

SIOP Lesson Plan

CONTEXT/ BACKGROUND

Name: Kiran Thandi & Stacey Hernberg School: Langley Elementary School

Grade/Subject/Class: Grade 3/4/5 ELL Literacy Skill Builder Summer Session Class English Proficiency Levels: Beginning, Developing, Expanding, Consolidating

Topic: Simple Past Tense

Time needed for this lesson: 4 lessons, 40 minutes in length

Before this lesson, students:

- Have few verbs in their vocabulary used for present tense
- Display errors with irregular past tense verbs in their writing and speaking
- Have difficulty staying in one (present or past) tense when writing a short narrative

After this lesson, students will:

- Increase the verbs they have in their vocabulary
- Make less errors with irregular past tense verbs
- Write a short narrative in either the present or past tense, with no more than a couple of errors.

PREPARATION

*Content Objectives - Student will be able to:

-Recognize and identify common regular and irregular active verbs

-Distinguish between past tense and present tense verbs

-Write a short narrative using present or past tense

-Compare and contrast suffixes ('d' and 'ed') exist for past tense and not present tense verbs

*Language Objectives - Students will be able to:

-List common regular and irregular active verbs

-Use common regular and irregular active verbs orally and in their writing

-Correctly use simple past and present tenses orally and in their writing

Content Concepts: Narratives are typically retelling a story, which is written in past tense. Past tense is used to explain something that has happened already.

Key Vocabulary: verbs, past tense, present tense, regular, irregular, suffixes, narrative, compare, and contrast

Supplementary Materials: Verb Pictures matching cards (present/past), Blank Bingo Game Graphic, Flip Books, projector

Adaptations for Proficiency Level: Students at the beginner level will not be expected to write a narrative. They will simply do a word web or label a picture. Students at the developing level will write their stories in present tense. Students at the consolidating level, will likely know most of the irregular past tense verbs,

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therefore they will be student leaders/helpers in each group. Groups will be differentiated to allow students the opportunity to learn from their peers

Learning Approaches: Communicative, Grammar-Translation, Task-Based, Audio Lingual and Direct Methods

Higher Order Questions/Tasks: Compare and contrast regular and irregular past tense.

LESSON DELIVERY

<p>SIOP Components and Features: -</p> <p>Lesson Delivery</p> <p>-Building Background</p> <p>-Comprehensible Input</p> <p>-Practice and Application</p> <p>-Interaction</p> <p>-Strategies</p> <p>-Review and Assessment</p>	<p>Opening/Warm-Up: Start a conversation regarding what the students did last night or on the weekend. Write down all past and present tense verbs in two columns elicited from the students.</p> <p>Methods used: Communicative Language Teaching and Direct Method</p> <hr/> <p>Presentation of Content: Day1: 1) Ask the students what all the words on the board have in common and why they think they are in two separate columns. You might scaffold students by hinting that they are all actions that they did. 2) Introduce the terms verbs, past tense, and present tense 3) Go through the list that is on the board and write down students' contributions. Starting with past tense have students say the present tense form (dropping the suffix 'd' or 'ed'). Then move to present tense column and have students come up with the past tense verbs. Ask students if they notice something between past and present tense verbs on the board. Elicit students to look at the ending for past tense and have them compare or contrast that suffixes exist on one and not the other. Day 2: 1) Recap differences of present and past tense. 2) Move onto describing to students that there are two types of past tense (regular and irregular). One we have already discussed and see if students are able to come up with regular past tense verbs from the last lesson and write them down on the board. 3) Then have students guess what irregular verbs may be. 4) Give the students an example such as, usually (student name) sings a song to her cat at bed time. Yesterday, she singed to her cat. The day before that she sang to her cat. Ask the students which sentence is incorrect, and why. 4) Discuss which of the verbs on the board are regular and which are irregular. Circle each type in a different color. Ensure students understand the difference between singed and sang. 5) Have student complete the regular verb tense flip book (fill in the blanks) and the irregular verb tense flip books. Day 3: 1) Review regular and irregular verbs. Compare and contrast irregular verbs and regular verbs (reiterating how one has suffixes, but both are past tense). 2) Have students in groups interact together and play the present/past tense matching verb game in which they must create a sentence as well. Day 4: 1) Review learning thus far by playing bingo using tenses. 2) Lastly, do a shared narrative writing with the class (one present and one past). 3) Have examples available on the projector and have students write their own narrative in one tense, either present or past. Review at the end of the lesson what the differences are between present, irregular and regular past tense verbs.</p> <p>Methods used: explicit grammar teaching- a form of Grammar-translation and implicit grammar teaching in the form of the direct method</p> <hr/> <p>Practice/Application:</p> <p>Part 1: Explain to students they will be completing fill in the blank flip books. First do one fill in the blank together for each book. Then hand out regular past tense verb</p>
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<p>books and upon completion students can complete their irregular past tense verbs. Once done have students in pairs share their books to one another. Method used: Grammar translation Day2</p> <p>Explain to students that they will be given pictures of many actions. They are to determine the past tense verb for each picture (matching game). They are to work in pairs. They can use dictionaries, Google Translate, or books to help them. Check that they have the correct spelling by using the word bank. Method used: Grammar translation-Day 3</p> <p>Part 2: Put students into groups of 3-5. Have student cut out their pictures and put them in a pile face down. Students will each take turns turning over the top picture and using the picture in a sentence. Beginners may say the word and demonstrate the action. Each group should have a group leader who should help the members of the group if they get stuck. Method used: Communicative-Day 3</p> <p>Part 3: Students glue these pictures onto a blank form bingo game graphic. Teacher puts the class into two groups and give a leader/helper pair for each group a copy of the pictures to use for calling out the bingo words. Players repeat the caller's word while looking for it on their game board. After review, by writing a shared narrative with the class for both past and present. Then allow students time to write their own. Methods used: Task-based and Audio-lingual method-Day 4</p>
<p>Review/Assessment: Students will write a one or two paragraph narrative of something that happened in the past. Adaptations are listed above. Upon finishing students are to share their stories with a partner and together examine whether they stayed in one tense (self/peer-assessment). Next, students will show their narrative to the teacher who will check if all the verbs are in the past tense (or present tense for students at the beginner and developing levels) and give them corrective feedback for verb use and most glaring errors. Methods used: Grammar translation - writing and corrective feedback and Communicative Language- sharing narratives.</p>