

Introduction

The WIPPEA Model, an acronym that stands for Warm-up, Introduction, Presentation, Practice, Evaluation, Application, 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..

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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 – A broad overview of the content

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.

Planning Wheel

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.

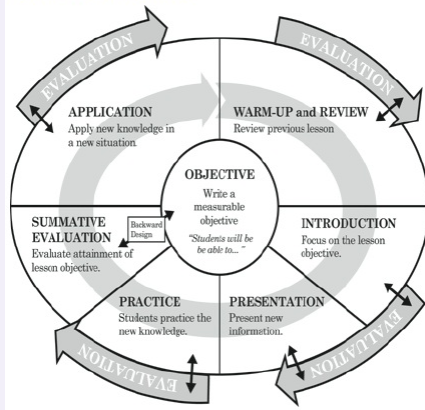
Application

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..

Cyclical Process

Planning for differentiated instruction requires various learner profiles to inform the process (See TEAL Center Fact Sheet No. 5. on Differentiated Instruction). Students demonstrate mastery of concepts/-content in each step before the teacher proceeds to the next step. The relationship of the objective to the evaluation keeps the lesson focused and drives instruction. By keeping the end in mind (backward design) and creating the evaluation activity at the beginning of the lesson, the teacher has a clear destination for the lesson and a roadmap to get there. Instructors can then select materials and activities that will best prepare students to successfully complete the evaluation activity in the lesson. The process is repeated for each learning objective. Lesson planning is an ongoing process in which instruction flows from one objective to the next. This cyclical process is repeated for each learning objective..

Figure 1. Planning Wheel



The graphic integrates the WIPPEA process with backward design in a lesson planning wheel.

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