

BASIC INSTRUCTIONAL MODEL (BIM)
Revised Jan 06

Lesson Plans: Daily Guides for Systematic Instruction

INTRODUCTION

Well formulated lesson plans give teachers directions to make instruction proceed smoothly. Good lesson plans allow teachers to better control the details of instruction and to monitor student progress more closely in order to insure student success. Most importantly, however, the process of planning lessons provides teachers with an opportunity to think about what they are doing. That is, planning allows teachers to become conscious curriculum decision makers. These teachers think carefully about what happens in their classrooms, have good reasons for doing certain activities, and employ a variety of ways of teaching children. Good planning makes good teaching possible.

Some experienced teachers are able to mentally organize the objectives, procedures, and materials. However, for most teachers and for all beginning teachers written statements regarding the major elements of a lesson plan are usually necessary (and expected by cooperating teachers and university supervisors). The following suggestions and sample lesson plans are presented to help you develop basic, effective lesson planning skills.

The BIM is a general format for planning lessons which was designed by faculty of the Multiple Subject Program. This model allows us to introduce essential components of lesson plans and the function of these components in lessons in an easy to understand fashion. Later, as you learn about various instructional strategies, faculty will refer to the BIM as they show you how lesson plan components are modified to achieve new goals. 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.

LESSON TOPIC:

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

RATIONALE/OVERVIEW:

A rationale/Overview explains what the unit of study or individual lesson is about and why the unit of study or individual lesson is important for students to learn. A comprehensive rationale/overview also explains why the instructional methods were chosen. Parents, students, teachers, administrators, and all interested citizens have the right to know why specific content is being taught and why the specific instructional methods were selected. Teachers become reflective decision makers when they challenge themselves to think about what they are teaching, how they are teaching it and why it must be taught. A rationale/overview is always included in the beginning of a unit plan, and in the daily lesson plan.

CALIFORNIA ACADEMIC CONTENT STANDARDS:

California Academic Content Standards should be listed for each unit of study or lesson plan. These standards guide the content and methods developed to the unit or lesson.

OBJECTIVES:¹

A specific and concise identification of the learning outcomes pupils are to achieve as a result of the lesson. The objective may also include criteria for mastery. Objectives translate goals into measurable statements. An objective begins with, "Students will be able to..."

INSTRUCTIONAL STRATEGIES:

A specification of the main instructional methods to be employed to reach the objectives.

¹Whenever possible, include affective domain and social communication skill objectives.

SDAIE (Scaffolds, TECHNIQUES AND PRACTICES):

SDAIE Specially Designed Academic Instruction in English is an instructional process that includes teaching content and English Language development simultaneously, offering an opportunity to develop effective and innovative practices to incorporate English Language Learners in mainstream settings. SDAIE includes varied instructional practices for educating English Language Learners (ELLs) in mainstream settings under a variety of circumstances. (Cline and Necochea, 2003)

PROCEDURES:

Introduction:

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

1. telling students what will be accomplished;
2. involving students in some curiosity raising or motivating activity/demonstration or giving children examples to observe;
3. seeking responses to an open-ended question;
4. involving students in a problem to be solved;
5. explaining or reviewing expected student behaviors;
6. describing the evaluation procedures.

Activity Sequence:

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 or says, (b) what the learner does, (c) steps for checking understanding, (d) different levels of practice (guided and independent), and so forth. What the teacher and students do in (a) and (b) should reflect the chosen teaching strategy.

Closure:

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, and so forth.

Assessment:

A description of the performance or behavior by which learners will demonstrate that each of the objectives has been attained. There should be an evaluation procedure keyed to each objective above. It may come at a later date. Consider what the evaluation is and how it occurs.

MATERIALS:

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

REFERENCES:

It is appropriate and professional to cite sources and individuals who have contributed to your lesson.

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LESSON PLAN FORM

Reviewed by: _____

Cooperating Teacher Initials: _____

Candidate Name: _____

Lesson Date: _____

Lesson Subject: _____

Learners' Grade Level/s: _____

LESSON TOPIC:

Planned Lesson Duration:² _____

RATIONALE/OVERVIEW:

OBJECTIVES:³

INSTRUCTIONAL STRATEGIES:

SDAIE TECHNIQUES AND PRACTICES

PROCEDURES:

Introduction:

Activity Sequence:

Closure:

Assessment:

MATERIALS:

REFERENCES:

²in minutes

³Whenever possible, include affective domain and social communication skill objectives.