

## Preparation

- Clearly define *content objectives*
    - *display them on the board*
    - *state them orally to/with the class*
  - Clearly define *language objectives*
    - *display them on the board*
    - *state them orally to/with the class*
  - Choose content concepts for age appropriateness and "fit" with educational background of students
  - Use supplementary materials to make lessons clear and meaningful
  - Adapt content to all levels of student proficiency
    - *use graphic organizers, study guides, taped texts, jigsaws...*
  - Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities
    - *surveys, letter writing, making models, plays, games...*
- 

## Building Background

- Explicitly link concepts to students' background experience
  - Make clear links between students' past learning and new concepts
  - Emphasize key vocabulary
- 

## Comprehensible Input

- Speak appropriately to accommodate students' proficiency level
  - Clearly explain academic tasks
  - Use a variety of techniques to make content concepts clear
    - *modelling, hands-on materials, visuals, demos, gestures, film clips...*
- 

## Strategies

- Provide ample opportunities for students to use strategies
    - *GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings...*
  - Consistently use scaffolding techniques throughout lesson
    - *think-alouds, paraphrasing, partnering...*
  - Employ a variety of question types
    - *use Question Cube, Thinking Cube, Bloom's Taxonomy...*
- 

## Interaction

- Provide frequent opportunities for interaction and discussion

- *supplies much needed "oral rehearsal"*
  - Group students to support language and content objectives
    - *use at least 2 different structures during a lesson - pairs, triads, teams, varied by language proficiency or interest*
  - Consistently afford sufficient wait time
    - *let other students write down answers while waiting for one student to respond*
  - Give ample opportunities for clarification for concepts in L1 (1st Language) based on student proficiency
    - *use bilingual paraprofessionals, native language materials, notes by students...*
- 

## Practice/Application

- Supply lots of hands-on materials
  - Provide activities for students to apply content/language knowledge
    - *discussing and doing make abstract concepts concrete; allow students to work in partners before working alone*
  - Integrate all language skills into each lesson
    - *listening, speaking, reading, writing*
- 

## Lesson Delivery

- Clearly **support language objectives**
    - *objectives apparent throughout lesson; no "tricks"*
  - Clearly **support language objectives**
    - *students given ample opportunities to "show-off" their language capabilities in speaking, reading, writing*
  - Engage students 90-100% of the lesson
    - *less teacher-talk, no downtime, students are actively working in whole groups, small groups, individually...*
  - Appropriately pace the lesson to students' ability level
- 

## Review/Assessment

- Provide comprehensive review of key vocabulary
    - *teach, review, assess, teach....; use word study books, content word walls, etc.*
  - Supply comprehensive review of key content concepts
    - *review content directly related to objectives throughout lesson; use graphic organizers as review*
  - Regularly give feedback to students on their output
    - *clarify, discuss, correct responses*
  - Conduct assessment of student comprehension and learning
    - *use a variety of quick/mini reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment*
-