapes and answer four questions about the differences and the similarities of the two geometrical shapes.</strong> | <strong>Individually, students will compare and contrast the properties of a triangle and a rectangle by completing a fill in the blank worksheet to show understanding of the concept. Students will use a word bank.</strong> | <strong>Individually, students will compare and contrast the properties of a triangle and a rectangle by completing a fill in the blank worksheet to show understanding of the concept. Students will use a word bank.</strong> |</p>
<table>
<thead>
<tr>
<th>Writing and Speaking</th>
<th>Measuring the length and width of a rectangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>In small groups, students will measure the length and the width of a previously “taped” rectangle by the teacher. Students will write complete sentences naming the four angles; measuring the length and the width; summing up the four sides to find the perimeter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>In small groups, students will measure the length and the width of a previously “taped” rectangle by the teacher. Students will write complete sentences naming the four angles; measuring the length and the width; summing up the four sides to find the perimeter.</td>
<td></td>
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<tr>
<td>In small groups, students will measure the length and the width of a previously “taped” rectangle by the teacher. Students will write in short sentences naming the four angles; measuring the length and the width; summing up the four sides to find the perimeter.</td>
<td></td>
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<td></td>
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<tr>
<td>In small groups, students will measure the length and the width of a previously “taped” rectangle by the teacher. Students will also receive a previously graphic organizer by the teacher where they write the Measurements (Length and width); The Sum of four sides to find the perimeter.</td>
<td></td>
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<td></td>
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<tr>
<td>In small groups, students will measure the length and the width of a previously “taped” rectangle by the teacher. Students will receive a previously graphic organizer by the teacher where they write the data collected on the rectangle (in the worksheet).</td>
<td></td>
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</tbody>
</table>
Function Chart, Lesson 3,

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong></td>
<td>Geometrical shapes and their properties</td>
<td>The ____ has four</td>
<td>sides, angles</td>
<td>Nouns, Verbs, Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ____ is a polygon.</td>
<td>triangle, rectangle, square, octagon, hexagon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A _______ has two _______ and two _______</td>
<td>Rectangle, Lengths, Widths</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A square has _______</td>
<td>Four equal sides, Four sides with the same length</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Word</td>
<td>Grammar</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>Tell, describe Explain</td>
<td>Measure the length and width of a rectangle</td>
<td>We measure length and width using</td>
<td>Inches, Foot, Yard, Miles</td>
<td>Nouns, Verbs in ING form</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The perimeter of a rectangle is ___</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A football field</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Lesson Plan: (3)

Materials: shapes of different colors, worksheets, measuring tape.

Method used:

Before class
SIOP model “Preparation”
   a. Teacher writes on the board the Content Objectives in the “I can” form
   b. Teacher draws a few polygons on the board, the same as the polygons on the warm-up activity
   c. At the beginning of the class teacher ask the students to read aloud, “I can tell what kind of polygon a rectangle is; I can tell the properties of a rectangle.” Also, “I can measure the length and the width of the rectangle”
   Teacher asks for understanding of the objectives again.
   “What are we learning today?”

Activity 1 (7 minutes)
SIOP model “Build Background” recall prior information
Teacher starts the class with a warm-up activity. Teacher divides the students into small groups according to their level and hands out a work sheet; Teacher also asks the students to spend three minutes and fill out a worksheet.
The worksheet asks for students to name the different polygons.
Worksheets differ according to the levels of language proficiency. See appendixes 21, 22, 23 on pg. 49, 50, 51

Discussion:
· SIOP model “Build Background” and “Strategies”→ Bloom’s Taxonomy (Knowledge)
Teacher recalls background knowledge by reviewing the different polygons and their properties stressing the number of sides and angles.
Teacher brainstorms students on the different geometrical shapes and ask the groups to choose a reporter for the group to speak (students may also take turns within the group).

Teacher will ask the following questions:

a. Levels 4 and 5:
   Name some objects that are shaped like polygons; objects we see everywhere; in school, at home, neighborhood city etc.

b. Level 3
   What do polygons have in common?
c. Level 1 and 2 can be grouped together
How many angles and sides (name a few polygons) have?

**New concept:** (10 minutes)
SIOP model “Model”, “Comprehensible Input”, “Lesson Delivery”

Teacher keeps the students grouped according to their levels of proficiency, (however, teacher can mix students to her discretion).

Teacher starts the new lesson wondering and asking the students:
“If the football field is a polygon what shape does it have? Teacher waits for students to respond.
Then the teacher draws the field on the board and label the four corners. (ABCD)
Teacher asks: I am wondering how many angles are in the football field. An angle looks like the corner of a paper.
Teacher waits for responses from different groups
Teacher shows a few buildings and asks the students.
How many sides and angles do you think the pentagon building in Washington D.C has?
The sides of the pyramids of Egypt are shaped as a ...? Can you think of other buildings that have different shapes?

*Modification* * Level 1 and level 2 might be asked questions such as;
What shape is the pool, school, basketball court? This vocabulary is familiar to the lower level students because they use it in daily bases.

Teacher then stresses the words LENGTH and WIDTH and emphasizes that L reminds us of length because it starts with the letter L, and W reminds us of width because it starts with the letter W.
Then teacher barnstorms students to find out what are the length and the width of the rectangle previously drawn on the board.
Teacher asks for volunteers based on her judgment.
Teacher brainstorms the students about the measuring units and waits for responses.
Teacher shows how to use the measuring tape.
After determining the length and width teacher models how to measure a rectangle on the board.
Teacher measures the rectangle and writes the coordinates in the board.
Teacher measures a few more rectangles shapes in the classroom with the help of students (posters, rectangular tables etc)

**Activity 2 (5 minutes)**
SIOP model → Review and Assessment
Teacher will assess the students by handing out a worksheet where students will compare and contrast two polygons (a triangle and a rectangle).
The worksheet is designed according to the levels of proficiency. The upper levels answer questions in complete sentences whereas the lower levels use a word bank to fill in the answers Appendix 24, 25, 26, 27, 28 on pg. 52, 53, 54, 55, 56

Activity 3. (15 minutes)
SIOP model “Interaction”, “Practice/Application” Review and Assessment
Group interaction, co-constructing knowledge, recalling past experiences.

Teacher divides the class into small groups according to the levels of proficiency or maintains the previous groups. Students will measure real rectangular areas outside their classroom.

Teacher has previously taped different rectangles (in the hallway, gym, basketball court cafeteria or other areas of the school) and divides the students into groups. Teacher also hands out teacher-made templates for the students to record the data and measuring tapes for students to use for measuring.

Levels 5 and 4
Directions:
Name the four angles of the rectangle in your paper
Measure the length and the width
If this rectangle was a garden and you would like to fence it, how many yard of fence would you need to buy?
Level 5 writes a report and solves the problem
Level five writes complete sentences and solves the problem. Appendix 34 pg. 62

Level 3, 2 and 1

Directions:
Level 3: Write the name of geometrical shape and its measurements. Add up the four sides to find the perimeter.
Level 1 and 2: Receives a graphic organizer (labeled) where they write the measurements of the rectangle and add up the sides to find the perimeter. Appendix 35, 36 pg. 63, 64

Activity 5 (3-4) minutes
SIOP model “Review and Assessment” “Model”
Teacher and the students return to class and report the results and the data to the other groups or the class.

Activity 5: (5-7 minutes)
SIOP model “Practice/Application” “Review and assessment”
In the same groups students will read the modified text and underline the words that they don’t understand. After 3 minutes into the reading, teacher
will check for understanding by asking true or false answers or direct questions. See Appendixes 29, 30, 31, 32, 33 pg. 57, 58, 59, 60, 61

**Activity 5 (5 minutes)**
SIOP model “Practice/Applications” “Review and Assessment”
Before finishing the class teacher reviews the concepts by asking direct or open-ended questions. (2 minutes)

Level 5 and 4
What did we learn today? (Open ended → question leaves room for multiple Answers)

Level 3
What is the length and the width of the rectangle?

Level 1 and 2
What do we use to measure a geometrical shape?

As homework teacher can ask students to measure the length and the width of a rectangular room in their house.
Appendix 21

Levels 4 and 5
Name the geometrical shapes below; and count the angles on each shape.
Appendix 22

Levels 3 and 2
Name the geometrical shapes below; use the word bank
Count the angles on each shape.

Hexagon
Square
Triangle
Rectangle
Appendix 23

Level 1
Choose the best answer then label the geometrical shapes below;
Count the angles on each shape.

a. Rectangle
b. Triangle

a. octagon
b. square

a. Square
b. Rectangle

a. hexagon
b. triangle
Appendix 24  
Level 4  

Compare these two shapes. Answer in complete sentences.

<table>
<thead>
<tr>
<th>What is the name of the shape?</th>
<th>What is the name of the shape?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many angles does it have?</td>
<td>How many angles does it have?</td>
</tr>
<tr>
<td>How many sides does it have?</td>
<td>How many sides does it have?</td>
</tr>
<tr>
<td>Label the shape using letters</td>
<td>Label the shape using letters</td>
</tr>
</tbody>
</table>
Appendix 25
Level 3

Compare these two shapes. Write you answer below each question.

<table>
<thead>
<tr>
<th>What is the name of the shape?</th>
<th>What is the name of the shape?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many angles does it have?</td>
<td>How many angles does it have?</td>
</tr>
<tr>
<td>How many sides does it have?</td>
<td>How many sides does it have?</td>
</tr>
</tbody>
</table>

![Triangle and Rectangle Diagram]
Appendix 26
Level 2
Compare these two shapes

This shape is a __________
It has 3 ___ and 3 ______
The sum of all sides is a __________

This shape is a __________
It has 4 ___ and 4 ______
The longest side is called __________
The shorter side is called __________
The sum of all sides is __________

Word Bank
Rectangle
Angles
Sides
Triangle
Length
Width
Perimeter
Appendix 27
Level 1
Compare these two shapes

<table>
<thead>
<tr>
<th>This shape is a _________</th>
<th>This shape is a _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has 3 _________ and 3 _________</td>
<td>It has 4 _________ and 4 _________</td>
</tr>
<tr>
<td>To find the _________ you add all sides</td>
<td>The long side is called _________</td>
</tr>
<tr>
<td></td>
<td>The short side is called _________</td>
</tr>
<tr>
<td></td>
<td>To find the _________ you add all sides</td>
</tr>
</tbody>
</table>

Word Bank
- Rectangle
- Angles
- Sides
- Triangle
- Length
- Width
- Perimeter
Compare and contrast these two geometrical shapes

<table>
<thead>
<tr>
<th>What is the name of the shape?</th>
<th>What is the name of the shape?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many angles does it have?</td>
<td>How many angles does it have?</td>
</tr>
<tr>
<td>How many sides does it have?</td>
<td>How many sides does it have?</td>
</tr>
<tr>
<td>Label the shape using letters</td>
<td>Label the shape using letters</td>
</tr>
</tbody>
</table>

Name a few other polygons that have more than three angles
Appendix  29

**Reading level 5**

Shapes

The word geometry comes from the Greek words Geo → meaning earth and metri → meaning measurement. Geometry studies shapes and sizes and their use. Some of the most common geometrical shapes:
- Triangles, rectangles, circles, hexagon, pentagon and octagon and squares
- A triangle has three sides and three angles;
- A rectangle and a square have four sides and four angles;
- A pentagon has five angles;
- A hexagon has six angles;
- An octagon has eight angles.

We can identify all those shapes in our daily lives, for example, tables are usually shaped as squares or rectangles. Sometimes they are round like a circle. It is very important that we understand the geometrical shapes so we can have a better understanding of area and space.
Shapes

The word geometry comes from the Greek words Geo → meaning earth and metri → meaning measurement.
Geometry studies shapes and sizes and their use. Some of the most common geometrical shapes:
Triangles, rectangles, circles, hexagon, pentagon and octagon and squares
A triangle has three sides and three angles;
A rectangle and a square have four sides and four angles;
A pentagon has five angles;
A hexagon has six angles;
An octagon has eight angles.
We can see some of those shapes every day, for example tables are usually shaped as squares or rectangles. Sometimes they are round like a circle. It is very important that we learn about the geometrical shapes, because we understand how to use them in practice.
Shapes

Geometry studies shapes and sizes and their use. Some of the geometrical shapes are:

- Triangles, rectangles, circles, hexagon, pentagon and octagon and squares;
- A triangle has three sides and three angles;
- A rectangle and a square have four sides and four angles;
- A pentagon has five angles;
- A hexagon has six angles;
- An octagon has eight angles.

We can see some of these shapes around us, for example tables are usually shaped as squares or rectangles. Sometimes they are round like a circle.

What shape is the table in your room? ________________
Shapes

- Geometry is the science that studies shapes and their sizes.
- A polygon is a geometrical shape that has more than two angles and the sides are closed.
- Triangle, rectangle, square, pentagon, hexagon and pentagons are all polygons. They have an equal numbers of angles and sides.

Triangle: 3 angles, 3 sides
Hexagon: 6 angles, 6 sides
Penatgon: 5 angles, 5 sides
Square: 4 angles, 4 sides
Rerctangle: 4 angles, 4 sides

Angles
Appendix 33
Reading level 1

Shapes

- Geometry is the science that studies shapes and their sizes
- A polygon is a geometrical shape that has more than two angles and the sides are closed.

Poligons

Triangle
6 angles
3 sides

Hexagon
5 angles
6 sides

Penatgon
4 angles
5 sides

Square
4 angles

Rectangle
4 angles
4 sides

Angles
Appendix 34

Writing Level 4 and 5.

Draw and name the geometrical shape, measure and its length and its width. Find the perimeter of the shape by adding up all sides. Write in complete sentences.

__________________________

__________________________

__________________________

__________________________

Solve the problem:

If this _______________ was a garden and you need to put a fence around it. How many foot of fence would you buy?

__________________________
Appendix 35

Writing Level 3

*Write the name of the geometrical shape; Find the measurements (Length and width); Add up all four sides to find the perimeter*

1. 

2. 

3. 

[Diagram of a rectangle]
Appendix 36

Writing Level 2 and 1

Write the name of the geometrical shape;
Use the measuring tape to find the length and width
Add up all four sides to find the perimeter

1. 

2. Find ab = bd = dc = ca = 

3. ab + bd + dc + ca = 

Narrative Lesson 3: SIOP Model in Lesson Planning

For this lesson I have planned a series of activities in agreement with the SIOP model. For example, the first activity is based on “Build Background” to recall prior information. In order to recall background knowledge, I have planned for students to review different types of polygons and their properties. In order to differentiate among the levels, I have prepared worksheets based on their proficiency where students are able to review the concepts learned previously.

To introduce the new concept I use the “wonder” technique to generate answers from them. The SIOP components I use are “Model”, “Comprehensible Input”, “Lesson Delivery”. I start the new lesson wondering and asking the students: “If the football field is a polygon what shape does it have? I wait for students to respond this method will help the students develop their critical thinking. I also model for the students how to label a polygon using letters (ABCD).

Lastly, for the “Review and Assessment” component of the SIOP model I maintain the groups where students can either read individually or work with the partner to understand the text. Lower levels of proficiency also have a reading text in the form of a graphic organizer. I try to give students an understanding of the geometry as a mathematical science by talking about its roots and connecting it with world history. Practically speaking students will read the modified text and underline the words that they don’t understand. I also will check for understanding by asking true or false answers or direct questions.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>7</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>7, 8</td>
<td>84, 25</td>
<td>45-47</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>7, 8</td>
<td>24, 25</td>
<td>45, 46</td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>9</td>
<td>25</td>
<td>45-47</td>
</tr>
<tr>
<td>I. E. Create Opps. To Negotiate Meaning/ Check Understanding</td>
<td>9</td>
<td>25, 26</td>
<td>45-47</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>12, 13, 14</td>
<td>35, 36</td>
<td>59, 60, 61</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>12, 14</td>
<td>35, 36</td>
<td>59, 61</td>
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<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
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</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>7, 8, 9</td>
<td>24, 25</td>
<td>45-47</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>7, 8, 9</td>
<td>24, 25</td>
<td>45-47</td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>17, 18</td>
<td>32, 34</td>
<td>54, 55</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
<td>7, 8, 9</td>
<td>24, 25</td>
<td>45-47</td>
</tr>
<tr>
<td>III.E.. Check for Understanding</td>
<td>9-10</td>
<td>27</td>
<td>45, 47</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>7-10</td>
<td>24-27</td>
<td>45-47</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>7-10</td>
<td>24-27</td>
<td>45-47</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
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<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>7-10</td>
<td>24-27</td>
<td>45-47</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended talk</td>
<td>7-8, 9</td>
<td>24-27</td>
<td>45-47</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>7-8, 9</td>
<td>25</td>
<td>45-47</td>
</tr>
<tr>
<td>VI. C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>7-8, 9</td>
<td>24-27</td>
<td>45-47</td>
</tr>
</tbody>
</table>
Reflections

I took FLA 518 as a recommended course to help me get acquainted with the latest methods of bilingual education and also the latest research and literature on ELL and bilingual education. This course introduced me to numerous concepts which I have not had a chance to study before, and opened new windows and ideas for research work in the future.

Some of the concepts I am taking with me and using in my doctoral literature review are:

1. SIOP Model, as a comprehensive framework to teach ELL or bilingual students in a mainstream or sheltered environment.

2. The content and language objectives as one of the highlights of this course. These objectives triggered understanding, comparing, contrasting and putting in practice the concepts and the language tools needed to accomplish learning.

3. The proficiency levels: As a foreign language teacher, I was familiar with the proficiency levels. However, this course offers a full explanation and understanding of the levels and their practical application in the classroom.

4. Functioning charts: As a language teacher, I teach grammar and functions in daily bases, however, the functioning chart helps organize and serves as a check list on what are you offering the students as second language learners. It also helps design quality lesson and expose the students to comparing and contrasting L1 and L2 grammar concepts.

Also, this course taught me what a quality differentiation means, not only to ELL students but also special ed students. Lastly, in my research work, based on what I learned in this course, I am planning to take a look at teacher perspectives on immigrant children, their ability to learn. I am also planning to find out through surveys and questionnaires how much professional
development teachers who work on highly immigrant populated areas receive. As a teacher I feel that ELL students are capable of learning if support is offered to them in the form of differentiation and modification of the content areas.