

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Preparation**

􀂅 *1. Write* **content objectives** clearly for students.

􀂅 *2. Write* **language objectives** clearly for students.

􀂅 3. Choose **content concepts appropriate** for age and educational background level of students.

􀂅 4. Identify **supplementary materials** to use (graphs, models, visuals).

􀂅 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.

􀂅 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models)

with language practice opportunities for reading, writing, listening, and/or speaking.

**Building Background**

􀂅 7. **Explicitly link concepts** to students’ backgrounds and experiences.

􀂅 8. **Explicitly link past learning** and new concepts.

􀂅 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

**Comprehensible Input**

􀂅 10. Use **speech** appropriate for students’ proficiency level (e.g., slower rate, enunciation, and

simple sentence structure for beginners).

􀂅 11. **Explain academic tasks** clearly.

􀂅 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities,

demonstrations, gestures, body language).

**Strategies**

􀂅 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing,

summarizing, categorizing, evaluating, self-monitoring).

􀂅 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of

understanding to a higher level) throughout lesson.

􀂅 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson

literal, analytical, and interpretive questions).

**Interaction**

􀂅 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and

encourage elaborated responses.

􀂅 17. Use **group configurations** that support language and content objectives of the lesson.

􀂅 18. Provide sufficient **wait time for student responses** consistently.

􀂅 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

**Practice/Application**

􀂅 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.

􀂅 21. Provide activities for students to **apply content and language knowledge** in the classroom.

􀂅 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

**Lesson Delivery**

􀂅 23. **Support content objectives** clearly.

􀂅 24. **Support language objectives** clearly.

􀂅 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).

􀂅 26. **Pace** the lesson appropriately to the students’ ability level.

***Review/Assessment***

􀂅 27. Give a comprehensive **review of key vocabulary**.

􀂅 28. Give a comprehensive **review of key content concepts**.

􀂅 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).

􀂅 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson

objectives (e.g., spot checking, group response.)

**Comments**