

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

## Preparation

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

## Building Background

- \_\_\_\_\_ Explicitly link concepts to students' backgrounds and experiences.
- \_\_\_\_\_ Explicitly link past learning and new concepts.
- \_\_\_\_\_ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

## Comprehensible Input

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

## Strategies

- \_\_\_\_\_ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- \_\_\_\_\_ Use scaffolding techniques 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 question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

## Interaction

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

## Practice/Application

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

## Lesson Delivery

- \_\_\_\_\_ Support content objectives clearly.
- \_\_\_\_\_ Support language objectives clearly.
- \_\_\_\_\_ Engage students approximately 90-100% of the time (most students taking part/on task).
- \_\_\_\_\_ Pace the lesson appropriately to the students' ability level.

## Review/Assessment

- \_\_\_\_\_ Give a comprehensive review of key vocabulary
- \_\_\_\_\_ Give a comprehensive review of key content concepts.
- \_\_\_\_\_ Provide feedback to students regularly on their output (e.g., language, content, work).
- \_\_\_\_\_ Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).