

SIOP LESSON PLAN

LESSON TITLE: Sorting by Colors	COURSE: SIOP	STANDARD: NYS	MINUTES: 2 days/4 5
MATERIALS: A variety of buttons A large rainbow chart Pencils Markers Fruit Loops	EL LEVELS: K-3	LESSON AUTHOR(S):	
TEXT: Sorting- math counts (previously read)			

LESSON DELIVERY (Student Engagement and Pacing) WITH COMPREHENSIBLE INPUT (appropriate speech, context & visual clues, clear explanations, and scaffolding)	COMPONENTS	INSTRUCTIONAL SEQUENCE
	FOCUS PHASE	
	Lesson Preparation: Content & Language Objectives Building Background (personal/cultural, past learning, vocabulary)	<p>Content Objective: Children will classify objects according to color</p> <p>Language Objective: Children will tell the teacher the predication of how to arrange objects by colors</p> <p>Children will listen to a classmate and tell us how they put the items by color Children will create a thinking map</p> <p>Building Background: Whole class Introduce this lesson by choosing a color that most of the children are wearing (ex: red). Then tell those students (who are wearing red) to stand in a group. Next ask the students to look carefully at their classmates and see if they can sort the next group with a different color. If not, model again with a different color. Continue until the whole class is sorted by the color of the clothes they are wearing. After they have arranged themselves, have them explain to each other using sentence frames (“ I’m in the right group because I am wearing red.”) remind the children they are going to sort items by color</p> <p>Key Vocabulary: Colors (red, orange, yellow, green, blue, purple) Classifying Sorting Different Arrange Frontloading vocabulary using Marzano’s vocabulary template</p>
PRACTICE PHASE		

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	<p>Strategies (Questioning, scaffolding, Thinking Maps)</p> <p>Interaction (Pair/Group work)</p> <p>Practice/Application (Hands-on authentic, integrated instruction)</p>	<p>Making a raindow with fruit loops after sorting</p> <p>Children will take turns arranging fruit loops or buttons by color and then share with a partner</p>
CLOSURE		
	<p>Review/Assessment (Key vocabulary, regular feedback for students, checking for understanding throughout, review objectives to see if they were met)</p>	<p>As the children are working in partners go around and take individual notes about how they are conveying information.</p> <p>Check if they are engaged in the lesson and are using key words and the most important thing is if they comprehend the concept.</p> <p>Create a Thinking Map (Tree Map)</p>