

BERC (Sample) Instructional Model

Consider committing to the following instructional model: Purpose & Expectations

The BERC Instructional Model has five (5) parts:

*State – Communicate – Process – Revisit – Reflect
On Purpose*

State the Title

State the title of the lesson.

Dividing Fractions, Conflict, Scientific Process, Immune System, Endurance

Communicate the Purpose

Tell students what they will be learning, thinking about, and doing. Include why it is important in a attempt to make the lesson relevant to the students so they will pay attention.

Today we are going to be learning about...

Today our objective is...

The reason we are learning this today is....

I want you to be thinking about...

What we are going to be doing today is...

Process the Purpose

After stating the purpose of the lesson, and before getting started, have students process the purpose of the lesson in some way: Invest a few minutes to get their attention. Use peer collaboration to get students to pay attention so they might connect to the relevance of the lesson.

Select a prompt: Students should process in pairs or collaboratively in a small group

Clarify – Connect – Criteria

Clarify:

- *What did we say we were going to be learning today?*
- *Restate or paraphrase the purpose in your own words.*
- *Rewrite the objective as “I can...” or “I will be able to...” statements.*
- *Start with a scenario or role play and then introduce the lesson (i.e. Lunar Mission).*
- *Tell students they will be interviewers and allow them to “interview a partner” on the topic before the lesson begins.*

Connect:

- *Why would we want to be learning this today?*
- *How does this fit in with what we were learning last class period?*
- *How can/will you use this in your life?*
- *How is this related to something going on in the world right now?*
- *Start with a picture and ask students to predict what the picture has to do with the lesson.*
- *Draw a picture that represents today's learning target.*
- *Come up with a job/career that would use this skill? --that would not use this skill?*
- *Working with your partner, come up with at least 3 questions you have about the lesson topic.*

- Write a short story incorporating a few of the new vocabulary words from the lesson.
- Before we get started: Discuss whether anyone has had an experience related to our learning target. Or Does anyone have any personal experience with this?

Criteria:

- Rate your level of knowledge before we get started: Scale 1 – 4? Share your rating and Rational.
- Fingers on the chest: How well do you understand? (1 – 4)
- Set a goal that can be accomplished during class.
- What will it look like if you are successful in class today?
- How well do you understand the lesson topic? (fist to five)
- Describe your status relative to the learning goal using an assessment rubric.
- Explain what you need to learn next to improve your performance on an assessment.

Revisit the Purpose

Sometime during the lesson have students revisit the purpose of the lesson. You need to do something emotional or relevant periodically throughout the lesson to maintain their attention. Research suggests, at least, every 10 minutes.

Select a prompt: Students should revisit in pairs or collaboratively in a small group

Clarify – Connect – Criteria

Clarify:

- Talk to your partner about what we are learning about today.
- Teacher revisit throughout the lesson: Remember that we are learning about....
- After a student comment, teacher says: Great point! That is why we are learning this today.
- You are doing a great job, remind each other what this has to do with our target today?
- Just really quickly, remind each other how what you are doing right now is connected to our learning target for today.
- Let's stop and think about this. Talk to your partner about how this is related to our target/purpose? Share out.

Connect:

- A quick check-in: What does our target have to do with real-life?
- How can you take what you learned today and apply it to your life outside of class?
- With your partner, make one connection between what you just learned and your own experiences outside of class.

Criteria:

- Share with your partner how you are progressing toward your goal today.
- Take a quick look at the goal you set: on track? Thumbs up, down, why?
- How would you rate your progress toward your goal today? Why?
- Remind each other what success criteria you set at the beginning of the lesson.
- We are almost out of time, discuss with your partner the most important thing to complete before we leave today.

Reflect on the Purpose

Before concluding the lesson, have students reflect on the purpose of the lesson. Now that I have your attention and have held it throughout the lesson, we want to understand what you actually learned today. Metacognitive strategies- let's think about your thinking.

Select a prompt: Students should reflect in pairs or collaboratively in a small group

Clarify – Connect – Criteria

Clarify:

- *What were some things we did today that helped you learn?*
- *What would you tell your parents when they ask you, 'What did you learn today?'*
- *How could you explain today's lesson to a friend?*
- *With your partner, discuss what we were supposed to be learning about today.*
- *Tell a partner what you learned today.*
- *Take a minute and fill out this exit ticket: What is one thing you learned, and one question you still have?*

Connect:

- *Draw a picture, make a comic, etc. of what you learned today.*
- *Create a hashtag about today's lesson--twitter poster*
- *What was something we did today in class that helped you learn?*
- *Identify one thing from this lesson you can share with a family member, to help them to understand what you learned today.*
- *ENTRANCE Slip Write down at least one thing you learned today that you want to remember at the beginning of class tomorrow?*
- *Based on what we learned today, what do you think the focus of our lesson is going to be tomorrow? Why?*

Criteria:

- *Exit Slip: Rate your understanding...4, 3, 2, 1. Why did you give yourself that rating?*
- *Journal Entry: What was our goal for learning today?*
- *How do you know when you've got it?*
- *What was your goal for today? Did you reach your goal? Explain to a partner.*
- *Fingers on the chest: How well do you understand?" (1 – 4)*
- *How would you rate your attention to the lesson today?*
- *How would you rate your effort today?*
- *How would your persistence during the learning today?*
- *How would you rate your contribution to your group today?*