

5E Lesson Writing Session 3: The LEARN Writing Process

Daniel Schwarz, Shayna Pond, Margaret Salesky, Mariana DeLoera, James Doyle
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

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 3: The LEARN Writing Process focuses participants on creating a LEARN lesson with the support of a content curriculum specialist. Participants begin the development of an Authentic 5E lesson that will be published to LEARN and taught to cohort students.

Learning Goals

- Identify key components of the 5E instructional model and analyze authentic lesson plans from a variety of 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 all learners.

Attachments

- 4-2-1 Graphic Organizer—5E Lesson Writing 3.docx
- 4-2-1 Graphic Organizer—5E Lesson Writing 3.pdf
- 5E Lesson Outline—5E Lesson Writing 3.docx
- 5E Lesson Outline—5E Lesson Writing 3.pdf
- Fair Use Quick Reference—5E Lesson Writing 3.pdf
- Presentation Slides—5E Lesson Writing 3.pptx

Materials

- Presentation Slides (attached)
- 5E Lesson Outline handout (attached; one per participant)
- 4-2-1 Graphic Organizer (attached; one per participant)
- Fair Use Quick Reference (attached; one per participant; optional)
- Computers with Internet access
- Poster paper (two pieces per session)
- Sticky notes (one set per table)
- Poster markers (several per session)
- Pens or pencils

10 minutes

Engage

Introduce participants to the Squiggles instructional strategy using **slides 2-3** in the attached **Presentation Slides**. Provide them with sticky notes and pens or pencils for drawing their Squiggles. Display **slide 4** and have them share their Squiggles in the center of the table and select one that provides some inspiration for their lesson-writing ideas.

50 minutes

Explore

Show **slide 5** and begin the discussion on the LEARN Collaborative Workflow, starting with the SME and ID partnership.

At the K20 Center a variety staff of experts support education in many different ways. Just as coaches and curriculum specialists support the interpersonal aspects of a learning environment and strategies for facilitating curriculum and deepening engagement with learning, K20 learning support teams bring lessons out of the classroom onto a publication platform, our LEARN website, in a way that is understandable and usable even for teachers who don't have a direct coaching relationship with K20 staff. Instructional designers work to refine and clarify the learning activities in the lesson narrative and materials to make them suitable to many types of schools, classrooms, and learners. Writers hone the language to elevate our lesson narratives to a professional level. Artists provide us with consistent branding guidance and stellar supporting illustrations, video animation, and layouts that enhance the instructional value of published lessons.

Display **slide 6**. Read the slide and then show the corresponding YouTube video from this playlist. Repeat with **slides 7-9**.

Teacher's Note: Useful Reference Source

After the Fair Use video, you may want to distribute the helpful **Fair Use Quick Reference** (attached). Participants can refer to this resource as they consider using images and attachments that may not be fair use.

Using the 4-2-1 instructional strategy, ask participants to come up with ideas for a potential lesson. Lead them through the instructions on **slides 10 and 11.**

Have participants revisit their Collective Brain Dump from [link to previous LEARN resource]. Each participant should list out their four favorite ideas across the top row of their **4-2-1 Graphic Organizer** (attached).

After listing their favorite ideas, participants will form groups of two and share their responses. As a team, they will work to help reduce each list of four items to two items on the second row.

Finally, participants will form groups of four and share their responses from the second row. As a team, they will work together to help each member narrow their list of two items down to one item on the third row.

50 minutes

Explain

Display **slide 12** and introduce participants to the Content Development Plan (CDP) document. Show them the content required to fill out that document and how it is shared between SMEs and IDs. Then, distribute the attached **5E Lesson Outline** handout so they can see how this is a more approachable version of the CDP which can be used for sketching ideas. Allow them some time to complete a snapshot for the 5E Phases around the idea they've decided to start with during the 4-2-1 activity.

Show **slide 13** and ask the group to share a summary of their ideas. Proceed to **slide 14** to allow a ten-minute break if necessary.

Display **slide 15** and talk through how to find strategies on LEARN. You may walk through the steps in this video tutorial for them on the LEARN site. Find one strategy to use as a discussion example such as SIT or Four Corners and talk through what the process looks like when *modifying* a strategy to fit the needs of the lesson.

Examples - If I am working with a smaller class, maybe reducing *Four Corners* to *Three Corners* would allow for students to have more substantive conversations. Or maybe changing the T in S-I-T from *troubling* to *timely* would avoid insensitive topics with younger students.

Show **slide 16** and instruct participants to follow the instructions or play this video tutorial so they can create a LEARN shell. Once they have completed the steps, in another tab, present a LEARN shell and show them how to navigate the "Meta" tab and add a collaborator.

30 minutes

Extend

Allow participants thirty minutes of time to develop their lessons. Use the timer on **slide 17** to help them keep track of their time.

Display **slide 18**. Introduce the Rose, Bud, and Thorn instructional strategy. Have participants answer these questions on the back of their 5E Lesson Outline handout.

- **Rose:** *What part of the lesson feels the most developed and certain so far?*
- **Bud:** *What part are you excited about working to develop further?*
- **Thorn:** *What struggles or questions have you encountered that you need support on?*

Select a few participants to share their answers.

25 minutes

Evaluate

Hang two pieces of poster paper on the wall and distribute poster markers to participants. Label one as “Crystal Clear” and one as “Muddiest Point.” Display **slide 19**. Using the Muddiest Point instructional strategy, ask participants to answer the questions on the slide on the respective posters. When participants are finished, share answers and provide clarity as needed.

At the end of the session, display **slide 20** and have participants do the TREK Evaluation with the QR codes indicating their respective grant.

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.). 4-2-1. Strategies. https://learn.k20center.ou.edu/strategy/142
- K20 Center. (n.d.). K20 Center support teams - ARA 2024 [Playlist]. YouTube. https://www.youtube.com/playlist?list=PL-aUhEQeaZXKPmSbLrbvPJxzdPlV4RkmY
- K20 Center. (2021, September 21). K20 Center 30 minute timer. [Video]. YouTube. https://youtu.be/yxGM6oVHqFc?si=Yswm2FhUIUQuuWmY
- K20 Center. (n.d.). Muddiest point. Strategies. https://learn.k20center.ou.edu/strategy/109
- K20 Center. (n.d.). Rose, bud, and thorn. Strategies. https://learn.k20center.ou.edu/strategy/222
- K20 Center. (n.d.). Squiggles. Strategies. https://learn.k20center.ou.edu/strategy/936