

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

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

- The students will be introduced to the a book titled *The House on Mango Street* by Sandra Cisneros. They will learn about the author and review the key terms from the reading.
- The skills they will obtain are note taking and becoming familiar with the Venn diagram to complete an in-class assignment related to the book.

RATIONALE /JUSTIFICACION:

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.

- Students will learn how to take notes and learn how to use the Venn diagram.
- Once the students are familiar with the Venn diagram they will be able to orally explain their Venn diagram to the class which is related to the reading.

CONTENT STANDARD/ ESTANDAR DEL CONTENIDO

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

- Ask and answer questions by using simple sentences or phrases.

ACADEMIC LANGUAGE DEMAND

CONTENT VOCABULARY/ VOCABULARIO DEL CONTENIDO:

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.

- Listening for comprehension.
- Reviewing key terms from the vignette before reading.

LANGUAGE FUNCTIONS/FUNCIONES DE LENGUAJE

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

- The importance of language use in this lesson is to inform students the different ways of note taking when reading. In addition, teaching them how to use the Venn

diagram so it can help them describe the similarities and differences of their personal experience from the authors.

LANGUAGE FORMS (GRAMMATICAL STRUCTURES/ESTRUCTURAS GRAMATICALES)

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

- Students will be using simple sentences and short answers using adjectives and verbs to describe their personal experience to the class.

ELD STANDARD/ ESTANDAR DE INGLES COMO SEGUNDO IDIOMA

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

Grade Level: 9th -12th

1) **Domain:** Listening and Speaking **Strands:** Strategies and Applications

- **Language objective: Asks and answers instructional questions; *Beginning* (a)** asks and answer questions using phrases or simple sentences **(b)** respond with simple words or phrases to questions about simple written texts. ***Early Intermediate*** asks and answer questions using phrases or simple sentences.
- **Language objective: Listens and identifies specific information; *Beginning*** demonstrates comprehension of oral presentations and instructions through nonverbal responses. ***Early Intermediate*** Demonstrate comprehension of oral presentations and instructions with one and two word responses or simple sentences.

2) **Domain:** Reading **Strand:** Fluency and Systematic Vocabulary Development

- **Language objective: Decodes for automatic; *Beginning*** read aloud simple words presented in literature and content areas texts; demonstrate comprehension by using 1-2 words or simple sentences response. ***Early Intermediate* (a)** read simple paragraphs and passages independently. **(b)** read own writing of narrative and expository text aloud with appropriate pacing , intonation, and expression.

3) **Strand:** Literary Response and Analysis

- **Language objective: Identifies, compares, and analyzes story elements; *Beginning*** role-play a character from a familiar piece of literature using phrases or simple sentences. ***Early Intermediate* (a)** read and orally identifies the main events of the plot using simple sentences. **(b)** Briefly describe what a character is like by what he/she does in familiar narration, dialogue, or drama using simple sentences.

4) **Strand:** Comprehension

- **Language objective: understands and follows directions; *Beginning*** understand and follow simple multi-step oral directions of classroom or work-related activities. ***Early Intermediate*** identifies and follows some multi-step directions for simple mechanical devices and basic forms.

5) **Domain:** Writing **Strand:** strategies and applications

Language objective: produces writing styles: narrative; *Beginning* write a brief narrative using a few simple sentences that include setting and some details. ***Early Intermediate*** writes a narrative using detailed sentences that include setting and details.

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

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.

- After reviewing vocabulary words and reading about the author students will be learning the process of note taking and learning how to use the Venn diagram to compare and contrast their personal experience with the authors in written text with 80% accuracy.

ASSESSMENT(S)/EVALUACION

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.

- I will assess the students by assigning an in-class assignment. The students will turn in their assignment before they period is over. I will also walk around the class and check for understanding by asking open ended questions and check for comprehension when they do their presentations on the Venn diagram.

STRATEGY/TECHNIQUE/ ESTRATEGIA/TECNICA:

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).

- Reviewing Vocabulary: First I will go over the definition of the vocabulary words they will need to be taking notes on a separate sheet of paper. Next the students will be handed the key vocabulary words and with a partner they will discuss and agree what the reading is going to be about. Once they have come to an agreement they will write a paragraph together on their agreement and share it with the class in the target language.
- Note Taking
- Think-Pare-Share
- Illustrating

PROCEDURES/ PROCEDIMIENTO:

Introduction/Introducción

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

- Telling students what will be accomplished.
- I will go over the agenda with the students and introduce *The House on Mango Street*. begin with the vocabulary review
- Involving students in some curiosity raising or motivating activity/ - demonstration, or giving children examples to observe.
- Bingo with vocabulary. I will post the vocabulary words on the board and they will play bingo. This is how I will introduce the vocabulary before the reading. When the game is over we will review the definitions of the vocabulary words and they will take notes. When they are done taking notes they will sit with a partner and discuss what the reading is going to be about based on the vocabulary. They will write a paragraph about it and share it with the class.
- Seeking responses to an open-ended question
- Once students are done sharing their paragraphs we will begin discussing about the author of the book and read a quick biography about her as a class.
- Students will listen for important information and learn how to take notes. For example, when she was born, where is she from, etc.
- I will model for them an example of note taking that works best for me.
- I will ask open ended question to check for comprehension.
- Involving students in a problem to be solved.
- The students will be handed a Venn diagram to fill out individually when we begin reading the first vignette.
- Explaining/reviewing expected student behaviors.
- Checking for understanding by picking on a student (randomly) to repeat the instructions
- Describing the evaluation procedures.
- I will model examples for the students by using visuals.

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) what the teacher does/says, First, I will take roll. Second, I will go over the agenda and the objective for this lesson with the students. Third, I will ask the students to take a couple minutes to fill out their sheet with the vocabulary words to play bingo! When we are done reviewing vocabulary I will ask the students to get with their partners for the next activity. When the students are done with the activity they will share it with the class. Next student will be introduced to the book *The House on Mango Street*. They will take notes on information about the author and begin reading the first vignette. When we are done reading the first vignette students will fill out their Venn diagrams

and share it as a class they will also have to have an illustration with their Venn diagram. Last but not least they will present their Venn diagrams and illustrations to the class. (b) what the learner does, the students will follow instructions and should be prepared to class.(c) steps for checking understanding I will randomly pick students to share their answer verbally and ask if they have any questions repeatedly. (d) different levels of practice (guided and independent), etc. first we will do an activities as a class, then with a partner and towards the end the students will do individual work filling out the Venn diagrams and presenting to class. 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.

- We will be listening to the students presentations on their Venn diagrams and illustrations
- About 5 or ten minutes before class ends I will pick a couple students to share with the class what they learned.

MATERIALS/ MATERIALES:

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

- The House on Mango Street book
- Visuals for the students
- Construction paper
- Markers and Crayons
- Venn diagrams 15 copies