

Isakova Madina-5220-Curriculum Development

SIOP Lesson Plan

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Webster University in Tashkent

MA TESL 5220: Curriculum Development in Second Language classroom

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## Lesson Plan

**Teacher's Name:** Madina Isakova

**Course Name:** General English

**Institution:** Academic Lyceum

**Topic of the lesson:** Technology

**Lesson Type:** Practical

**Allotted time:** 80 min

**Course books:** English grade 10, Destination B1, Grammar way 4, Paul Nation 4000 essential words 4

**Target Learners:**

- I. Level : Pre-intermediate
- II. Age: 16-17 years old
- III. Size of the class: 10-12 students

**Key features:**

**Content objectives:**

At the end of the lesson:

- Students will be able to express their ideas about technology.
- Students will be able to develop critical thinking skills.

**Language objectives:**

At the end of the lesson:

- Students will be able to comprehend and produce necessary vocabulary for this topic.
- Students will be able to make up sentences with the aid of topic-based vocabulary.
- Students will be able to comprehend differences between gerunds and infinitives.
- Students will be able to concentrate on specific words related to the topic.

- Students will be able to discuss and describe the topic.

**Instructional Strategies:** elicitation, individual work, pair work, group work

**Activities for students:**

- Game “ Hot Seat “ ( warm-up)
- Discussion about video ( Pre-stage activity)
- “Word search” activity (While-stage activity)
- “ Match the verbs with pictures and write a sentence for each of them”  
(while-stage activity)
- “ Gap filling” (Post-stage activity)
- Quiz “ Jeopardylab.com”(Contingency plan)
- “Gerund and infinitives sorting worksheet” (Homework)

**Key Vocabulary:**

browser desktop hotspot keyboard database monitor word processor protocol tablet headset smartphone input laptop mainframe network storage router portal speakers DVD
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**Key Grammar:** Gerund and Infinitives.

**Materials:** Video, tape recorder, markers, white board, pictures, handouts, jeopardy.com, Internet connection, projector.

**Assessment:**

- **Formative:** teacher gives constructive feedback after each activity for accomplishing the tasks correctly and explains students’ weak and strength points. At the end of the lesson,

teacher requests GCQs in order to check comprehension of the topic and supplies with extreme information

- **Summative:** the writing task is graded in a scale of five. The task mainly focuses on gerund and infinitives.

Letter grade	Scale in number	Grade Description
A+	5	Exceptional
A	5	Excellent
B+	4	Satisfactory plus
B	4	Good
C	4	Satisfactory
C-	3	Unsatisfactory

**Lesson Sequence:**

Activities	Aim of the activity	Teacher instructions	Student directions	Time	Mode of Interaction
<b>Warm-up Activity</b> <b>1 Game :</b> “Hot seat”	This is a fun activity that helps students to revise their vocabulary and	<ul style="list-style-type: none"> <li>• divides the group into two teams</li> <li>• calls two volunteers the from each group and asks sit on the hot seats while facing the team members</li> </ul>	<ul style="list-style-type: none"> <li>• 2 members come to the white board and sit in front of their team members[S]</li> <li>• Tell the definition of the words which are written on the</li> </ul>	[10min]	<b>Group work</b>

		writes several words on the board [W], [F] ( See Appendix D)	board by teacher. [S], [W], [F].		
<b>Introduction</b>	This lesson is devoted to the topic named “Technology”. Students will practice four skills as well as grammar and vocabulary throughout the lesson.				
	<b>Aim of the activity</b>	<b>Teacher instructions</b>	<b>Student Directions</b>	<b>Time</b>	<b>Mode of interaction</b>
<b>Pre-stage activity: Discussion about video “Preview-view-review”</b>	This is an activity which helps students to improve speaking skills and critical thinking	<ul style="list-style-type: none"> <li>asks several questions about the topic: ( ICQs and CCQs)</li> <li>What is technology?</li> <li>What benefits will it bring to people?</li> <li>What does artificial intelligence mean?</li> <li>Put the video for the students.</li> <li>After watching</li> </ul>	<ul style="list-style-type: none"> <li>Answers teacher’s questions about the topic.</li> <li>Watch the video of technology.</li> <li>Divide in 2 groups.</li> <li>Discuss about pros and cons of technology.</li> </ul>	<b>[10 min]</b>	<b>Group work</b>

		<p>the video, teacher divides the group in two groups then asks students discuss advantages and disadvantages if technology. (See Appendix II)</p>			
<p><b>Formal instruction activity :</b></p>	<p>To explain gerunds and infinitives  To enable students distinguish differences between gerunds and infinitives</p>	<ul style="list-style-type: none"> <li>• Asks some questions [S, FA]</li> <li>• Makes several sentences for gerunds and infinitives</li> <li>• Teaches and explains the structure of gerunds and infinitives [G], [F].</li> </ul>		<p><b>[10 min]</b></p>	
<p><b>While-stage activity: №1</b></p>	<p>The word search</p>	<ul style="list-style-type: none"> <li>• Gives handouts to the students</li> </ul>	<ul style="list-style-type: none"> <li>• Search and highlight the</li> </ul>	<p><b>[10min]</b></p>	<p><b>Pair work</b></p>

<p><b>“Word Search”.</b></p>	<p>activity facilitates students remember new words easily</p>	<ul style="list-style-type: none"> <li>Asks to find words which are related to the topic [V] ( See Appendix IV)</li> </ul>	<p>new words related to the topic with their pairs.[V]</p>		
<p><b>While-stage activity: №2</b> <b>“ Match the verbs with pictures and write a sentence for each of them”</b></p>	<p>This activity helps students to improve their writing skills</p>	<ul style="list-style-type: none"> <li>distributes several cards written verbs about computing and shows pictures [V]</li> <li>asks to match the verbs with words and write a sentence for each of them[M] (See Appendix V)</li> </ul>	<ul style="list-style-type: none"> <li>receive cards written verbs about computing</li> <li>match the verbs with pictures</li> <li>make up sentences for each verb[V,W]</li> </ul>	<p><b>[10min]</b></p>	<p><b>Individual work</b></p>
<p><b>Post-stage activity:</b> <b>“ Gap Filling “</b></p>	<p>This listening activity helps students to</p>	<ul style="list-style-type: none"> <li>distributes listening handouts , explains what to do and asks fill</li> </ul>	<ul style="list-style-type: none"> <li>Look through the task and highlight necessary words</li> <li>Listen the</li> </ul>	<p><b>[8 min]</b></p>	<p><b>Individual work</b></p>

	comprehend specific information	the gaps[L] • puts recorder (See Appendix V)	recording and fill the gaps [L]		
<b>Contingency plan:</b> <b>Quiz</b> <b>“Jeopardylab.com”</b>	This quiz helps to revise the topic and at the same time it is a fun classroom activity	<ul style="list-style-type: none"> <li>divides the group in 2 teams</li> <li>gives questions for each team turn by turn</li> </ul>	<ul style="list-style-type: none"> <li>divides in 2 teams</li> <li>answer questions which are shown on the white board [S]</li> </ul>	<b>[10min]</b>	
<b>Assessment :</b>		<ul style="list-style-type: none"> <li>At the end of the lesson , teacher asks some GCQs and assesses students according to their comprehension of the topic and participation to the lesson</li> </ul>		<b>[7 min]</b>	
<b>Homework:</b>	This	<ul style="list-style-type: none"> <li>Gives handouts</li> </ul>	<ul style="list-style-type: none"> <li>sort the verbs</li> </ul>	<b>[5 min]</b>	<b>Individual</b>



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<p><b>Gerund and infinitives sorting worksheet</b></p>	<p>activity facilitates to revise grammar structures</p>	<p>for revising the grammar rules about gerund and infinitives. ( See Appendix VI)</p>	<p>into the appropriate gerund/infinitive/both columns</p>		<p><b>work</b></p>
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## APPENDICES

### Appendix I

Convert enter connect hook up download insert  
print out scroll down create plug in

### Appendix II

<https://youtu.be/zmU9j019ORA>

### Appendix III

## Technology Word Search

M I G U P L C R U P R O C E S S W S T Y L U S W  
H C D I N F R A S T R U C T U R E N E T W O R K  
A E K W M H R U F Z B R I T L A N V D E S K T O P  
A E F W Z A R C H I T E C T U R E H R P T L G R  
D Y W K C G P N F H P W R C N V Y V B E A B X E Z  
S B T C P Q J F B S W I T C H Q V R N A B T H Z  
E O O A S O F T W A R E A W H W U O T K L R A D  
T A M P R I N T E R T J D T N A J U H E E A R M  
S R Q Z P S M A R T P H O N E I A T J R T C D I  
T D E T H E R N E T X G K B O J K E M S S K W F  
O Z P G H O S T E D S E R V I C E R M E H B A I  
R P V O U B C L O U D S C O M P U T I N G O A R N  
A F D D I O X A X B H S C A N N E R I C K M L Z O  
G S A D A T A W A R E H O U S E Y B I P B L Z O  
E P T N F U Q T B Q M M O N I T O R E X R L Z S  
D R A G O U Z M G S U T Y W T W A N I Q O A M T  
L E B J R M T P U H D R F P Q A K N N S W P A R  
B A A K I L R F K Z V F I P P A U Y T F S T I U  
I D S X B A W A N Y D V T C P I P D E A E O N C  
W S E R P I N P U T U Z Q B E G E W R O R P F T  
J H W P R O T O C O L O W S J M Q L F F M Y R U  
S E O P O S Q G N W M A N F I R E W A L L Y A R  
D E E X W O R D P R O C E S S O R B C R G R M E  
C T Y U Z H O U T P U T P O R T A L E B V V E N

architecture  
datawarehouse  
ethernet  
headset  
input  
laptop  
network  
process  
smartphone  
storage  
tcpip  
wordprocessor

browser  
desktop  
fdi  
hostedservice  
interface  
mainframe  
output  
protocol  
software  
stylus  
trackball

cloudcomputing  
dvd  
firewall  
infostructure  
keyboard  
man  
portal  
router  
speakers  
switch  
twan

database  
erp  
hardware  
infrastructure  
lan  
monitor  
printer  
scanner  
spreadsheet  
tablet  
wan

Appendix IV

Verbs for Computing

eslflow.com



Match the verbs to pictures and write a sentence for each one below.

1 I hook up the cable and turn on the router.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

convert "plug in" connect enter  
 "hook up" compress create  
 "drop down" "set up"  
 "print out" transfer "wipe out"  
 "scroll up/down" download  
 insert

- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_

Appendix V

**LISTENING GAP FILL**

What \_\_\_\_\_ technology? Would we still be living in caves? Probably. I think there are two \_\_\_\_\_ technology. The kinds before and after computers. When we think about technology before computers, it \_\_\_\_\_. It was all mechanical. Things like steam trains and fridges. At the time, that \_\_\_\_\_ technology. But, today's technology is really cutting edge. It's the kind of technology that \_\_\_\_\_ soon as it hits the shelves. I love this. It's so exciting seeing it all happen. I love \_\_\_\_\_ technology we'll have in the future, and then buy \_\_\_\_\_. It's like buying technology from science fiction movies. I'd love to live to be 200 so I can see what technology \_\_\_\_\_.

Appendix VI

Gerunds/infinitives sorting

suggest      delay      finish      thinking about  
 appear      want      imagine      risk      start  
 hate      refuse      choose      stop      afford  
 forget      promise      need      decide      waste time      practice  
    try      plan

**Look at the words above and put them in the appropriate column.**

gerunds	infinitives	both

Write 5 sentences using the words above.

**EXAMPLE:** We **wanted to buy** some clothes. /I **started learning** Chinese last year

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### Summary Description

To commence with, this lesson plan designed for the first grade students of Tashkent architecture-building institute academic lyceum. Admittedly, each individual has different learning styles and strategies that is reason why this lesson plan integrated four major skills such as reading, speaking, writing, listening and supplementary grammar and vocabulary too. According to Purgason (2014) stated that “ lesson planning is a process of taking everything we know about teaching and learning along with everything we know about students in front of us, putting it together to create a road map for what a class period will look like” (p.362).

The lesson plan appropriates for group consisted of 10-12 students and the vast majority of them have B1 level. The lesson plan developed in order to increase students’ language skills with the help of using interactive methods so as achieve high level of language proficiency. The vast majority of students belong to communicative and analytical learning style because they are

independent, like to solve problems and enjoy tracking down ideas and can develop principles on their own. In addition to this, students prefer a social approach to learning and need personal feedback or interaction and they learn well from discussions and group activities. Brown (2000) notes that unlike factors of age, aptitude and motivation, its role in explaining why some second language learners are more successful than others has not been well established, it involves interaction with specific second language social and learning styles.(p.640-641).

This lesson plan constitutes a relatively new area, which has emerged from syllabus. Before developing our syllabus, we took into consideration of students' proficiency level of language. According to Grave (2000) stated that "The planned structure of a single course within a program that outlines specific course goals, requirements, readings, assessments and scheduled assignments across the length of the course". However, we experienced needs assessment by using questionnaire, interview and four skills tests. The consequence of tests showed that students' level appropriated for B1 according to IETS criteria. Needs assessment is extremely important to create a syllabus or lesson plan. Because it gives beneficial information about learners' needs and teachers will aware of what to do next or how to include necessary resource for syllabus. As Burnaby (1989) noted that "Needs assessment has been an important feature of English for specific purposes, English for Academic Purposes, and adult education courses. While much has been written about program needs assessment, adult education has taken the lead in looking at needs assessment as part of teaching, not something done only prior to teaching".

The lesson plan includes several activities where CLT method are used. Tomlinson (2011) mentioned, "With smart phones, tablets, laptops, and all the supporting media that can be retrieved and stored on these device, access to relevant materials is literally endless". Additionally, during the lesson, white board, speakers, the internet, and handouts for each student are the most beneficial equipment for the teaching. Moreover, it includes several mode of interactions such as pair work, small group work, individual work and elicitation. As Jones noted (2007) that "Small groups provide opportunities for students initiations, face-to face give and take, extended

conversational exchanges”. (p.2). So as creating lesson plan, we need to include textbooks, activities and materials because it make the lesson plan perfect and fruitful for the course.

There are a mix variety of lesson plan in teaching second language but I have created my lesson with the help of “Sheltered Instruction Observation Protocol” (SIOP) model. This lesson plan includes content and language objectives, it means that at the end of the lesson students will able to achieve sufficient knowledge based on topic. As Rumelhart mentioned (2004), “lesson planning is critical to both a student’s and teacher’s success. For maximum learning to occur, planning must produce lessons that enable students to make connections between their own knowledge and experiences and the new information being taught”. SIOP lesson plan facilitates to grow not only students but also teachers. Admittedly, teachers may write less detailed lesson plan, but it will provide students with effective instructions and sufficient knowledge. This lesson plan guides the teacher to teach the not only grammar rules and vocabulary but also other four major skills.

Furthermore, I added several interactive and four skills activities to my lesson plan such as “hot seat” game as a warm-up and language learners will revise previous topic with the help of playing games. In pre-stage activity, I included video, students will see it, and after watching the video they will have some interesting discussion about the topic. Bax noted (2003) “CLT still serves as a valuable reminder that aim of teaching is nit to learn bits of language but to improve students’ ability to communicate” (p.542). This video activity called “Preview-view-review” and it facilitates to increase several skills at the same time. After watching the video, students will discuss the advantages and disadvantages of technology and it helps students grow their critical thinking skills. In formal instruction part, I tried to give a clear explanation of the topic gerunds and infinitives and other activities are fitted both technology and grammar themes. Afterwards according to the topic, in while-stage, vocabulary and writing activities has conducted to the lesson plan. For example, in vocabulary part, “Word search activity” and for writing “make up question with new words “activities have been added. Language learners firstly will find the words,

which related to technology and make sentences using these words according the rule of gerund and infinitives. According to Chan chin (2001), “Foreign language courses consisted of a focus on reading various languages, attained through translation and attention to rules and definitions of words”. In post-stage activity, “Gap filling” activity has included in order to go up students’ comprehension listening proficiency skills. Audio-lingual method ought to advantage of each lesson plan because it creates the way for teaching oral communication skills and activity related to the topic as well. A good lesson plan has always-contingency plan and I included my contingency plan. It is about a game, which played by the internet website and called “jeopardylab.com”. It outlines for revising the topic and comprises interesting questions too. When it comes to the assessment part, I added two types of assessment: formative assessment and summative assessment. During the lesson, teacher may give constructive feedback after accomplishing each activity and can be able to check comprehension and instruction check questions at the beginning of the lesson. Furthermore, at the end of the lesson teacher assesses students according to their participation to the lesson and asks some GCQs for checking their knowledge. According to summative assessment, teacher assesses students’ writing task in the scale of five. To recapitulate briefly, the process of lesson planning was an interesting and a great experience for me because I have learned to make the SIOP lesson plan and with the help of this experience I will put my gained knowledge pressure on my students’ grow in the future.

## **References**

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