

# 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 ( <b>Special</b> ) Vocabulary	Supplementary Materials (graphs, models, visuals)( <b>Marzano</b> )
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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