

BILINGUAL PROFESSIONAL PREPARATION PROGRAM
BASIC INSTRUCTIONAL MODEL (BIM)
A MULTIPLE STRATEGY LESSON PLAN GUIDE

The Basic Instructional Model (BIM) is a general format for planning lessons. It includes the major components of good lesson plans. It is a format adaptable to several instructional strategies. Whether the teacher is intending to use a direct instruction strategy, discovery strategy, or other strategy, these are the components of an effective lesson plan.

TOPIC/TEMA

The students will learn how to tell time. The skills they will obtain are telling time in three different forms in Spanish.

A brief and clear statement of the themes, ideas, attitudes and/or skills students will learn about in this lesson.

RATIONALE /JUSTIFICACION:

The justification for teaching the lesson is so the students learn how to tell time orally.

A justification for teaching the lesson defined by the standards above. This justification should clearly show how it is that people in our culture need the skills, attitudes, or concepts to be developed.

CONTENT STANDARD/ ESTANDAR DEL CONTENIDO

Ask and answer questions by using simple sentences or phrases.

One or two K-12 standards being addressed by the content objective of the lesson.

ACADEMIC LANGUAGE DEMAND

CONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:

Ask, answer questions about time, numbers in Spanish up to 60. Que hora es? Son las.. Es la..

Selected key vocabulary that serves as focus for the lesson. The number of vocabulary words selected depends on the developmental and language level of the pupils.

LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE

The importance of language use in this lesson is to inform students of the different ways of telling time in Spanish.

The purpose of the language to perform effectively in the content standards identified. Language functions include explaining, informing, justifying, comparing, describing, classifying, etc.

LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

They are using simple sentences and answering questions.

Parts of speech, verb tenses, subject verb agreement, use of pronouns, prepositions, conjunctions, sentence structure (syntax) complex and compound sentences, questions, word order

ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

Ask and answer questions by using simple sentences or phrases.

One or two K-12 ELD and/or ELA standards being addressed by the language objective(s) of the lesson.

OBJECTIVE(S)/ OBJETIVO: (Content and Language)

The students will identify and report the time orally and in writing using grammatical structures. (ex: es la, son las)

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson that connects to the content standard identified above. The objective includes criteria for mastery. It must follow the ABCD format. [A = audience; B= behavior; C = condition; D = degree]. There will usually be two objectives – a content area objective and a language objective.

ASSESSMENT(S)/EVALUACION

The teacher did an audio activity and the students had to be able to write down the time by hearing the audio.

An authentic assessment to determine whether the student has met the standard(s)/objective. A description of the performance or behavior by which learners will demonstrate that each of the standards/objective has been attained. There should be an evaluation procedure matching each content and language standard above.

STRATEGY/TECHNIQUE/ ESTRATEGIA/TECNICA:

The teacher had the students draw a clock and spell out the numbers in Spanish. Then the students had to pair up and practice telling time orally.

A specification of the main instructional method to be employed in this lesson (not to exceed two or three strategies or techniques in a lesson).

PROCEDURES/ PROCEDIMIENTO:

Introduction/Introducción

This is the first step in conduction the lesson. Its purposes are to capture attention and to motivate students. Methods for introducing lessons may include:

- Teacher told the student they were going to learn how to tell time. Telling students what will be accomplished.
- First the students had to learn how to pronounce the numbers 1-60 Involving students in some curiosity raising or motivating activity/ - demonstration, or giving children examples to observe.
- Seeking responses to an open-ended question
- Involving students in a problem to be solved.
- Explaining/reviewing expected student behaviors.
- Describing the evaluation procedures.

Pupil Activity Sequence/ Secuencia de actividades de los alumnos

This is a set of directions telling the teacher how to present the lesson. It should be as specific as possible and will generally be the longest section of your lesson plan. This section includes: (a) The teacher modeled a clock and drew it on the board and explained to them how to tell time in spanish For instance she modeled for them the correct grammatical form to use ex: son las, es la. what the teacher does/says, (b) what the learner does, The students drew the clock and they spelled out counting by five's the numbers. For example for 1 they wrote cinco and for 2 they wrote diez. Then the teacher made a list of times and students had to write down what time it was using the correct grammatical order. And then she put students in pairs with a worksheet and they had to communicate with each other how to tell time in spanish (c) steps for checking understanding, The teacher randomly picked students to share their answer verbally. (d) different levels of practice (guided and independent), etc. Individual work writing out the time and pair work discussing time orally and than sharing. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy.

Closure/Clausura

This section provides an opportunity to review or summarize the concepts or skills students learned in this lesson. This section may originate with the teacher making summarizing statements, by questioning students to provide information about the lesson. The closure activity engages students in demonstrating what they have learned. These activities and/or assignments provide the opportunity for the lesson's summative evaluation.

The teacher just let students finish the worksheets in class because that was what they were going to turn in before they left. This would be a way of summarizing what they learned and it was a class assignment that she would be able to use for participation points and also to assess students learning.

MATERIALS/ MATERIALES:

A list of items which must be available for this lesson, including directions for distribution and cleanup.

The class text book

Worksheet

Smart board

NAME: Claudia Cruz
SCHOOL: Hamilton High School

CONTENT AREA: Spanish
GRADE LEVEL: 9TH AND 10TH

CLASS DISCRPTION: there are an equal number of boys and girls like a total of 27 students. Their dominant or primary language is English and couple students know a little bit of Spanish as their second language. Most of the students are Caucasian.

LANGUAGES: Spanish and English it is a Spanish 1 class.

BACKGROUND KNOWLEDGE: I am currently getting to know my students. Unfortunately do to block schedule I only see them once a week so we have not had enough time to make a lot of connection. I have introduced myself to the students and I have been practicing memorizing their names. So far in my observations my CT has done a lot of partner assignments so they can begin practicing the language. Most of the students are at beginner's level but are catching on quickly they are really engaged and excited to learn the new language I can really see their effort.

THE BIG PICTURE: On 8/27, the students went over the numbers 1-59 for the purpose of learning how to tell time. My CT wanted to make sure that her student knew the numbers in Spanish verbally and grammatically. Once she felt that the students felt confident with the numbers she started teaching them how to tell time in different ways in Spanish. She had visuals for the students and they took notes. She would also call on students to tell her the time in Spanish so they can start practicing. Once they were done going over how to tell time she handed a worksheet that had different times and the students had to get with a partner and compare and share. There was worksheet A and worksheet B so their questions and responses were different. I felt that my CT was being an effective teacher because she went over her lesson briefly so her students can engage and start communicating. According to Vacca & Vacca the less talking the teacher does and the more work the students do they are more likely going to learn from the text and comprehension can occur. Overall the lesson went great; all of the students were answering their worksheets and practicing the vocabulary with their partners. I was really impressed! As a future teacher I would like to encourage my students to ask questions and participate so they can do well in their in-class assignments which will motivate them to do good in their homework and in-class. Building confidence in them is a good way to start a lesson especially a beginners level.

CONTENT STANDARDS: Foreign Language Standards: Communication, Cultures, Connections, Comparisons, And Communities.

ACADEMIC LANGUAGE DEMAND: as I mentioned earlier the students are at beginners level. Therefore, my CT is going over numbers, the alphabet, seasons, months and days of the week. Language skills that the students are expected to be using in class are listening, speaking, reading and writing. Sometimes the teacher will play a CD that goes with their in-class activity and the students have to listen carefully and be ready to circle or write the correct answer. My CT does this so the students can hear another voice besides hers so the students are aware that there are different types of accents in Spanish.

For now in my observations, the purpose of language use in this lesson is to inform and explain to the student's the connotation and reasons of why it is good to learn Spanish as a second

language and exploring the language. The Chapter Opener of the book seem to be like survival skills I feel that at beginners level it is more informative to the students than actual literature.

As for language forms they are learning how to write by filling in the blanks and reading short sentences, matching vocabulary, and unscrambling words. The teacher explained to them that after their first exam and more practice the students will begin to write more of complete sentences and will be expected to spell correctly.

ELD STANDARDS:

OBJECTIVES: for Spanish 1 the students just finished the Chapter Opener. Greet people at different times of the day, introducing themselves to others, using numbers, telling time, weather conditions, identifying seasons and responding to classroom directions.

ASSESSMENT AND EVALUATION: Spanish 1 class had their first exam on 9/10. My CT asked me to correct the exams after school. When I was done correcting the exam I was really impressed with their scores. Everything that was covered in class and the homework was on the exam. I believe that by assessing the students is a really good way to check for comprehension of the content area. Even though some students might have test anxiety or are not good test takers there are other ways to obtain evidence if the students are meeting the teacher's objectives.

PROCEDURES AND LEARNING ACTIVITIES:

INTRODUCTION: the teacher starts class by taking roll and collecting homework. On 9/3 the students were going to review the days of the week by singing a song. I felt this was like a hook to engage the students. After going over the song a couple times she asked the students to sing along and practice it so they can sing it without the music. The most of the students were participating. First she asked all the girls to sing it and then the boys then she had a little competition between the two. It was really fun for them and I felt that they learned the days of the week by signing it was a great strategy.

PUPIL: most of the instructions for activities and assignments for now are mostly in English because it is Spanish 1. My CT explained to me that when the students get more familiar with the text they instructions will start being in Spanish but first she is trying to familiarize them with the language.

END: most of the time class ends with students finishing up with in-class assignments. The assignments first are to be completed individually then the students partner up and practice their Spanish. If the students have an upcoming exam my CT has a smart board where the students play a mind game against their classmates. The game includes vocabulary and objectives from the chapter they have been studying.