

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.

CANDIDATE NAME: _____ **DATE/TIME:** _____

ESTIMATED LESSON LENGTH: _____

GRADE LEVEL: _____

SETTING (general, special education, or Rtl group):

PUPILS: [] WHOLE CLASS [] SMALL GROUP [] INDIVIDUAL

TOPIC/TEMA

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

RATIONALE /JUSTIFICACION:

A justification for teaching the lesson aligned with the standards. Why is this lesson important in terms of scope and sequence? How does this lesson address the content standard? How is the lesson addressing Bloom's Taxonomy/Domains of learning: cognitive (factual/conceptual/procedural/metacognitive), affective or psychomotor

CONTENT STANDARD/ ESTANDAR DEL CONTENIDO

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

ACADEMIC LANGUAGE DEMAND

- The planning on your part, conceptualization for identifying academic language demand.
- **Provide a brief narrative** that visualizes how students will participate in this lesson:
- What are students being asked to do in this lesson, and how are they using language to accomplish that?
- (How will students collaborate for meaningful interaction, interpret written or spoken text, and produce evidence of their learning)
- Given this context, what might be difficult for students to access in terms of text structure, genre of the lesson?

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.

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.

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

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.

STRATEGIES/TECHNIQUES TO SUPPORT ACADEMIC LANGUAGE DEVELOPMENT:

Given the identified academic language demand, how is this lesson being adapted, and scaffolded for the targeted language proficiency level of your students (in your lesson)?

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- Description of modifications/differentiation for English Learners.
- Description of modifications/differentiation for Students with Special Needs.

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.

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.

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).

REQUIRED TEACHER BACKGROUND INFORMATION: Information the teacher must have in order to teach the lesson well (e.g., review content knowledge, become familiar with curriculum, etc.)

TASK ANALYSIS: Task Analyze for Prerequisite Student Skills (i.e., what entry skills must students possess in order to be successful with the 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:

- Telling students what will be accomplished.
- 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.

Activity Sequence/ Secuencia de actividades

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, (b) what the learner does, (c) steps for checking understanding, (d) different levels of practice (guided and independent), etc. 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.

MATERIALS/ MATERIALES:

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

PERSONAL TEACHING OBJECTIVES:

ASSESSMENT OF PERSONAL TEACHING OBJECTIVES