

SIOP LESSON PLAN

Adapted from Echevarria, Vogt, and Short Making Content Comprehensible

Date _____ Period _____ Subject/Class/Grade _____

Unit/Theme _____ Standard _____

Content Objective (Benchmark) - SWBAT _____

Language Objective (Desired Result) - SWBAT _____

Key (Special) Vocabulary	Supplementary Materials (graphs, models, visuals) (Marzano)
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Preparation /Building Background

(Setting the Stage)

- _____ Adaptation of content
- _____ Links to background
(Bridge to what is known)
- _____ Links to Past Learning
- _____ Meaningful activities
(connect to real world)

Strategies

(Effective Instruction)

- _____ Modeling
- _____ Guided Practice
- _____ Independent Practice
- _____ Higher Order Thinking Qs
(Blooms)
- _____ Opportunities to use learning strategies
(monitoring and clarifying learning;
Note taking--mapping)

Grouping Options

(Cooperative learning: Inter/Intrapersonal)

- _____ Whole Class
- _____ Small Group
- _____ Partners
- _____ Independent

Practice/Application

Blooms- Application

- _____ Integration of skills
 - _____ Reading
 - _____ Listening
 - _____ Writing
 - _____ Speaking
- _____ Application of knowledge
- _____ Hands-on materials/manipulatives
(Bodily/kinesthetic)

Comprehensible Input

- _____ Clear explanation of tasks
(explain directions)
- _____ Uses gestures demonstration; adjusts speech
- _____ Modeling, visuals, graphic organizers
(Marzano- Advance organizers;
non-linguistic, spatial)

Review/Assessment (closure)

- _____ Review of key concepts
- _____ Review of key vocabulary
- _____ Provides regular feedback
- _____ Various types of assessment
 - _____ Ongoing
spot checking, group response
- _____ Product, performance
- _____ Portfolio
- _____ Testing

Procedure:

Reflection – Keepers? Clunkers?