**SIOP LESSON PLANNING SHEET**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Preparation**

* *1. Write* **content objectives** clearly for students.
* *2. Write* **language objectives** clearly for students.
* 3. Choose **content concepts appropriate** for age and educational background level of students.
* 4. Identify **supplementary materials** to use (graphs, models, visuals).
* 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
* 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

 **Building Background**

* 7. **Explicitly link concepts** to students’ backgrounds and experiences.
* 8. **Explicitly link past learning** and new concepts.
* 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

**Comprehensible Input**

* 10. Use **speech** appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
* 11. **Explain academic tasks** clearly.
* 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

**Strategies**

* 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing,

 summarizing, categorizing, evaluating, self-monitoring).

* 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of

 understanding to a higher level) throughout lesson.

* 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson

 literal, analytical, and interpretive questions).

# Interaction

* 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
* 17. Use **group configurations** that support language and content objectives of the lesson.
* 18. Provide sufficient **wait time for student responses** consistently.
* 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

# Practice/Application

* 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.
* 21. Provide activities for students to **apply content and language knowledge** in the classroom.
* 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

**Lesson Delivery**

* 23. **Support content objectives** clearly.
* 24. **Support language objectives** clearly.
* 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
* 26. **Pace** the lesson appropriately to the students’ ability level.

## Review/Assessment

* 27. Give a comprehensive **review of key vocabulary**.
* 28. Give a comprehensive **review of key content concepts**.
* 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).
* 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

**Comments:**