



SIOP® LESSON PLAN (Elementary Grades)

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills (questions and tasks)

Lesson: Grade level, Unit, and Title

Grade:

NCTM Standard: Note the standard listed is from the National Council of Teachers of Mathematics. List the appropriate standard for your state and grade level.

Expectation: List the performance objective, indicator, or student outcome that supports the state standard.

Visuals & Resources: What additional resources do you need? Include those that are outside of the "regular" curriculum.

Key Vocabulary:

List key words students must know in order to understand the lesson/concept. Include words they must master for ongoing learning.

HOTS: Consider: What higher order thinking questions will you ask? What higher order thinking tasks will students participate in?

General Frames:

How are you going to ensure that students are using complete sentences? Provide language structures that can be used for multiple lessons. Provide students with functional language practice.

For example: I agree/disagree with . . . I think . . .
I understand . . . I will . . . I can _____
because . . .

Specific Frames: How will you ensure that students have the language to respond to questions related to the specific content being taught? Provide language structures for students to use in one lesson. What language do they need to answer "HOTS" questions? Frames should contain content-specific vocabulary.

Connections to Prior Knowledge/Provide Background Information: How are you going to connect to students' own experiences and prior learning? What questions might you ask? What activity are you going to use to involve students and build connections with the new concepts? How are you going to introduce or review the key vocabulary?

Content Objectives:

What they need to have learned at the end of the lesson. Should be aligned to a state standard/outcome or indicator. Must be measurable.

Language Objectives:

Consider:

How will the students practice/apply key concepts, and academic language using reading, writing, speaking, and/or listening skills?

How are you ensuring that language or English language development (ELD) standards are being taught and practiced?

Objectives also have to be measurable.

Meaningful Activities:

1. List the activities you will do as a teacher and what students will be doing: I do, We do, and You do.
2. Number or bullet activities and be sure to align them with the appropriate content or language objectives and assessments.
3. Consider the following as you plan your meaningful activities: Are students using learner strategies? Are they being challenged? Are they using language? Are they interacting? Are they engaged?

List Teacher's Manual pg #s when the activity is from the book.

Review/Assessment:

1. List both formal and informal assessments that will be used for each activity.
2. List Teacher's Manual pg #s when the assessment is from the book or workbook.
3. Whatever students are doing should provide you with information on whether student learning and understanding is taking place.

Wrap-up: Always review objectives! What activity are you going to use to close and review key concepts or vocabulary? (e.g., outcome sentences, journal, ticket out).