

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.
List them:

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

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

- _____ 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:

Building Background

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

- _____ **Explicitly link past learning and new concepts.**
Examples:

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

Comprehensible Input

- _____ Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and 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).
List them:

Strategies

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

Source: Echevarria, J., Vogt, M.E., Short, D., & Montone, C. (1999). *Lesson plan checklist for the sheltered instruction observation protocol (SIOP)*. Unpublished manuscript, Center for Research on Education, Diversity & Excellence.

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- ___ 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:

- ___ 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

- ___ 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.
List the grouping types:
- ___ Provide sufficient **wait time for student responses** consistently.
- ___ Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

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

Lesson Delivery

- ___ **Support content objectives** clearly.
- ___ **Support language objectives** clearly.
- ___ **Engage students** approximately 90–100% of the period (most students taking part and on task throughout the lesson).
- ___ **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 learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

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