Lesson Planning Using CASAS Standards

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By the end of this workshop, participants will be able to:

- Review Agenda and Introductions (W)
- State Why We Develop Lesson Plans (I)
- Write Behavioral Lesson Objectives (P)
- Be introduced to OTAN’s Online Lesson Plan Builder (P)
- Understand the of Principles of Backward Design (P)
- Create WIPPEA Steps in Lesson Planning (Prac)
- Evaluate Team Lessons (E)
- Describe the connection of your lesson plan with CASAS Competencies, CASAS Reading Content Standards, and Common Core College and Career Readiness Standards for Adult Education (A)
## Pros and Cons of Lesson Planning

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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Benefits of Lesson Planning

- Organizes instructional activities for effective teaching and learning;
- Focuses lessons on one objective at a time;
- Establishes a roadmap of what has been taught and what still needs to be taught;
- Documents the lesson, which then can be continually improved;
- Provides a framework for standards-based instruction.
Planning Wheel: Process of Lesson Planning

**OBJECTIVE**
Write a measurable objective
“Students will be able to...”

**WARM-UP and REVIEW**
Review previous lesson

**INTRODUCTION**
Focus on the lesson objective.

**PRESENTATION**
Present new information.

**PRACTICE**
Students practice the new knowledge.

**SUMMATIVE EVALUATION**
Evaluate attainment of lesson objective.

**APPLICATION**
Apply new knowledge in a new situation.

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### Delivery Stage

<table>
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<tr>
<th>Steps</th>
<th>Explanation of Each Step in Lesson Planning Using the WIPPEA Model</th>
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| **Warm-up** | • Create an activity that reviews previously learned content to begin a new lesson  
|             | a. Create an activity to focus on the topic to be taught            |
| **Introduction** | a. Create an activity to focus students’ attention on the new lesson.   
|             | b. Describe the purpose by stating and writing the objective on the board.  
|             | c. Describe the content and benefits by relating the objective to students’ own lives.  
|             | d. Assess student’s prior knowledge of the new material by asking questions and writing their responses on the board. |
| **Presentation** | a. Create an activity to introduce new vocabulary.  
|             | b. Introduce new information with a variety of strategies using visuals, realia, description, explanation, written text.  
|             | c. Check for level of student understanding by asking questions, using non-verbal hand signals, etc. (comprehension check) |
## WIPPEA Steps of Lesson Planning (Cont.)

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<td><strong>Practice</strong></td>
<td>a. Model the activity or skill that students are to practice the activity or skill.</td>
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<td></td>
<td>b. Monitor student practice by moving around the room</td>
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<td></td>
<td>c. Provide an immediate feedback of the activity to students.</td>
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<tr>
<td><strong>Evaluation/Reflection</strong></td>
<td>a. Create an activity to assess each student’s attainment of the objective.</td>
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<td></td>
<td>b. Assess using oral, aural written or applied performance assessments.</td>
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<td></td>
<td>c. Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson.</td>
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<tr>
<td><strong>Application</strong></td>
<td>a. Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives.</td>
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<td></td>
<td>b. Provide an activity to transfer the skills to a new situation.</td>
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The Lesson Plan Builder is an online tool for adult education teachers to use in creating effective lesson plans. It is accessible from anywhere and can be found at www.adultedlessons.org. Users can upload and store worksheets, quizzes, or other handouts, with the lesson plans.

The Lesson Plan Builder is based on Madeline Hunter’s lesson structure – warm-up, introduction, presentation, practice, evaluation, and application. Parts of the lesson may be created and saved in any order, so if a teacher prefers to build a lesson starting with the assessment, this lesson planning tool makes it possible. After the lesson is complete, it can be saved online or downloaded as a PDF document, and printed or emailed to a colleague.
Lesson Plan Builder (cont.)

Features of the Lesson Plan Builder

- Create a lesson plan in 8 steps
- Select related CASAS and/or SCANS competencies
- Upload handouts
- Create an evaluation rubric
- Save and print
- Get help by phone or online through context sensitive help links
- Base lesson on CASAS Content Standards
- Link to CASAS QuickSearch to find relevant textbook pages

Save lesson plans online, share with a colleague, have them available for a substitute, and submit lessons to the OTAN online lesson plan collection.
<table>
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<th>Teacher-centered</th>
<th>Learner-centered</th>
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<tr>
<td>Teacher is transmitter of information and knowledge, and learner is recipient.</td>
<td>Teacher and learners are active participants.</td>
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<tr>
<td>Focus is on the teacher.</td>
<td>Teacher serves as <em>facilitator</em> of learning.</td>
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<td>Teacher speaks; learners listen.</td>
<td>Teacher creates lessons to engage learners in each step of the lesson.</td>
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<td>Textbook often guides instruction.</td>
<td>Teacher designs instructional activities that support lesson objective.</td>
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<td>The classroom often is quiet with students working in isolation.</td>
<td>Learners often work collaboratively.</td>
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The ABCDs of Writing Objectives*

- Audience: the students that the objective is written for
- Behavior: the verb that describes what the audience will be able to do
- Condition: the circumstances under which the audience will perform the behavior
- Degree: acceptable performance

Example:
When one of their children is ill (condition), ESL students (audience) will be able to phone the school office to report their child’s absence (behavior) with 90% accuracy (degree).

* R. Heinich, M. Molenda, J. Russell, S. Smaldino
Directions: Working with a partner(s), select two of the following objectives and rewrite them so that they are measurable. Remember to follow the ABCDs of writing good objectives.

A: Audience
B: Behavior
C: Condition
D: Degree

e.g., Given an outline map of Africa [condition], students [audience] will be able to identify the countries [behavior] with 90% accuracy [degree].
Writing Measurable Objectives (cont.)

- **Objective 1**: Students will label countries on an outline map of Africa.
- **Objective 2**: Understand the simple past tense.
- **Objective 3**: Learn about making doctor’s appointments.
The following lists the stages of backward design, developed by Grant Wiggins and Jay McTighe (1998).

The concept of backward design is that the instructor begins with the end in mind (i.e., what the student should be able to know, understand, or do) and then maps backward from the desired result to the current time and the students’ current ability/skill levels and determines the best way to reach the performance goal.
Stage 1: Identify Desired Results (what students need to be able to do or demonstrate)

Stage 2: Determine Acceptable Evidence (how will you know if students have achieved the desired results)

Stage 3: Plan Learning Experiences and Instruction
Objective:
When one of their children is ill, ESL students will be able to phone the school office to report their child’s absence with 90% accuracy.

Evaluation Statement:
Students will role play a phone call to the school office to report their child’s absence.

Evaluation Criteria:
A checklist that includes the following:

- Name of child
- Name of parent
- Name of child’s teacher
- Child’s grade
- Child’s room number
- Date of absence
- Reason for absence
- Expected date of return
- Home phone number
Directions: Working with the same partner, write an evaluation statement and evaluation criteria for each of the two objectives from slide #13.

Evaluation Statement: Students will label countries on an outline map of Africa.

Evaluation Criteria: Countries will be labeled correctly; names of countries will be spelled correctly.

Objective (Slide #13):

____________________________________________

Evaluation Statement:

____________________________________________

Evaluation Criteria:

____________________________________________
**Planning Stage**

- Identify topic
- State objective
- Identify activity to evaluate lesson
- Decide length of lesson
- Identify new vocabulary to be taught
- Identify major skill area
**Delivery Stage**

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Planning Stage

- Identify topic: __Finding and Keeping a Job______________________________

- State objective:
  __When applying for a job, students will be able to read a newspaper want ad and identify 3 qualifications for the job with 90% accuracy.__

- Identify activity to evaluate lesson:
  __Using a criteria check-list and a teacher-designed resume, students will match 3 job qualifications in the want ad with 3 skills listed on the resume.__

- Decide length of lesson:

- Identify new vocabulary to be taught:

- Identify major skill to be taught:
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What are three CASAS Competencies that are addressed in your lesson?

What are two CASAS Reading Content Standards that students need to complete your lesson?
Using the Lesson Plan you have created with your partners, look at the *College and Career Readiness Anchor Standards for Reading* and please select two of the CCR’s for reading that would be addressed in your Lesson Plan.
Key Ideas and Details

- CCR – 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR – 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR – 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR - 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR - 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR – 6: Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas

- CCR – 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR – 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR – 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR – 10 Read and comprehend complex literary and informational texts independently and proficiently.
Workshop Objectives

- State Why We Develop Lesson Plans? (I)
- Write Behavioral Lesson Objectives (P)
- Be introduced to OTAN’s Online Lesson Plan Builder (P)
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How did we do?
Special thanks to:

- California Adult Literacy Professional Development Project (CALPRO) and American Institutes for Research (AIR) for permission to share Effective Lesson Plan Module
  - And to authors: Karen Barroso and Sue Pon
- The OTAN Online Lesson Plan Builder
- www.adultedlessons.org
Thank You for Participating!

- We value your feedback!
  - Please fill out the evaluation form.
- If you have any questions or comments, please send them to lgigante@casas.org