Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| |  | | --- | | **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: | | | |
| **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 \_**\_Modeling **\_\_**Guided Practice **\_\_**Independent Practice  Verbal Scaffolding:  Procedural Scaffolding:  Instructional Scaffolding: | | | |
| **Interaction \_\_**Whole class **\_\_** Small group \_\_Partners \_\_Independent  Description of Cooperative Learning Structure/s:  Use of Students’ Primary Language/s: | | | |
| **Practice & Application \_\_**Hands-on \_\_Meaningful \_\_Linked to objectives **\_\_**Promotes engagement  **Integration of Language Domains \_\_**Listening \_\_Speaking \_\_Reading \_\_Writing  Description of Hands-on activity: | | | |
| **Lesson Delivery** \_\_Pacing **\_\_**Student engagement \_\_Content objectives \_\_Language objectives  Description of Lesson Delivery features: | | | |
| **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.