**Lesson Plan Template (WIPPEA Model)**

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| **Tutor Name:** | **Lesson Date:** |
| **Lesson Goals:**  *Student will know…*  *Student will be able to …*  *(Aligned with assessment)* |  |
| **Program:** | □ ABE □ ESL □ ESL-IET |
| **NRS level:** | □ Beginning Literacy □ Low Beginning □ High Beginning □ Low Intermediate □ High Intermediate □ Advanced |
| **NC CCRS Standards Benchmarks Taught:**  *(Use Mapping Tool)* |  |
| **Materials/Resources Needed:**  *(Curriculum Books, dictionary, maps, flashcards, manipulatives, props, technology/software, etc.)* |  |
| **Lesson Contextualized Toward:** *(Career pathway, post-secondary education)* |  |

| **Steps** *(WIPPEA)* | **Activities** |
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| **Warmup/Review**  *(Review previous lesson.)*  **5-10 min.** | 1. Engage in Small Talk or Catch Up on News; 2. Open session by posting and saying Today’s Date and Time; 3. Remind student to ask for clarification. |
| **Introduction**  *(Introduce the goal of the new lesson and outline the activities planned)*  **3-5 min.** |  |
| **Presentation & Practice:**  **#1 Listening/Speaking Activity**   * Explanation/Modeling (I do) * Guided Practice (We do) * Application (You do)   *Techniques: Paraphrasing/parroting, match spoken vocab. words, follow simple directions, use dialogues/conversational topics, identify letters/sounds/phonics, cloze procedure, modeled reading, etc.*  **10-15 min.** |  |

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| **Presentation & Practice:**  **#2 Reading Writing Activity**  • Explanation/Modeling (I do)  • Guided Practice (We do)  • Application (You do)  *Techniques: Sight words, word patterns, word drills, language experience story, dialogue journal, duet reading, sustained reading, sequencing, brainstorming, flashcards, comprehension questions, etc.*  **10-15 min.** |  |
| **Presentation & Practice:**  **#3 Hands-on/Real Life Material/Technology**  • Explanation/Modeling (I do)  • Guided Practice (We do)  • Application (You do)  *Techniques: Role plays, suggested websites, newspaper, internet search, field trips, videos, cooking, calendars, menus, maps, job applications, games, etc.*  **10-15 min.** |  |
| **Evaluation Part 1**  **Collaboration Chat**  *Ask open-ended questions about the pace of the lesson and the content of the lesson. Write your questions here.*  **5-10 min.** |  |
| **Evaluation Part 2**  **Tutor Notes**  *What went well in this lesson? Why?*  *What problems did I experience? Why?*  *What could I have done differently?*  *What did I learn from this experience that will help me in the future?* |  |
| **Application to new context or situation**  *This is your informal assessment. Don’t forget to give feedback.*  **20 min.** |  |
| **Homework** |  |

### **The Lesson Planning Process**

Before the actual delivery of a lesson, instructors engage in a planning process. During this process, they determine the ***lesson topic*** (if states have implemented content standards, the topic should derive from them). From the topic, derive the lesson ***objective*** or ***desired results***—the concepts and ideas that learners are expected to develop and the specific knowledge and skills that learners are expected to acquire and use at the end of the lesson. Objectives are critical to effective instruction because they help instructors plan the instructional strategies and activities they will use, including the materials and resources to support learning. It is essential that the objective be clear and describe the intended learning outcome. Objectives can communicate to learners what is expected of them—but only if they are shared with learners in an accessible manner. Instructional objectives must be specific, outcome-based, and measurable, and they must describe learner behavior. Heinich, Molenda, Russell, and Smaldino (2001) refer to the **ABCD**’s of writing objectives:

* **A**udience – learners for whom the objective is written (e.g., ESL, ABE, GED)
* **B**ehavior – the verb that describes what the audience will be able to do (e.g., describe, explain, locate, synthesize, argue, communicate)
* **C**ondition – the circumstances under which the audience will perform the behavior (e.g., when a learner obtains medicine from the pharmacy, he or she will be able to read the dosage)
* **D**egree – acceptable performance of the behavior (i.e., how well the learner performs the behavior)

**Learner assessment** follows from the objectives. Based on the principles of backward design developed by Wiggins and McTighe (1998), instructors identify the lesson objective or desired results and then decide what they will accept as evidence of learners’ knowledge and skills. The concept of backward design holds that the instructor must begin with the end in mind (i.e., what the student should be able to know, understand, or do) and then map backward from the desired result to the current time and the students’ current ability/skill levels to determine the best way to reach the performance goal.

### **The WIPPEA Model for Lesson Planning**

The WIPPEA Model, an acronym that stands for **W**arm-up, **I**ntroduction, **P**resentation, **P**ractice, **E**valuation, **A**pplication, is a lesson plan model that represents a continuous teaching cycle in which each learning concept builds on the previous one, serving as an instructional roadmap for instructors. The WIPPEA lesson plan model is adapted from the work of Hunter (Hunter, 1982). This six-step cyclical lesson planning approach has learners demonstrate mastery of concepts and content at each step before the instructor proceeds to the next step. In the following list, TEAL Center suggestions for incorporating each of these elements are included in italics.

**Warm-up** – Assesses prior knowledge by reviewing previous materials relevant to the current lesson. Introduce an activity that reviews previously learned content (e.g., for a vocabulary lesson, the warm-up may be a quick matching exercise with words previously learned and their definitions), and also include an activity that focuses on the topic to be taught.

**Introduction** – Provides a broad overview of the content and concepts to be taught and focuses the learners’ attention on the new lesson. Introduce the purpose of the lesson by stating and writing the objectives for learners and discussing the lesson content and benefits by relating the objective to learners’ own lives. Assess learners’ prior knowledge of the new material by asking questions and writing learners’ responses on a chalkboard or flip chart.

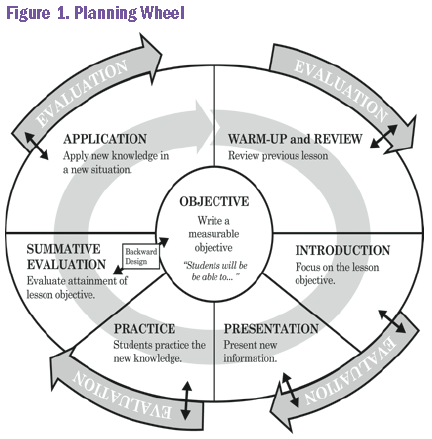
**Presentation** – Teaches the lesson content and concepts. Create an activity to introduce the concept or skill (e.g., introduce new vocabulary by asking learners to work in groups to identify words related to taking medications) and then introduce information through a variety of modalities using visuals, realia, description, explanation, and written text. Check for learner understanding of the new material and make changes in lesson procedures if necessary.

**Practice** – Models the skills and provides opportunities for guided practice. Introduce a variety of activities that allow learners to work in groups, in pairs, or independently to practice the skills, concepts, and information presented. Integrate technology into activities as available.

**Evaluation** – Assesses each learner’s attainment of the objective. Include oral, aural, written, or applied performance assessments. For example, ask learners to fill in the blanks on a cloze activity using the four medicine warning labels that were discussed in class. For lower level learners, provide a word bank at the bottom of the worksheet. Omit the word bank for more advanced students.

**Application** – Provides activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives. Choose activities that learners can relate to or have expressed concern about. For example, have learners read the label of a medication they or a family member may use at home to make certain they understand the meaning of the words on the label. Gather feedback from learners in follow-up classes and help them assess what additional support, if any, they may require.

The following graphic integrates the WIPPEA process with backward design in a lesson planning wheel. In this cyclical approach, teachers assess prior knowledge, provide a broad overview of the content/concepts to be taught, introduce vocabulary, teach content/concepts, check comprehension, combine the content and vocabulary through guided practice, evaluate student performance, and provide an application activity. Instructional strategies vary depending on the lesson content and skill areas and the needs of the learners.



References

TEAL Center Staff. “TEAL Center Fact Sheet No. 8: Effective Lesson Planning.” *LINCS | Adult Education and Literacy | U.S. Department of Education*, LINCS, 8 Apr. 2019, lincs.ed.gov/state-resources/federal-initiatives/teal/guide/lessonplanning#:~:text=The%20WIPPEA%20Model%2C%20an%20acronym. Accessed 18 Apr. 2023.