

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

Instructions: As you review your lesson, list both existing content and possible changes in each section.

I. 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. *List them:*

4. Identify supplementary materials to use (graphs, models, visuals). *List materials:*

5. Adapt content (e.g., text, assignment) to all levels of student proficiency. *List ideas for adaptation:*

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. *List them:*

II. Instruction

Building Background

7. Explicitly link concepts to students' backgrounds and experiences. *Examples:*

8. Explicitly link past learning and new concepts. *Examples:*

9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students. *List key vocabulary:*

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 and in multiple modes.

12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language). *List them:*

Strategies

13. Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). *List them*

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. *List them:*

15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions). *List them:*

Interaction

16. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses.

17. Use group configurations that support language and content objectives of the lesson. *List the grouping types:*

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. *List materials:*

21. Provide activities for students to apply content and language knowledge in the classroom. *List them:*

22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking). *List them:*

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.

III. Review/Evaluation

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).