



5E Lesson Writing Session 2: Developing 5E Lessons



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Time Frame 150

Essential Question(s)

- How is authenticity incorporated into the development of 5E lesson plans?
- How can educators effectively craft 5E lesson plans to enhance student engagement and learning outcomes?

Summary

5E Lesson Writing Session 2: Developing 5E Lessons focuses participants on examining different authentic lesson activities, placing them in appropriate components of authenticity, and reflecting on designing activities that are highly engaging for students.

Learning Goals

- Identify key components of the 5E instructional model and analyze authentic lesson plans from diverse subjects.
- Develop strategies to adapt existing lesson materials to authentically align with the 5E model.
- Create authentic 5E lesson plans that integrate meaningful learning experiences and engage diverse learners.

Attachments

- [5E Deep Dive—5E Lesson Writing 2.docx](#)
- [5E Deep Dive—5E Lesson Writing 2.pdf](#)
- [Authentic Learning and Teaching Chart—5E Lesson Writing 2.pdf](#)
- [Brain Dump—5E Lesson Writing 2.xlsx](#)
- [Lesson Improv—5E Lesson Writing 2.docx](#)
- [Lesson Improv—5E Lesson Writing 2.pdf](#)
- [Presentation Slides Developing 5E Lessons—5E Lesson Writing 2.pptx](#)

Materials

- Presentation Slides (attached)
- Authentic Learning and Teaching chart (one per participant)
- Lesson Improv handout (one per group of participants)
- 5E Deep Dive (lesson strips)
- Brain Dump handout (attached)
- Paperclips (several per participant)
- Pens or pencils
- Computers with Internet access

60 minutes

Engage

Display **slide 1** of the **Presentation Slides** and welcome participants back to day 2 of the workshop. Show **slide 2** and explain that at this time, they will learn about the Game-Based Learning team and how K20 games can be used in lessons. Have GBL share their presentation here and follow it with the [Piktochart](#) on **slide 3** to allow participants to explore their work in more detail.

At the end of that presentation, begin the Engage phase by showing **slide 4**. Explain how K20 uses the principles of gamification not only in the games that we produce, but also in the instructional strategies. Reference the instructional strategies on the slide and explain how they work. Display **slide 5** and ask participants to complete the [Padlet](#) activity by following the instructions on the slide. When participants have finished, ask them to share some of their favorite answers from other participants.

Display **slide 6** and give participants a 10-minute break.

After the break, show **slides 7-8** and introduce the essential questions and learning goals.

30 minutes

Explore

Teacher's Note: Prepare in advance

Print and cut the **5E Deep Dive** lesson strips (attached) for this Explore activity.

Set up the 5E Deep Dive lesson strips for the activity on the tables around the room. Strips for each of the five “E”s will be grouped together on a table. Participants will be evenly divided among the table before beginning the rotation described below. Explain the *5E Deep Dive* activity. Read and demonstrate the instructions on **slides 9** carefully, pausing for questions as needed.

1. Have participants pick up their favorite snapshot from the table they are standing at.
2. Then move clockwise to the next table. Participants will take their selected snapshot to the next table with them and leave everything else.
3. Repeat Step 1 until everyone has 5 snapshots—one for each phase.
4. Then ask participants to return to their original seat.

Display **slide 10**. Give each participant a copy of the **Authentic Learning and Teaching Chart** (attached) and ask them to use it to analyze each of the snapshots they have collected. For each one they should ask which element of authenticity it is best supporting (Inquiry-Based Learning? Real-World Connections? etc.) Once decided, they should paperclip each snapshot to the corresponding column of the chart to indicate which component of authenticity they think it best represents.

Display **slide 11**. After sorting their snapshots, provide the following questions for reflection:

1. *Do you notice any trends or patterns?*
2. *Did you favor one aspect of authenticity over others?*
3. *Were there any similarities between the activities?*

Next, have participants take a picture of their chart for later reference and then find a partner to trade charts with. Display **slide 12**.

When looking at each other's charts participants should: 1) Examine how their partner sorted their snapshots; 2) Ask if each snapshot supports a different component of authenticity; 3) Move at least 3 of the snapshots to a different component of authenticity they think it also represents.

Show **slide 13**.

1. Trade charts back with the original owner.
2. Use their picture to compare their work with their partner.
3. Discuss with your partner:
 1. *How are you feeling?*
 2. *What are you thinking?*

Explain that this activity was made with a modification to both the [Card Sort](#) instructional strategy and the [How Am I Feeling? What Am I Thinking?](#) instructional strategy.

30 minutes

Explain

Show **slides 15-18**. Lead participants through each of the questions on each slide covering the topics of: expectations, inspiration, and brainstorming. Allow participants to answer any questions that they have as they arise. These questions are meant to prompt thinking on the lesson writing process and this should feel like a group discussion, not a lecture.

40 minutes

Extend

Introduce participants to the concept of “Yes, AND...” (a modified version of [Yes, Because...](#)) using **slide 19**. Remind them that the point of the exercise is to never say no, but rather to build upon the foundation provided by others. Distribute copies of the **Lesson Improv** [Frayer Model](#) handout. Demonstrate how one would complete this activity using a projector to showcase the handout on **slide 20** and fill it out as a presenter team. After you have completed it, allow participants to group up and complete as many of the handouts as they can within a fifteen-minute window.

20 minutes

Evaluate

Display **slide 21**. Introduce participants to the [Collective Brain Dump](#) instructional strategy. Explain to participants they will be using a modified version of this strategy that can work well for multimodal or online instruction, by dumping their ideas into a shared spreadsheet. In this version, participants will create a repository of ideas under the broad categories of Standards, Topics, Readings, Skills, and Media that could be starting points for writing a lesson.

Go through each of the instructions to make sure participants understand the activity. Allow them time to complete this before dismissing them, floating around the room to assess understanding as the products are being generated.

As in the previous session, be sure to have participants do the TREK Evaluation, based on their respective grants, displayed by QR codes on **slide 22**.

Research Rationale

LEARN – Authentic, Rigorous Learning Experiences. The K20 Center has created a repository of high-quality, authentic lessons that include recommended instructional approaches, strategies, and supports (e.g. handouts/presentations). The Instructional Support Team will coordinate with cohort teachers to identify a standards-based learning objective and utilize open-resource materials to generate a lesson. In a randomized controlled trial, Jeter et al. (2019) found significant differences in implementing student-centered authentic lessons when compared to teacher-centered instruction. Findings suggest that students are more interested and less bored when engaged in an authentic lesson. Curriculum Writers will collaborate with the rest of the Instructional Support Team to create rigorous, standards-aligned, student-centered lessons in English, math, science, and social studies. Once validated in the classroom, the lessons will be published to the LEARN repository. These authentic lessons will develop critical thinking skills to prepare students for PSE success, reducing the need for remedial coursework.

Resources

- Jeter, G., Baber, J., Heddy, B., Wilson, S., Williams, L., Atkinson, L., and Gam, G. (2019, September). Students at the center: Insights and implications of authentic, 5E instruction in high school English language arts. *Frontiers in education* (Vol. 4, p. 91). Frontiers Media SA.
- K20 Center. (n.d.). Card sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (n.d.). Collective brain dump. Strategies. <https://learn.k20center.ou.edu/strategy/111>
- K20 Center. (n.d.). Frayer model. Strategies. <https://learn.k20center.ou.edu/strategy/126>
- K20 Center. (n.d.). How am I feeling? What am I thinking? Strategies. <https://learn.k20center.ou.edu/strategy/187>
- K20 Center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>
- K20 Center. (n.d.). Piktochart. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/2394>
- K20 Center. (n.d.). Yes, because... Strategies. <https://learn.k20center.ou.edu/strategy/193>