

## SIOP Lesson Plan

Date: \_\_\_\_\_ Grade/Class/Subject: ESL Math 6<sup>th</sup> 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

<b>Key Vocabulary</b>  integer	<b>Supplementary Materials</b>  Number line Index cards
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SIOP Features		
<b>Preparation</b> <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies incorporated	<b>Scaffolding</b> <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input	<b>Grouping Options</b> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Integration of Processes Application</b> <input type="checkbox"/> 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	<b>Assessment</b> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

<b>Lesson Sequence</b> 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:
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