Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation
_____   *Write* content <u>objectives</u> clearly for students.
_____   *Write* <u>language o</u>bjectives clearly for students.
_____   Choose <u>content concepts appropriate</u> for <u>age</u> and educational background level of students.
_____   Identify <u>supplementary materials</u> to use (graphs, models, visuals).
_____   <u>Adapt content</u> (e.g., text, assignment) to all levels of student proficiency.
_____   Plan <u>meaningful</u> activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background
_____   <u>Explicitly link concepts to students' backgrounds and experiences.</u>
_____   <u>Explicitly link past learning! and new concepts</u> .
_____   <u>Emphasize key vocabulary</u> (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input
_____   Use <u>speech</u> appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
_____   <u>Explain academic tasks</u> clearly.
_____   Use a <u>variety of techniques</u> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies
_____   Provide ample opportunities for students to use <u>strategies</u> (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
_____   Use <u>scaffolding techniques</u> consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
_____   Use a variety of <u>question types including those that promote higher-order thinking</u> skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction
_____   Provide frequent op<u>portunities for interactions</u> and discussion between teacher/student and among students, and encourage elaborated responses.
_____   Use gr<u>oup configurations</u> that support language and content objectives of the lesson. Provide sufficient <u>wait time for student response</u> consistently.
_____   Give ample opportunities for students <u>to clarify key concepts</u> in LI as needed with aide, peer, or LI text.

Practice/Application
_____   Provide <u>hands-on</u> materials and/or manipulatives for students to practice using new content knowledge.
_____   Provide activities for students to <u>apply content and language knowledge</u> in the classroom.
_____   Provide activities that <u>integrate all language skills</u> (i.e., reading, writing, listening, speaking).

Lesson Delivery
_____   <u>Support content objectives</u> clearly.
_____   <u>Support language objectives</u> clearly.
_____   <u>Engage students</u> approximately 90-100% of the time (most students taking part/on task). <u>Pace</u> the lesson appropriately to the students' ability level.

Review/Assessment
_____   Give a comprehensive review of <u>key vocabulary</u>
_____   Give a comprehensive <u>review of key content concepts</u> .
_____   Provide feedback to students regularly on their output (e.g., language, content, work). Conduct <u>assessments</u> of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).