

Summary

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Running head: RATIONALE

1

Rationale
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RATIONALE

2

Rationale

The developed lesson plan is appropriate since it will be useful in teaching a 3rd Grade Science class about vertebrates and invertebrates. The plan incorporates various aspects of SIOP,

Grammatical problem: Rationale

such as lesson preparation, building on student backgrounds, and provides comprehensible input. Moreover, the lesson plan uses appropriate strategies, encourages interaction, gives time for practice and application. The delivery is suitable for grade and proficiency levels and provides a review and assessment. In this regard, it will help the students achieve the language and content objectives.

Primarily, the teacher identified and explained both the language and content objectives of the lesson to the class. He listed down the content objectives relating to the lesson and explicitly explained them to the students while introducing the lesson. Additionally, the teacher provided his students with the language objectives of the course by grouping them into teams to discuss among themselves the features of the animals and sharing the information with the whole class. The teacher related to the students' background knowledge first by asking them to name animals they know of. The teacher also connected to the students' prior knowledge by asking them to identify characteristics they know about the vertebrate categories.

Additionally, the teacher employed appropriate teaching methods such as simple speech and definition of vocabulary. The teacher did not use speech that was not appropriate for the grade or proficiency levels. The teacher helps define new words and provides models of vertebrates for the students to look at and feel. The teacher provided a wait time after each question used groupings that placed ELL students with Native speakers, and used pictures instead of just text. The teacher offered ample opportunities for interaction that were both teacher-led and in groupings. He frequently asked the students some leading questions and

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RATIONALE

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allowed them to interact as they discussed the answers to the critical thinking questions. The specific questions spurred deep thinking about the classifications of animals.

Moreover, the instructor grouped the students with partners of different language abilities to support the language concepts as the students carried out the research. Besides, the plan employs learning supported by hands-on materials to allow students to visually see and manipulate the features of vertebrates such as the backbone. The models help enable the students to see how vertebrates move and define the word backbone and relate it to the vocabulary word vertebrate. The class activities exposed the students to listening, speaking, reading, and writing. In this regard, the students listened to the teacher during instruction, and each other when questions were answered, as well as when researching and when presentations were given. Students had to speak to answer questions, talk to each other during research time, and speak to the class to share the facts on their animals. Students had to read when they were researching the animals they pulled out of the hat. The teacher should have walked the room to ensure all students had a chance to read during research. Students also had to read the facts that they had found to the class. Students had to write their points down as well as writing down definitions. The teacher's speed made sure content objectives were met by making sure students understood the descriptions of vertebrate and invertebrate before moving on to the vertebrate subcategories. He achieved this by varying his pace.

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 Passive voice: **objectives were met by**

