SIOP LESSON PLAN
Adapted from Echevarria, Vogt, and Short Making Content Comprehensible

Date: March 2010, Stephanie Burton, Providence MS   Period: 1 & 3 & 4   Subject/Class/Grade: MSMII 7th

Unit/Theme:   Area of 2-D Polygons

Content Objectives:
- Students will learn to solve problems using the formulas for the area of various polygons.

Language Objectives:
- Students will describe the appropriate time to use the formulas for area and perimeter and describe the procedures for solving a problem using a formula.

Key (Special) Vocabulary
Perimeter, area, substitution, formula

Supplementary Materials: formula sheet, handouts, post it notes, colored pencils, rulers (if necessary), cards for Perimeter, Area, formula activity.

Preparation / Building Background
(Setting the Stage)
- Adaptation of content
- Links to background
- Links to Past Learning
- Meaningful activities

Strategies
(Effective Instruction)
- Modeling
- Guided Practice
- Independent Practice
- Higher Order Thinking Qs
- Opportunities to use learning strategies

Grouping Options
(Cooperative learning: Inter/Intrapersonal)
- Whole Class
- Small Group
- Partners
- Independent

Practice/Application
Blooms- Application
- Integration of skills
  - Reading
  - Listening
  - Writing
  - Speaking
- Application of knowledge
- Hands-on materials/manipulatives

Comprehensible Input
- Clear explanation of tasks (explain directions)
- Uses gestures demonstration; adjusts speech
- Modeling, visuals, graphic organizers

Review/Assessment (closure)
- Review of key concepts
- Review of key vocabulary
- Provides regular feedback
- Various types of assessment
  - Spot checking, individual & group response
  - Product, performance
- Portfolio (Foldable)
- Testing

Lesson Sequence – Day 2 of 2-D shapes/formulas
1. Problem of the Day – Write Homework
2. Read Objective
3. Perimeter, Area, Formula Activity (using vocab) – Opener with group
4. Formula Sheet Quick Review from yesterday (matrix)
5. Hand out Geometrics Paper – Read through first problem and have students work with me on overhead.
6. Explain Paper and drawing on back. Students work with partners to complete. (ESL: distribute more direct paper to students to practice.)
7. Gather students together to close. Ask students to discuss with partners the steps they took to solve the problems. Could they explain to a 5th grader in 3 or 4 steps how to solve a problem using formulas?
8. Call on volunteer partner groups to give explanation.
9. Hand out post it notes. Have students answer one of the questions on the slip and post on board on the way out. I have a question about… Something I learned….  

Note: To complete the 2-d shapes paper and draw the stage may take 1 1/2 - 2 class periods depending on class ability.

Advanced: Advanced students completed the 2-D shapes paper and worked on Poster Crazy in small groups. I have attached that paper as well. Tape measures are needed for these groups.

Adapted by Kelly Boggs