

SIOP LESSON PLAN

Animal Habitats | Kindergarten | Science & ELA Integration

Teacher	Grade / Class / Subject	Date
Ms. Norman	Kindergarten Social Emotional Learning / English Language Arts	
Unit / Theme	Standards	
Animal Habitats	K.LS1.1 — Use observations to describe patterns of what plants and animals (including humans) need to survive. K.ESS3.1 — Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	

Content Objective(s)	Language Objective(s)
Students will be able to: - Identify at least three basic needs of animals (food, water, shelter). - Correctly match four out of five animals to the habitat that meets those needs.	Students will be able to: - Name three things animals need to live and choose the right home for four out of five animals. ("I can name three things animals need to live and choose the right home for four out of five animals.") - Write one complete sentence identifying the habitat where an animal lives. ("I can write one complete sentence that tells the habitat where an animal lives.")

Key Vocabulary (English / Español)	Supplementary Materials
- Habitat / Hábitat - Survive / Sobrevivir - Needs / Necesidades - Animals / Animales - Forest / Bosque - Ocean / Océano - Desert / Desierto - Arctic / Ártico - Grassland / Pradera	- Animal picture cards (fox, whale, camel, polar bear, lion) - Habitat picture cards (Forest, Ocean, Desert, Arctic, Grassland) - Whiteboard and markers - Student worksheets (sentence frame + drawing box) - Visual vocabulary chart with Spanish cognates - Read-aloud: Habitats by William B. (Benchmark) - Pencils and crayons

Preparation	Scaffolding	Group Options	Integration of Processes
✓ Adaptation of content	✓ Modeling ✓ Guided practice	✓ Whole class	✓ Reading ✓ Writing ✓ Speaking

✓ Links to background knowledge ✓ Links to past learning ✓ Strategies incorporated	✓ Independent practice ✓ Comprehensible input	✓ Small groups ✓ Partners ✓ Independent	✓ Listening ✓ Hands-on, meaningful tasks
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Lesson Sequence

Introduction / Building Background

- Teacher introduces the lesson by showing a picture of a fox in a forest and explains that a place where an animal lives is called a habitat. The picture card displays the word "habitat" in English alongside its Spanish cognate, hábitat.
- Teacher activates prior knowledge by showing pictures of animals in familiar settings (a fish in a bowl, a dog in a kennel) and then asks, "Where do you live?" Students respond that they live at home. The teacher bridges this to the concept that animals have homes too, and their homes give them what they need to stay alive.
- Teacher explicitly states and explains both the Content and Language Objectives to students in student-friendly language.
- Teacher introduces key vocabulary by showing a picture with the written word, pronouncing it slowly, and providing a kid-friendly definition. For each word, the teacher models a physical action students can perform to remember the meaning. Spanish cognates are highlighted and explained as words that sound similar in both languages. Teacher uses each word in a sentence while students perform the corresponding action.

Read Aloud: Habitats (William B.)

- Teacher introduces the book Habitats and sets a purpose for reading: "As we read, listen for our new vocabulary words and look closely at the pictures to see what each animal needs to survive."
- While reading, the teacher shows pictures, slowly pronounces each habitat name, and points out Spanish cognates. The teacher models the physical vocabulary actions and students repeat the words and perform the actions together.
- Teacher checks for comprehension throughout with targeted questions:
 - "What do you see in this picture?"
 - "Where does the polar bear live?" (Model: "The polar bear lives in the Arctic." — students repeat.)
 - "What does the camel need to survive in the desert?"
- Teacher supports complete-sentence responses by modeling sentence frames and prompting students to restate answers when they respond with single words (e.g., "A polar bear lives in the Arctic.").

Small Group Activity / Guided Practice

- Students are placed into groups of five. Each group includes at least two English Language Learners paired with native English speakers to support sentence formulation.
- Each group receives a set of five animal picture cards and five corresponding habitat picture cards (Forest, Ocean, Desert, Arctic, Grassland).
- Students collaborate to match each animal card to its correct habitat card on the table.
- Students take turns producing a complete sentence using the sentence frame: "A _____ lives in the _____."
- Teacher circulates the room, providing support and corrective feedback as needed.
- After the small group activity, each group selects one animal and one group member to hold up the animal and habitat cards while stating a complete sentence aloud (e.g., "A whale lives in the ocean.").

Individual Assignment / Independent Practice

- Students independently complete a worksheet: they choose one animal from their group activity, draw the animal in its correct habitat, and write one complete sentence (e.g., "A penguin lives in the Arctic.").
- For English Language Learners, the sentence frame remains displayed on the board. Students may also include the Spanish name of their chosen animal as an additional language support.
- Teacher conducts informal observation during this time, noting accuracy of habitat matching and sentence writing for formative assessment purposes.

Instructional Rationale

This lesson integrates science content (animal habitats, survival needs) with English Language Arts objectives (complete sentence writing, academic vocabulary development) to provide ELL students with a rich, content-embedded language experience. The following key decisions reflect evidence-based SIOP methodology:

Background Activation & Relevance

The lesson opens with a personal connection question ("Where do you live?") before introducing the academic concept of habitats. Research in second language acquisition (Krashen, 1982; Echevarría, Vogt & Short, 2017) confirms that linking new learning to students' lived experiences lowers affective filters and increases comprehension, particularly for emergent bilinguals.

Vocabulary Instruction with Cognate Support

Key vocabulary is introduced using a multi-modal approach: visual (picture cards), kinesthetic (body actions), auditory (pronunciation modeling), and linguistics (Spanish cognates). The strategic use of cognates — hábitat, océano, sobrevivir — leverages students' home language as a cognitive bridge, a practice supported by research on cross-linguistic transfer (Cummins, 2001).

Sentence Frame Scaffolding

The sentence frame "A _____ lives in the _____." provides structured language support during both the collaborative and independent phases of instruction. Frames give ELL students the syntactic scaffold they need to participate fully in academic discourse without removing the cognitive demand of content-area thinking.

Heterogeneous Grouping

Small groups are intentionally mixed, pairing ELL students with native English speakers. This design reflects Vygotsky's Zone of Proximal Development: peer interaction within a structured task provides natural language modeling and comprehensible input at or slightly above students' current language proficiency.

Multi-Modal Assessment

Assessment occurs at multiple points — teacher observation during the read aloud, group card-matching, and the individual drawing/writing task — allowing the teacher to gather formative data on both content understanding and language production across different modalities. This is especially important for ELL students, who may demonstrate content mastery through drawing or oral response before they can do so in writing.

Assessment Rubric

Criterion	4 — Exceeds	3 — Meets	2 — Approaching	1 — Beginning
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Content Knowledge: Animal Needs	Names all 3 needs and explains why each matters.	Names all 3 needs (food, water, shelter).	Names 2 out of 3 needs with prompting.	Names 1 or fewer needs, even with support.
Habitat Matching	Correctly matches all 5 animals to habitats.	Correctly matches 4 out of 5 animals.	Correctly matches 2–3 out of 5 animals.	Correctly matches 1 or fewer animals.
Sentence Writing	Writes 1+ complete sentences independently, with correct capitalization and punctuation.	Writes 1 complete sentence using the sentence frame.	Writes a partial sentence or copies the frame with blanks unfilled.	Draws only; no written attempt.
Academic Vocabulary Use	Uses 3+ key vocabulary words correctly in oral and/or written response.	Uses 2 key vocabulary words correctly.	Uses 1 key vocabulary word with prompting.	Does not use key vocabulary in response.

ELL Accommodation Note

For English Language Learners at Beginning/Early Intermediate proficiency:

- Accept drawing + verbal label as evidence of content mastery (Criterion 1 & 2).
- Accept use of Spanish vocabulary (hábitat, océano, ártico) as equivalent to English vocabulary use (Criterion 4).
- Accept copied or partially completed sentence frame as evidence of Approaching level for Criterion 3.

Lesson Reflection

What Worked Well	Areas for Growth & Next Steps
• The physical vocabulary actions were highly engaging for kindergarteners and visibly helped students recall word meanings during the read aloud and group activity. • Highlighting Spanish cognates (hábitat, océano) gave ELL students immediate entry points and increased their visible confidence during vocabulary review. • Heterogeneous grouping was effective — native English speakers naturally modeled the sentence frame for ELL peers during the card-matching activity. • The read aloud with comprehension prompts kept all learners actively engaged and provided meaningful repetition of key vocabulary in context.	• Introduce sentence frames at the start of the lesson (not just during the individual task) so students have more rehearsal time with academic language structures. • Add a sentence frame anchor chart with visuals to the word wall so students can reference it independently during writing. • Consider a brief exit ticket at the end — two pictures of an animal and two habitats — for a faster, more systematic snapshot of individual mastery. • For future iterations, pre-teach the word "survive" with a short video clip (30 seconds) showing animals in their habitats before the read aloud to build deeper schema.