

The 5-Step Lesson Plan

A Model for Teaching Adult Education

Lesson Plan Development

Teachers should begin their lessons by asking:

What do I want the students to learn or accomplish?

How will we accomplish these objectives?

How will I know if the learning objectives have been accomplished?

Then the lesson plan should identify the step-by-step processes for carrying out the activities that make up the lesson.

There are many formats for lesson plans. The following model contains a recommended sequence to ensure that lessons are addressing important instructional elements.

I. INTRODUCTION: - *Introduce the lesson topic*

Teacher involves the class in an activity or discussion regarding the specific topic or theme.

- Get the conversation going, get everyone focused, get everyone involved
- Help students make the transition back into the classroom
- Set the stage for today's lesson
- Make a connection between what the students already know and what is to be learned
- Model appropriate language behaviors such as active listening, paraphrasing, questioning, expanding, or reinforcing

Bring in visual aids and advance organizers to increase students' interest such as drawings, charts, outlines, maps, cartoons, quotes, key words and ideas, video clips, poems, motivational stories, brain teasers or riddles.

Instructional Alternatives

- ✓ Open-ended questions
- ✓ Reconnecting
- ✓ 10 Most Important Words
- ✓ KWL Chart
- ✓ Brainstorming
- ✓ Journal Writing
- ✓ Student Starts the Class

2. LEARNING ACTIVITY: *Add information*

- Focus on learning objectives
- Relate to the ideas explored during the Introduction activities
- Increase student knowledge in subject area
- Use active learning activities and strategies

The Learning Activity Step often requires **explicit teaching**. This involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.

Topics and contents are broken down into small parts and taught individually. It involves explanation, demonstration, and practice. Learners are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Explicit teaching is useful for introducing topics and specific skills. It provides guided instruction in the basic understanding of required skills, which students can then build on through practice, collaboration, repetition, hands on activities, and meaningful activities.

Teaching Sequence

Teach - set a purpose for learning and tell students what to do

- Present learners with learning objectives
- Tell them what they are expected to know and be able to do and why it is important
- Present information in an organized, step-by step manner
- Provide explanations that are complete, accurate, and clear
- Use examples
- Ask questions for comprehension
- Connect new information to what learners already know
- Vary the way information is presented and obtained

Model strategies – show students how to do it

- “Think out loud” as you model working through problems and demonstrating the targeted processes for students
- Keep the students’ attention so they can listen and observe the processes

Practice strategies – guide students as they work individually and in groups

- Have students review and rehearse the information
- Ask students to process – think about and use – new information
- Provide students with assistance and support when needed
- Provide frequent and specific feedback to students

Apply strategies – ask students to use the strategies in a variety of activities

- Help students summarize key ideas and what they have learned
- Ask for examples of using the information outside the classroom

Types of Assignments

Use a variety of class assignments, such as:

- **Whole-class**—the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions.
- **Small groups**—students work on assignments in groups of three or four.
- **Workshops**—students perform various tasks simultaneously. Workshop activities must be tailored to the lesson plan.
- **Independent work**—students complete assignments individually.
- **Peer learning**—students work together, face to face, so they can learn from one another.

Instructional Alternatives

In addition to explicit teaching, the Learning Activity step needs to include instructional alternatives and variety. Explicit teaching presentations should be kept short –no longer than 20 minutes - and followed by a variety of instructional alternatives that support the learning objectives, such as:

Games and Interactive Activities

Interactive student-to-student and/or student-to teacher activities that allow learners to interact with each other one-to-one or team-to-team.

- ✓Line Dialogues
- ✓Top 10 Lists
- ✓Index Card Match
- ✓So Much in Common
- ✓Password
- ✓20 Questions
- ✓3 Questions
- ✓Find Someone Who...
- ✓The Dictionary Game
- ✓Memorizing Words
- ✓Pass the Chicken

Brainstorming

Learners are asked to withhold judgment or criticism in order to generate a large number of creative ideas

- ✓CASPAR

Case Studies

In-depth examination of a particular instance, event, participant or small group.

Cooperative Learning Projects

Team members work together to design, implement, and evaluate student-generated projects.

Debates

Students discuss and debate varying points of view on an issue in a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition.

Demonstrations

Students show how something works or operates or how it is done.

Field Trips

Students visit places, make observations, interview people, or carry out assignments in real or virtual settings outside the classroom.

Problem solving

Learners are presented with a perplexing, difficult question or situation and are asked to focus on understanding the issues, consider all possible factors, and find a solution.

Role playing

Learners act out characters in a predefined "situation" to see what it would be like to be that person which helps them understand the range of concerns, values, and positions held by other people.

Think Pair Share

Learners are given topics and asked to formulate individual ideas and then share these ideas with other students.

- ✓Think Pair Share/ Write Pair Share
- ✓Think Aloud Pair Problem-Solving

Sources

Cruikshank, D.R., Jenkins, D.B, & Metcalf, K.K. (2009). *The Act of teaching*. New York, NY: McGraw-Hill.

Saskatoon Public Schools

<http://olc.spsd.sk.ca/DE/PD/instr/index.html>

3. READING IN CONTEXT: *Increase student competence and confidence in reading skills*

- Read what others have written about the topic
- Teacher teaches and models appropriate reading behaviors and strategies
 - Survey/Scan
 - Predict
 - Visualize
 - Paraphrase
 - Describe
 - Question
 - Interact with text
 - Share thoughts
 - Critique
 - Have fun
- Students apply strategies while engaged in reading
- Students discuss, question, predict, interpret, summarize, and relate reading to own experiences and prior knowledge

Reading research indicates that there are five essential and inter-related components of effective reading instruction to enable learners to master skills in order to become proficient, successful readers. Explicit and systematic instruction must occur in these five areas:

- Phonemic Awareness
- Phonics
- Reading Fluency
- Vocabulary Development
- Reading Comprehension Strategies

Instructional Alternatives

Phonemic Awareness Instruction

- ✓ Flash cards or activities with words or letters to practice beginning, ending, or other targeted sounds

Phonics Instruction

- ✓ Flash cards or activities with the letters to practice sounds, word components, and sight words

Reading Fluency Instruction

- ✓ **Echo reading:**
 - Give students a copy of the reading
 - Read a sentence or a phrase aloud and ask the students to “echo” your reading
 - Model correct pronunciation, intonation, stress, and rhythm
- ✓ **Choral reading:**
 - Give students a copy of the reading
 - Read the text aloud simultaneously with students
 - Divide into pairs and ask students to read aloud to each other
 - Ask students to read aloud independently to you

Vocabulary Development Instruction

- ✓ Personal Dictionaries
- ✓ Word Walls

Reading Comprehension Strategies Instruction

- ✓ Metacognitive Reading Strategies
- ✓ Metacognitive Reading Pre – During – Post Questions
- ✓ Think Aloud
- ✓ Question Answer Relationship
- ✓ Graphic Organizers
- ✓ Bloom’s Taxonomy

Source: McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. National Center for Family Literacy. <http://www.nifl.gov/publications/pdf/applyingresearch.pdf>

Teaching Adults to Read: A Summary of Scientifically Based Research Principles
http://www.nifl.gov/publications/pdf/teach_adults.pdf

4. WRITING IN CONTEXT: *Increase student competence and confidence in reading skills*

- Teacher teaches and models appropriate writing behaviors and strategies
- Use the writing process to further comprehension of the lesson's theme
 - Survey/Scan
 - Predict
 - Visualize
 - Paraphrase
 - Describe
 - Question
 - Interact with text
 - Share thoughts
 - Critique
 - Have fun

Instructional Alternatives

- ✓The Writing Process
- ✓20 Minute Exercise
- ✓Clustering
- ✓Topic Audience Purpose (TAP)
- ✓Unfinished Story
- ✓Re-Write the Story
- ✓Journal Entries
- ✓Bio-Poems
- ✓Cinquains
- ✓Rubrics

5. REVIEW and APPLICATION: *Review activities and apply skills outside the classroom*

- Summarize the day's objectives and activities
- Collect information on what the students learned and their individual progress
- Gather information on how effective the activities were
- Assign activities to do at home or in the community that are extensions of the topic and designed for more skill practice

Instructional Alternatives

- ✓Learning Logs
- ✓Classroom Assessment Techniques
- ✓3-2-1 Strategy
- ✓Chalk Talk
- ✓Gallery Walk
- ✓Get the GIST