

SIOP Lesson Plan

Date: _____ Grade/Class/Subject: ESL Math 6th Grade

Unit/Theme: Integers Standards: NCSOS 6.1.01

Content Objective(s): SWBAT compare and order integers

Language Objective (s): SWBAT explain in 3-4 sentences how to order the integers -8, 2, -3, and 8

Key Vocabulary integer	Supplementary Materials Number line Index cards
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SIOP Features		
Preparation ___ Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning ___ Strategies incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling ___ Guided practice <input checked="" type="checkbox"/> Independent practice ___ Comprehensible input	Grouping Options <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners ___ Independent
Integration of Processes Application ___ Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Lesson Sequence

1. Content/lang. objectives – review vocabulary
2. Review absolute value and opposites
3. Warm up TE pg. 424 – compare large positive numbers
4. Brainstorm – When in real life would we compare numbers? (try to direct conversation towards things like comparing temps., elevation, etc.)
5. Compare integers using a number line – do several examples (use < and > symbols)
6. Give each student an index card with an integer on it. Call 2 students to the front. Have students vote on which number is smaller (or larger). Have students explain their vote.
7. Order integers using an number line. Do several examples. Ask “Which number is smaller (larger)? How do you know?”
8. Human number line
9. Pair off students and have them complete # 1 – 7 on pg 426 in the course 1 text book – discuss answers
10. Close “What method(s) were used to compare integers?”

Reflections: