

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time (45 minutes later): \_\_\_\_\_  
 Number of Students: \_\_\_\_\_ Number of ELLs: \_\_\_\_\_ Names of NEPs: \_\_\_\_\_  
 Other aspects worth mentioning: \_\_\_\_\_

## UAB's SIOP Lesson Plan 12/18/07

Subject: \_\_\_\_\_  
 Unit Theme: \_\_\_\_\_  
 Lesson Topic: \_\_\_\_\_

<b>STANDARDS</b> <i>(broad goals on which objectives are based)</i>	<b>OBJECTIVES</b> <i>(what students will learn during this 45-minute lesson)</i>
<b>Alabama COS</b> <i>[Give code number(s) and standard(s).]</i>	<i>SWBAT</i> <b>Content Objective(s): Academic Achievement</b> <i>How ELLs are expected to (partially) meet the AL COS:</i> 1. 2. (3)
<b>TESOL Standards</b> <i>[Underline the targeted standard(s)]</i> ELLs will use English to: <u>#1—Communicate for social, intercultural &amp; instructional purposes within the school setting; and/or</u> <u>#2, #3, #4, or #5—Communicate information, ideas, and concepts necessary for academic success in the content area of (underline): #2—language arts, #3—math, #4—science, or #5—social studies.</u>	<b>Language Objective(s): Academic Language</b> <i>To meet the content objective(s), ELLs will learn to use English in one or more of the following ways: discourse functions, grammar, vocabulary, pronunciation, and/or skills (listening, speaking, reading, writing):</i> 1. 2. (3)

### **SEQUENCE (Order of activities planned for this 45-minute lesson)**

*The actual amount of numbered points may vary. This depends on the amount of different activities that are planned.*

#### **BEGINNING** *(5 to 10 minutes)*

#### **MOTIVATION or “hook” activity**

- 1.
- (2.)

#### **MIDDLE** *(If this takes longer than expected, skip certain parts in order to review during the last 5 minutes.)*

#### **PRESENTATION of new knowledge and/or skills**

- 3.
- 4.
- (5.)

#### **PRACTICE/APPLICATION of new knowledge and/or skills**

- 6.
- 7.
- (8.)

#### **END** *(final 5 minutes)*

#### **REVIEW/ASSESSMENT**

- 9.
- (10.)

#### **EXTENSION:**

- (11.)

*Now list and/or explain how this lesson plan will meet each of the 8 SIOP components and their features:*

## **I. PREPARATION: List and/or explain how you plan to do the following**

Content Objectives & Language Objectives (students' oral interaction):

Appropriate Content Concepts:

Supplementary Materials needed:

Ideas for Content Accommodations:

Meaningful Activities planned:

## **II. INSTRUCTION: Give names of specific techniques for each feature & explain how you plan to do them.**

*These 6 components are not in a fixed order. They occur in a cyclical manner, often simultaneously, throughout a SIOP lesson.*

### **BUILDING BACKGROUND**

Links to Students' Cultural Backgrounds:

Links to Students' Prior Knowledge:

Key Vocabulary emphasized (visible, oral, interaction):

### **COMPREHENSIBLE INPUT**

Appropriate Speech:

Academic Tasks Explained Clearly:

Techniques to Clarify Content Concepts:

### **STRATEGIES**

Opportunities for Students to Use Strategies:

Scaffolding Techniques:

Question Types to promote higher-order thinking:

### **INTERACTION\*\*\*\***

➔ **Meaningful Interactive Peer-to-peer Oral Techniques** (*name at least 4 different IPOTs*):

➔ **Multiple grouping configurations—pairs & new pairs** (*name the IPOTs*), **triads, groups, full class**:

Sufficient wait time:

Clarification of key concepts in L1 (if needed):

### **PRACTICE and APPLICATION\*\*\*\***

Hands-on materials to practice new concepts:

Activities to apply content and language knowledge:

➔ **Activities that integrate all 4 language skills** (*list below after the following feature*) \*\*\*\*

**Ample opportunities to practice each of 4 literacy domains** (*list several activities after each skill*):

Listening:

Speaking:

Reading

Writing:

### **LESSON DELIVERY**

Support of content objectives:

Support of language objectives:

All students engaged 90% of time:

Appropriate pacing:

## **III. REVIEW/ASSESSMENT: Give names of specific techniques for each feature & explain how you plan to do them**

Review of key vocabulary and language:

Review of key content concepts:

Ongoing feedback to students regarding language production and the application of new content concepts:

Formal & informal assessment of student progress (formative & summative) in meeting lesson objectives: