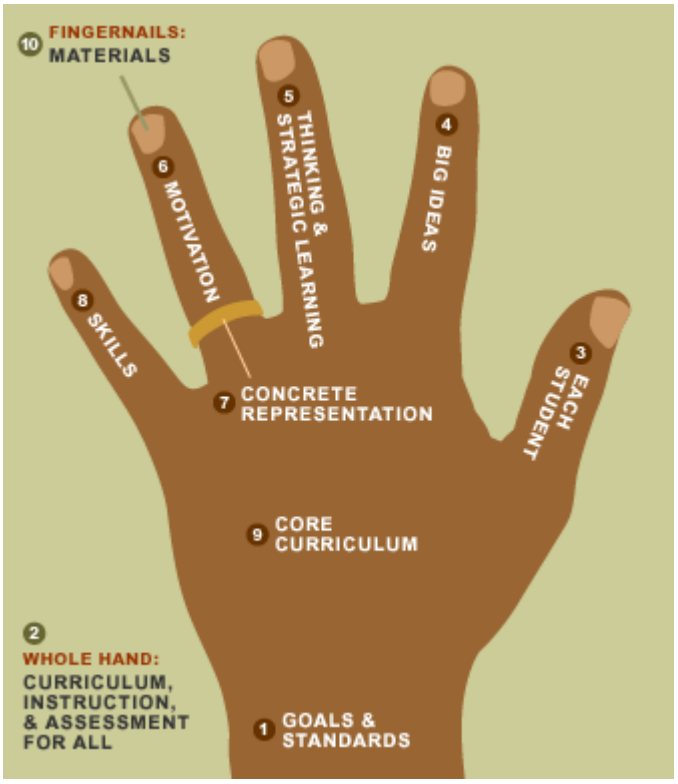
GIVE ME FIVE:
INSTRUCTIONAL PLANNING FOR DIVERSE LEARNERS

By Jeanette Gordon

"Give Me Five!" is a symbol of unity used as a metaphorical model (see hand illustrations) to provide an introduction to the most essential aspects of instructional planning for very heterogeneous student populations. The components of the metaphor, with the exception of the symbol for assessment, are presented in the order that educators need to think to plan effective instruction. Since assessment needs to include all components as they are developed, it is explained last. It is my hope that the model will provide a common language to promote communication and collaboration among educators. While the metaphor could be used to promote general awareness of instructional planning, related unit and lesson design formats have been developed. See The Unit Planning Guide for thematic planning and The Lesson Cycle for development of the lessons in a unit. The "Give Me Five" metaphor also provides educators with a frame of reference to identify their own areas of expertise and professional development needs in order to collaborate more efficiently and effectively.



1. The **ARM** represents goals and standards.
KEY QUESTION: ***What are the goals for all students and, in general, how will students demonstrate they have reached those goals?***
These decisions are made at the state level based on national standards.

2.The **WHOLE HAND** represents **curriculum, instruction, & assessment for all** and must be aligned with state and/or national goals and standards.
KEY QUESTION OF CURRICULUM***: What is the scope and sequence of the instruction?***
In some states there is a core curriculum for the state. In other states, curriculum decisions are made at the district or school level.
In the *Give Me Five* metaphor, each part of the hand represents an **instructional** or **assessment** component and will be considered separately.

3. The **THUMB**, the most critical digit, represents **each individual student in an effective learning environment.**

KEY QUESTION***: What are the characteristics of the students being taught and the characteristics of learning environments that serve all students?***

All instructional planning must be done through the eyes of the learner. What are the unique characteristics of each student? What are the strengths and needs of individual students? How does each child learn and perceive the world?

What are the characteristics of an educational climate where all students have access to instruction, and all are supported, successful, and challenged?

It is fitting in this metaphor that the thumb is the minority digit. Minorities haven't fared very well in our educational system. Minorities in education are children from any group whose culture is not commonly reflected in school as well as any other students whose educational needs are not typically addressed through common instructional practices. There are so many "minorities" in school today that their numbers often surpass children who represent the "majority" population.

Too often instructional planning for minorities can be compared to an attempt to fix what's wrong rather than respect and teach what is. This band-aide approach has never worked. Think about it this way. If educators believed that all digits on the hand should resemble the fingers and function in a similar way, a band-aide could be used to connect the thumb to the first finger. No wonder such students are then perceived as slowing down the process and making instruction more difficult.

Like the thumb, it is the "minority" students who enhance the performance of the whole hand. Students from culturally and/or linguistically diverse backgrounds, as well as those who learn in atypical ways, bring diverse perspectives and learning styles to the educational process in ways that enrich everyone.

4. The **INDEX FINGER** identifies the **big ideas** that provide the **conceptual focus** and **points the way for instructional planning.**

KEY QUESTION: ***What is the conceptual essence of instruction?***

It is imperative that educators identify and teach the big ideas. These key principles and generalizations (statements of the relationships among important concepts) point the direction for all instruction. Once the essence of instruction is clearly stated, teachers can more readily identify critical concepts to be taught and develop lessons that have a strong conceptual focus. When identifying lesson objectives, the content objectives state what students will do to demonstrate understanding of the big ideas. Related language objectives reflect how students will access and express the big ideas and key concepts.

5. The **MIDDLE FINGER** represents **higher-order thinking and strategic learning.**

KEY QUESTION: ***How can educators raise the thinking level during the learning process and teach students strategies that will help them meet thinking goals?***

Teachers must seek every opportunity to promote higher-order thinking. Just as the middle finger is taller than the others, students who think analytically and creatively and who develop strategies for learning, always seem "head and shoulders" above the rest. Teachers need to provide mental challenges and specifically teach the strategies that enable all students to more effectively develop the thought processes and procedures for meeting their thinking goals. There are multiple ways to promote higher-order thinking, but the procedures used should be related to the big ideas being taught. For example, students can engage in activities that enable them to construct meaning and discover those important ideas for themselves. Graphic organizers are particularly valuable for helping students process big ideas and organize related details. To that end, educators choose organizers that match the thinking required for understanding the big ideas being taught. In a lesson, teachers need to also include student objectives related to the strategic focus to define what students will do to demonstrate use of the strategies taught. Related language objectives reflect how students will develop and communicate the needed thought processes.

6. The **RING FINGER** represents **motivation based on personal experiences**.

KEY QUESTION: ***How can we activate prior knowledge and create learning experiences that generate interest in learning more?***

Once the instructional essence has been stated as big ideas, educators need to create an experiential base for instruction. It is important to first build on prior knowledge of the students and to create common experiences that generate affective responses. The purpose of these activities is not only to provide relevant experiences but also to also generate curiosity and motivate learners.

7. The **RING** is a **concrete representation of the abstract and/or the unknown**.

KEY QUESTION: ***How can we preview unknown big ideas and related concepts in a visual or concrete way?***

In addition to activating prior knowledge and generating interest, educators need to prepare students conceptually for big ideas and concepts. Teachers must seek concrete ways: visuals, objects, metaphors, and so forth, to represent the concepts and big ideas their students don't already know. Since many students do not learn best through tasks requiring literacy or numerical representation, both the experiential and conceptual introduction should incorporate diverse modalities and precede grade-appropriate literacy or abstract mathematical tasks. The goal is for students to understand key concepts and big ideas prior to reading about them or solving abstract math problems.

Since strategic teaching and skill guidance is critical, it is also important to preview skills and strategies in concrete, visible ways. *(Examples include: visuals to teach concepts such as main idea, supporting details, and drawing inferences; use of objects and pictures in graphic organizers prior to using words and organizers based on text material; use of manipulatives for punctuation marks; and oral language skills prior to reading and writing.*

8. The **LITTLE FINGER** represents the finer **skills** that all students need to develop if they are to function effectively in a literate, technological society.

KEY QUESTION***: How can we meaningfully teach skills that are developmentally appropriate for all of my students?***

Just as the little finger is part of the whole hand, skills can be taught most effectively in a meaningful integrated context. Students will differ markedly in their readiness for specific skill instruction and in the amount of explicit instruction needed. However, all students will develop skills more readily if they receive guidance at a point slightly above their current performance level. Skills can be taught either deductively or inductively but must be systematically taught to maximize progressive skill development. Students need to experience the need for new skills *(ring finger)* and learn the skills first through concrete and oral modalities (*the ring).* Practice is provided, as needed, with materials below grade-level, prior to practice and application at grade-level.

9. The **PALM & BACK OF THE HAND** represent **core curriculum**.

KEY QUESTION: ***Following preparation and preview (provided by the digits of the hand) how can we involve students in the core curriculum to the greatest extent possible?***

Students need to develop reading and perform literacy and mathematical tasks that are at grade-level (or above) to the greatest extent possible. They need guidance and practice with text-like materials and multiple opportunities to read across the curriculum. To help students learn to process the written word or text material, educators will make use of all of the preview components *(the digits)* and expand upon them in the more complex tasks. For example, texts elaborate on the big ideas and concepts *(index finger)* as well as the strategies *(middle finger).* Students discuss how their own experiences relate to the readings *(ring finger*), and often use diverse modalities to support the readings through visuals, charts and graphs, role-play, or student illustrations *(ring).* To address individual student needs *(thumb)* educators must provide multi-level readings related to the theme and big ideas being taught. A very functional way to help students progressively develop grade-appropriate reading is to provide readings that are at the instructional level for all students. If students can first read a selection that is comprehensible, they can often tackle a more difficult related reading. If materials are available, reading related content in the native language first can also help make text in a new language more comprehensible.

10. The **FINGERNAILS** represent educational **materials.**

KEY QUESTION***: What materials will best help me meet my instructional goals?***

It is important to note that the fingernails grow from the fingers and thumb, not the other way around. Too often instructional decisions are based on the materials available, rather than insightfully selecting materials that are the most appropriate for the educational goals of the population being taught. Educational materials, like fingernails, take a lot of work and often need to be cut, shaped, strengthened and polished. It is rarely possible to purchase a program that would be an exact match for the curriculum in any discipline.

Thumbnail materials include:

- the many resources generated by the students themselves that can be used for multiple educational purposes
- the materials that reflect the interests and experiential backgrounds of the students, and
- materials that match the range of students in the class (for example, materials with different reading levels) as well as materials for any specialized needs, such as, materials in the native language or materials for the blind.

Index fingernail materials are those that provide a clear conceptual focus. They range from a single statement of a big idea to text-embedded principles accompanied by elaborated explanations, supporting details, and examples.

Middle fingernail materials are the materials (such as graphic organizers, question prompts, and so forth) that help teach strategies and promote higher-level thinking at all phases of instruction.

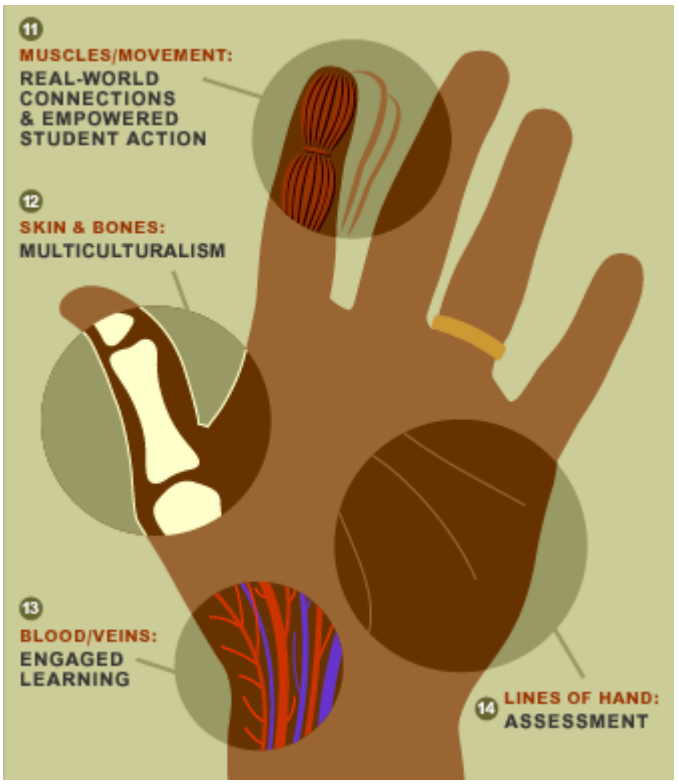
Ring fingernail materials reflect diverse modalities that activate prior knowledge, evoke an affective response, and present concrete representation of unknown concepts and principles. In the preview phases of a lesson, they are the materials needed to activate prior knowledge and generate experiences as well as the visuals, manipulatives, and other materials needed to preview the concepts in concrete ways. In later instructional phases, they include visuals that accompany text-like materials and trade books, oral discussions, as well as the materials students use to demonstrate their learning through modalities other than reading and writing.

Little fingernail materials reflect guidance and practice in the progressive development of new skills through both inductive and deductive instructional methods. They range from simple, often concrete or oral examples of a skill, to progressively more complex applications.

Of course it is also critical to select materials for Multiculturalism *(skin and bones)* that include: choice of themes and topics of investigation, multicultural literature, texts that incorporate diverse perspectives, materials designed to reduce bias and promote cultural sensitivity, authentic sources, the Internet, personal interviews, and so forth.

Real-world Connections and Student Action *(muscles and movement of the hand)* Typically, students are very involved in the selection of materials and resources at this level. The Internet brings many resources from around

the world into the classroom. In addition, students generally move beyond the classroom as they use parents, community members, businesses and organizations as educational resources.



11. The **HAND MUSCLES AND MOVEMENT** represent the purpose of education: the ability of students to transfer and expand learning through **real-world connections** and empowered **student action**.
KEY QUESTION: ***How can we make education meaningful and enable students to apply, transfer, and act on their learning in the real world?***
Meaningful education can never be isolated and static. Like exercises that strengthen the muscles of the hand and fine-motor activities that promote flexibility, education must have a real purpose and multiple and diverse opportunities to transfer and expand on learning and interact with the real world. Students need to share educational experiences with **parents**, become proficient in the basic skills of current **technology,** and connect in authentic ways with both local and global **communities**. Within each instructional unit, students should have tasks that require interaction with parents, use of technology, and community connections. While parent, technology and the community can be incorporated into all phases of a lesson, in this component of instruction it is particularly important that students are able to choose among options and alternative ways of expanding on and demonstrating their learning. Positive learning environments produce socially competent and concerned global citizens who make important contributions to their communities. Student actions should provide a balance between literacy tasks and those reflecting diverse modalities. Use of the native language can often be very meaningfully included in this instructional phase to further include parents and language communities. In essence, education needs to adequately prepare students for the world that is and create life-long learners who can function effectively in the world that will be.

12. The **SKIN and BONES** represent **multiculturalism.** The skin depicts the visible aspects of culture, the surface level that is readily observed by others, yet often misunderstood. However, it is the bones that shape the hand just as our underlying and hidden personal cultures shape all of our assumptions, values and perceptions. Every human action is intricately connected to the culture that lies within. Only education that gets down to the bones can promote the internal growth needed to create a more compassionate global community.

KEY QUESTION: *"How can we create a learning environment that promotes multiculturalism?*

To promote multiculturalism, decisions related to culture need to be made at every phase of planning. Decisions related to curriculum, instructional design, the structure of interaction in the classroom, as well as parent and community involvement should be made with as much cultural insight as can be developed. Multiculturalism is not an add-on that addresses only the most obvious aspects of culture, such as food, fashion, festivals and famous people. Those reflect the surface, or skin level of culture. Authentic multicultural education gets down deep and transforms curriculum at the core. It promotes understanding of the students we teach, influences what we teach, guides how we teach, determines how learning is assessed, and shapes how students interact with and perceive each other and the cultures of the world. Multicultural components of the hand include:

ARM: Avoiding cultural bias in the development of national and state standards and goals

HAND: Incorporating multicultural curriculum and instruction in general, for example choice of themes and topics of investigation

THUMB: Knowing the cultures of the students in class and creating a culturally sensitive environment

INDEX FINGER: Avoiding cultural bias in statements of big ideas and including big ideas that promote awareness of diverse perspectives in all instructional units

MIDDLE FINGER: Recognizing that thought-processes are culturally influenced and providing explicit guidance in cultural conventions with regard to use of the strategies needed in the educational setting

RING FINGER AND RING: Recognizing that student experiences and conceptual knowledge at specific grade levels may differ markedly across cultures and socio-economic groups and creating culturally appropriate introductory activities to assess prior knowledge and provide a common experiential base

LITTLE FINGER: Recognizing specific needs for developmentally appropriate skill guidance related to differences in cultural syntax and conventions

PALM OF THE HAND: Avoiding cultural bias and incorporating multicultural resources and perspectives as an integral part of instruction, not merely an add-on

HAND MUSCLES AND MOVEMENT: Providing multicultural expansion of learning and choice options for investigation and action that respect the cultures of the students and promotes multicultural awareness for all

BLOOD: Promoting **engaged learning** through equity, acceptance and mutual respect among classmates along with realizing that there are cultural variations in patterns of interaction, ways of expressing emotions, educational priorities and customs for demonstrating knowledge.

FINGERNAILS: Using **materials** that promote multicultural learners

LINES OF THE HAND: Avoiding cultural bias in **assessment** and assessing students new to the language of instruction in ways that are developmentally appropriate through alternative assessment measures and time flexibility

13. The **BLOOD** represents **engaged learning.**

KEY QUESTION***: Are all students actively engaged?***

Student engagement is the lifeblood of the educational process. For every activity, teachers must plan to maximize student engagement. They need to ask themselves what grouping patterns would promote the most learning: cognitively, linguistically, affectively and socially. Just as the blood brings oxygen and nutrients to all cells, flexible grouping, cooperative structures and student interaction provide the nourishment needed for group synergy as well as individual student growth and production. The final phase of instructional planning is to watch students as they learn and demonstrate their learning. Are they excited, engaged, successful, and challenged? If not, what changes can be made at that time to promote greater student engagement, to get that blood flowing again?

14. The **LINES OF THE HAND** represent **assessment**. The lines of the hand are ever present, respond to every motion, and become more pronounced with age. Likewise, assessment is an integral, ongoing part of instruction and becomes more visible in the older grades. Although assessment is listed last in the explanation of this metaphor, it will be clear that assessment is considered at each phase of planning. Assessment enables us to meaningfully report learning, provide feedback, determine needs and improve instruction. Student objectives represent the entire hand and all component parts.

KEY QUESTION***: How can we assess what students know, are able to do, and how they feel about learning in multiple and diverse ways?***

Arm assessment includes school-wide assessment of how well the students perform on state goals and standards.

Hand assessment demonstrates what students know, can do, and how they feel with regard to the curriculum taught in each grade level.

Thumb assessment reflects:

- specialized needs of individual students
- student-initiated authentic reflections of learning and as well as self-assessment and assessment by peers
- assessment of the classroom climate for learning

Index finger assessment provides ways for students to demonstrate their understanding of big ideas and related key concepts.

Middle finger assessment reflects higher-level thinking and demonstrates how students use and apply learning strategies in both assignments and chosen activities.

Ring finger assessment includes assessment of affect and social development, often through personal journals, interest inventories and classroom observations.

Ring assessment enables students to demonstrate their leaning through modalities other than reading, writing, and use of abstract math problems.

Little finger assessment demonstrates progressive skill development in multiple ways.
Palm & Back of the Hand assessment demonstrates students' abilities to use literacy and mathematical materials that represent the core curriculum.
Muscles and Movement of the Hand assessment demonstrates to what extent students are able to transfer and expand on their learning, apply what they have learned to unique situations, and act on their learning in personally meaningful and socially relevant ways.
Skin and bones assessment demonstrates a reflection of multiculturalism:

- awareness of personal culture and ways it shapes each of us
- sensitivity to and respect for diverse cultures
- knowledge of the influences and contributions of different communities and cultures
- the ability to recognize diverse perspectives and consider opposing points of view
- an understanding of cultural bias and how stereotypes are generated and perpetuated

Multicultural assessment includes reflections on personal growth in this area as well as evidence of multicultural friendships and actions toward others that demonstrate respect.
Blood assessment demonstrates to what extent all learners are actively engaged and should take place constantly as the lesson progresses.

GIVE ME FIVE: UNIT PLANNING GUIDE

STUDENT POPULATION:

THEME:
FocusTopic: (if any)
Subtheme: (if any)

CURRICULAR ALIGNMENT:

GUIDING QUESTIONS:

BIG IDEAS:

ESSENTIAL CONCEPTS/VOCABULARY:

LEARNING STRATEGIES:
Review:
Teach:
Preview:

SKILL FOCUS:
Review:
Teach:
Preview:

REAL-WORLD RESOURCES: Parents, Community, and Technology

OBJECTIVES FOR EACH LESSON:

GIVE ME FIVE: UNIT PLANNING GUIDE (Defined)

STUDENT POPULATION: *(ages, academic range, proficiency in the language of instruction and the native language (if different), ethnicity, socio-economic background, and specialized needs of the students served)*

THEME: *(a broad theme that could be studied through multiple topics or case studies and is relevant, permanent, of interest and readily supports state goals and standards)*

Focus Topic: (*a sample topic of investigation in a broader theme, supports state goals and standards)*

Subtheme: *(a smaller theme embedded within the broader theme)*

CURRICULAR ALLIGNMENT: *(the state goals and standards taught in the unit)*
Teachers list the goals and standards or indicate the numbers being taught. Teachers may choose to check them off in a copy of the goals and standards with different color check marks for each unit.

GUIDING QUESTIONS: *(essential questions that lead to the big ideas)*

BIG IDEAS (KEY PRINCIPLES AND GENERALIZATIONS, a*lso called Enduring Understandings)*

FUNCTION *(the purpose, significance, place in the universe)*

FORM (appearance, structure, organization)

PROCESS (how it performs the function)

RELATIONSHIPS (part to part, part to whole, whole to comparable whole, whole to a larger context, cause-effect, change across time, real-world applications

PERSPECTIVE (diverse points of view, controversial issues)

ESSENTIAL CONCEPTS/VOCABULARY: *(the most important concepts in the big ideas and those critical for the content example studied)*

LEARNING STRATEGIES: (*strategies used by teachers that eventually, with guidance, students will internalize to help meet thinking, learning, and communication goals.)*
(If desired may categorize as follows:)

Review: *(taught before and being used and expanded on in this unit)*
Teach: *(provide explicit guidance in a new strategy)*
Preview: *(expose students to a strategy they will learn later)*

SKILL FOCUS: *(specific skills that will be explicitly addressed in the unit)*
If desired may categorize as follows:

Review: *(taught before and being used and expanded on in this unit)*
Teach: *(provide explicit guidance in specific skills)*
Preview: *(expose students to a skill they will learn later)*

REAL-WORLD RESOURCES: *(inclusion of parents, the community, and technology)*

OBJECTIVES FOR EACH LESSON: *(observable behaviors, stating what the students will do to demonstrate their level of understanding of the big ideas and knowledge of related facts, as well statements of what they will do to demonstrate skill development in listening, speaking, reading, writing, problem solving and creating)*

GIVE ME FIVE LESSON CYCLE **Lesson____of_____ in the unit.**

BIG IDEAS(from the Unit Planning Guide) **taught in this lesson: List numbers or rewrite.**

EXPERIENTIAL PHASE*:* (activation of prior knowledge & motivation through theme-related experiences)
CONCEPTUAL PREVIEW PHASE (concrete introduction to key concepts and big idea(s)
FOCUSED LEARNING PHASE *(big ideas in a more challenging literate context with guidance and practice of related strategies and skills)*
TRANSFER & EXPANSION PHASE (extension of big ideas through meaningful real-world examples)
LEARNERS' ACTION PHASE *(actions that demonstrate meaningful application of big ideas, strategies, and skills)*

GIVE ME FIVE LESSON CYCLE **Lesson___of___**

Use of multiple Lesson Cycles is typical in a unit, so the sequence of lessons needs to be recorded.

BIG IDEAS TO BE LEARNED FROM THE UNIT PLANNING GUIDE: list #s_____

Either list the numbers of the big ideas being taught from the Give Me Five Unit Planning Guide or retype the big ideas to be taught in this Lesson Cycle.

EXPERIENTIAL PHASE*:* (activation of prior knowledge & motivation through theme-related experiences)

The purpose of this phase is to activate prior knowledge, to create a common experiential base related to the theme, and to generate interest. This phase does not require literacy skills, but higher-level thinking is encouraged. The emphasis is on an affective response. The goal is to build on what students know and get them interested in learning what they need to know.

CONCEPTUAL PREVIEW PHASE (Concrete introduction to key concepts and big idea(s)
The purpose of this phase is to prepare students for the most difficult concepts needed to understand the big idea(s) of the lesson and then to preview the big ideas (statements that express the relationships among the key concepts) in ways that are not dependent on literacy skills or abstract math. The concepts and big ideas are presented in concrete ways through diverse modalities: oral input, visuals, hands-on activities, simulations, role-play, experiments, analogies, graphic organizers with visuals to reflect big ideas, and so forth. Students with some literacy skills may copy a big idea and key concepts (the most important vocabulary) after understanding and expressing them orally, but participation does not require independent literacy skills. The emphasis is on developing conceptual readiness. Students need to get the point of instruction and understand related key concepts/vocabulary prior to more complex literacy tasks.

Notes:

Listening and speaking skills are often modeled during the first two phases to promote oral language skills in developmentally appropriate ways for the range of learners.
When activities incorporate both affective and conceptual readiness, the first two phases are combined.

FOCUSED LEARNING PHASE *(big ideas in a more challenging literate context with guidance and practice of related strategies and skills)*

The purpose of this phase is for students to have additional opportunities to learn the conceptual, strategic, and skill focus of the lesson within a literate or more complex context. Guidance and practice are provided as needed and all skills are taught in authentic and meaningful ways. Diverse modalities and multilevel challenges are incorporated into literacy and skill development. Given the readiness provided in the earlier phases, students are able to benefit from literacy materials at a higher readability level than would have been possible without the preview. However, a range of literacy materials is typically needed to address the interests and needs of diverse learners. All learners should have opportunities for exposure to the big ideas in multiple ways that are progressively more complex as they develop related listening, speaking, reading, and writing skills. Modeling and accountability reflect the range of learners served.

Note:

It may be necessary to return to the CONCEPTUAL PREVIEW PHASE periodically to prepare for an important concept or principle before continuing with literacy tasks. This is generally the case when teachers choose to use one long Lesson Cycle to teach several big ideas. When more than a couple of big ideas are being taught in a lesson, such movement up and down the Lesson Cycle would be common, particularly in lessons for young students or in classes where some students have limited literacy or language skills in the language of instruction.

TRANSFER & EXPANSION PHASE (extension of big ideas through meaningful real-world examples)

The purpose of this phase is for students to internalize learning to the extent that it has meaning for them in the real world. The goal is for them to transfer and apply new learning and to expand on that learning. It is critical to incorporate diverse options and student choices that reflect the big ideas of the lesson as well as the academic, language, and literacy ranges of all students served. Students are generally expected to apply many of the new skills they are learning in the lesson to a new context. If student teams collaborate on transferring and expanding their learning, developmentally appropriate accountability is included for all students. Often teams will investigate one component of a class theme in more depth, or they will explore other examples of the big ideas taught in the lesson through the class example(s). Inclusion of parental, community and technological resources are often particularly important in this phase.

LEARNERS' ACTION PHASE *(actions that demonstrate meaningful application of big ideas, strategies, and skills)*

The last phase of the Lesson Cycle encourages students to act on their learning in personally and socially relevant ways. Student choice is again an important component. However, the actions chosen should reflect tasks that require higher-level understanding of the big ideas studied, progressive skill development, and inclusion of diverse modalities. Authentic student projects that integrate the learning are typical of this phase, and creativity is particularly encouraged. Often students present creative applications of their explorative activities in the preceding phase to an audience (classmates, parents, or other classes). While individual projects may differ markedly, they should each reflect the big ideas in some way and provide authentic assessment of student understanding of those ideas as well as personal development of the skills taught in the lesson. When student teams collaborate on a presentation/project, developmentally appropriate accountability of the big ideas and skill development is included for all members of the team.

Notes:

If activities meet the goals of the last two phases, teachers may want to combine the phases.

The last phase(s) may also combine learning from more than one cycle.

For example, a teacher may introduce one or more big ideas in one lesson cycle and complete only the third or fourth phase. After students have experienced one or more such lessons, they will act on learning from those lessons in one Learners' Action Phase.

Notes:

While it is easier to develop shorter lessons focused on one or two big ideas, educators need to think of each lesson within the context of a unit. The connections between the lessons need to be strong through strategies for review and transfer. In addition, as the unit progresses, student tasks need to become progressively more complex. While in each individual lesson the activities related to the big idea(s) being taught become progressively more difficult, there should be a similar progression whenever possible throughout the unit. For example, students may be exposed to a particular graphic organizer in one lesson, contribute to a sample class-generated organizer in another, collaborate on the organizer with a team in the next lesson, and use the organizer independently by the end of the unit.

A teacher may choose to preview some of the activities in the next lesson with the lowest-functioning students while more independent students complete some of the more complex tasks of the final phases of the Lesson Cycle.

The Give Me Five Lesson Cycle is the lesson component of Give Me Five: Instructional Planning for Diverse Learners and is used following the Give Me Five Unit Planning Guide