

**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.

- Review Vocabulary
- The Student will dispute with their classmate why a certain gender should have full responsibility in a household or if it should be equal.

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 read a vignette that discusses gender and cultural differences and will give their own point of view.

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 written and orally.

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.

- Reviewing key terms from the vignette before reading.
- Listening for comprehension and strong reasoning's in their debates.

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 on cultural differences. For that reason after reading the vignette and discussing about their

personal point of view students will express how they feel about those cultural differences with their classmates and learn how to listen to others points of view.

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 to explain their reasoning of who should be in charge of a household.

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:** 9<sup>th</sup> -12<sup>th</sup>

- 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 discussing gender and cultural differences students will be able to express their personal point of view giving short answers using simple sentences in the target language 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 listening to their debates making sure they have a valid reasons and making sure they are using simple sentences in the target language. I will also check for understanding by asking the students to repeat instructions to me to make sure they know what we are doing.

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
- Debate

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 begin with the vocabulary review
- Involving students in some curiosity raising or motivating activity/ demonstration, or giving children examples to observe.
- Bingo vocabulary from last time
- Seeking responses to an open-ended question
- I will provide questions for the students so they can start thinking about who should be in charge in a household.
- Involving students in a problem to be solved.
- Then students will individually make an outline on their personal point of view on gender and cultural differences and prepare for the debate. Explaining/reviewing expected student behaviors.
- Checking for understanding by picking on a student (randomly) to repeat the instructions
- Describing the evaluation procedures.
- I will provide examples of how they will be doing the debate.

## 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 students will be given questions so they can begin their outline. Once they are done with their outline they will start their debate.(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 review vocabulary as a class, and then students will individually work on their outline and prepare for the debate. 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.

- Ten minutes after class is over we will go over the importance of respecting other cultures traditions and beliefs as well as respecting others points of view.
- Hand out homework

MATERIALS/ MATERIALES:

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

School materials (paper, pencil).