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SIOP Lesson Plan Analysis

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Purpose:

The purpose of this assignment is to critically analyze and evaluate a lesson plan that is developed by a generative AI tool. This assignment will help you become familiar with the SIOP components and features.

What is SIOP?

A Sheltered Instruction Observation Protocol (SIOP) less plan is a lesson plan framework designed to address both content and academic language objectives for multilingual English learners and create an inclusive learning environment for all students. The SIOP lesson plan includes 8 components, and the 8 components consist of 30 features. In this course, you are expected to learn about all 30 features eventually and use them in your lesson plans.

AI Tools:

As long as the teachers understand the AI's limitations and ethically use the tool*, using and modifying a lesson plan developed by a generative AI like ChatGPT can offer several advantages to teachers. For example, ChatGPT can offer a range of ideas and perspectives that teachers can use to brainstorm and modify their class activities and approaches.

*Please note that the information and material generated by AI programs may be inaccurate, outdated, or problematic. You should be responsible for using such tools as they may not be helpful for your developing abilities as learners, thinkers, and writers.

Instructions:

1. Create a SIOP lesson plan for your students using a generative AI tool such as ChatGPT. Specify the student and class information, including student age, grade level, target content, required language skills, class size, and learning context. Attach the lesson plan without any modifications.
2. Analyze the lesson plan generated by the AI program using the following evaluation template.

SIOP Lesson Plan Evaluation Form

Score scales (Highly evident 2, Somewhat evident 1, Not evident 0)

Components	Features	Score (0-2)	Evidence and Comments
Lesson Preparation	1. Define, display, and review content objectives clearly with students.		
	2. Define, display, and review language objectives clearly with students.		
	3. Choose content concepts appropriate for age and		

	educational background level of students.		
	4. Identify supplementary materials to use (e.g., 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, repetition, corrective recast, confirmation checks, comprehension checks, clarification requests, and the negotiation of meaning.).		
Strategies	13. Provide ample opportunities for students to use learning strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing,		

	evaluating, self- monitoring, questioning, visualizing, diagramming).		
	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 (e.g., literal, analytical, and interpretive questions).		
Interaction	16. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses, repair, comprehension checks, confirmation checks, clarification requests, the negotiation of meaning, and corrective recasts.		
	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).		
	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 and 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).		
Evaluator's Summary			
Suggestions to improve the lesson plan			

Criteria for Success

- Accuracy of SIOP knowledge: Each feature is scored. The evaluation includes the accurate evidence for each SIOP feature.
- Critical thinking: The evaluator's summary succinctly points out the strengths and weaknesses of the lesson plan. The suggestions address the practical ways to improve the weaknesses and demonstrate the accurate understanding of the SIOP features.