

**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.

- Repasar vocabulario jugando lotería antes de leer la viñeta.
- Los estudiantes se van a juntar con un compañero y compartir ideas para crear una lluvia de ideas sobre su vecindario de su país natal para poder crear un ensayo descriptivo.

**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.

- Los estudiantes leerán la viñeta que revela la vecindad del personaje principal.
- Después los estudiantes conversaran con un compañero sobre su vecindad en ingles e individualmente escribirán su ensayo descriptivo.

**CONTENT STANDARD/ ESTANDAR DEL CONTENIDO**

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

- Escribir oraciones sencillas y conversar en ingles en frases cortas.

**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.

- Repasar vocabulario jugando lotería antes de leer la viñeta.
- Los estudiantes tendrán una copia de la lista del vocabulario escrita en la pizarra.

### 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.

- Asegurar que los estudiantes estén comunicándose en inglés y empiecen su ensayo porque lo van a presentar oralmente a la clase.

### 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

- Los estudiantes usaran frases sencillas para describir su vecindario usando adjetivos.

### 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.

Después de leer la viñeta, los estudiantes se comunicaran en ingles con sus compañeros conversando sobre su vecindario de su estado natal usando frases completas con mucha descripción con 80% de exactitud.

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.

- Los estudiantes serán evaluados durante sus presentaciones asegurándome que estén usando frases completas y oraciones muy descriptivas.

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).

- Repasar el vocabulario  
Lluvia de ideas  
Think-Pare-Share

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:

- Telling students what will be accomplished.
- Repasare la agenda con los estudiantes y comenzaremos con el repaso del vocabulario.
- Involving students in some curiosity raising or motivating activity/ demonstration, or giving children examples to observe.
- Les describiré mi vecindad para agarrar su atención y comiencen a tener crear ideas en sus mentes de sus vecindades.
- Seeking responses to an open-ended question
- Les haré preguntas sobre la viñeta
- Involving students in a problem to be solved.
- Con un compañero los estudiantes van a compartir ideas que les puedan ayudar a escribir su ensayo.
- Explaining/reviewing expected student behaviors.
- Describing the evaluation procedures.
- Les estaré mostrando ejemplos durante la lección.

#### 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: la clase comenzará repasando la agenda con los estudiantes y el repaso del vocabulario. Después vamos a leer la viñeta y tener una discusión sobre la viñeta y como los estudiantes pueden relacionarse con el personaje principal de la viñeta. Después de la discusión los estudiantes se sentaran con sus compañeros para crear una lluvia de ideas para poder crear ideas de cómo comenzaran su ensayo. Cuando terminen su lluvia de ideas los estudiantes individualmente escribirán su ensayo y lo compartirán con la clase c) steps for checking understanding: repetiré instrucciones para asegurarme que los estudiantes estén comprendiendo las instrucciones y les pediré que me las repitan eligiendo los al azar. (d) Different levels of practice (guided and independent), etc.: el repaso del vocabulario tomara acabo con toda la clase al igual que las presentaciones de los ensayos. Cuando los estudiantes hagan la lluvia de ideas estarán con un compañero y escribieran sus ensayos individualmente. 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.

Estaremos escuchando las presentaciones hasta el final de la clase. No habrá tarea!

MATERIALS/ MATERIALES:

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

El libro *The House on Mango Street*

Papel y lapis