

SIOP[®] Lesson Plan Template #1

Teacher(s): _____

Date(s): _____

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to...:	
Topic:	Grade/Class:
Content Objective(s):	Language Objectives:
Materials (including supplementary and adapted):	
Higher Order Questions:	
Building Background	
Links to Students' Past Experience:	
Teacher links to Prior Learning:	
Key vocabulary:	

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Comprehensible Input

This component comprises some of the features that make SIOP[®] instruction different from “just good instruction.” Check those that apply and describe below. Include those selected to the lesson sequence section below.

- Speech appropriate for students’ proficiency level
- Clear explanation of academic task
- Techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) for the following levels:
 - Newcomers/Entering (Level 1)
 - Novice/Emerging (Level 2)
 - Developing (Level 3)
 - Expanding (Level 4)
 - Bridging (Level 5)

Scaffolding

Verbal Scaffolding:

Procedural Scaffolding:

Instructional Scaffolding:

- Modeling Guided Practice Independent Practice

Interaction

Description of Cooperative Learning Structure/s:

Use of Students’ Primary Language/s:

- Whole class Small group Partners Independent

Practice & Application

Integration of Language Domains

Description of Hands-on activity:

- Hands-on Meaningful Linked to objectives Promotes engagement

- Listening Speaking Reading Writing

Lesson Delivery

Description of Lesson Delivery features:

- Pacing Student engagement Content objectives Language objectives

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Time:	Lesson Sequence	Notes regarding differentiation

Review & Assessment (Check all that apply and describe)

Individual Group Oral Written

Formative Assessment Summative Assessment

Review Key Vocabulary:

Review Key Concepts:

Adapted from Echevarría, J., Vogt, M.E., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP[®] Model*. (5th ed.) Boston, MA: Pearson Allyn and Bacon.