

The 5E Lesson Model

Engage:

- Select an activity that captures student interest and is related to the topic of instruction
- A connection should exist between prior learning and the main objective for the new lesson
- The result should be that students are interested in take the investigation further.

Instructional Strategies:

- Promote interest and curiosity related to the lesson learning objective(s)
- Use probing questions that elicit recall of prior learning and promote student questions that require further exploration.

Expected Responses:

- Class recall of prior learning that could be used to explore the problem presented.
- Students suggest ideas to investigate

Explore:

- Allow students to use their suggested methods to derive a solution or provide an explanation
- Students begin to use their suggestions to see if any will work in resolving the question

Instructional Strategies:

- All group or individual work without direct instruction
- Do not tell students if a suggested strategy will work or not
- Circulate through the class to observe and listen to student discussion.
- Ask questions that cause students to consider alternatives
- Provide time for the explorations to take place

Expected Responses:

- Students are testing their suggestions and comparing their results with other students or groups
- Students are able to discern which suggestions don't produce the desired result
- If students are not able to provide a solution, they ask for instruction from the teacher.

Explain:

- The teacher draws on student suggestions and shows why any error didn't work
- The teacher uses prior learning to build a prospective solution.
- The teacher provides new information, strategies or skills needed
- Show how any student with a correct or nearly correct solution was on track to accomplish the task

Instructional Strategies:

- Have students try to explain the process presented using their own experiences and vocabulary level
- Provide new vocabulary and skills needed for the solution.
- Provide the algorithm needed for students to successfully complete the given task

Expected Responses:

- Students are able to duplicate the process on a new problem related to the one under discussion
- Vocabulary used in the explanation is incorporated into the students' language base
- Students can correct errors seen in other solutions to the issue

Extend (Elaborate):

- Provide a new problem in the same vein as the one just accomplished
- Provide a real-world example of the problem or issue and challenge students to resolve the problem
- Add a problem or topic that goes beyond the initial situation
- Give language nuance that deepens student understanding of the situation at a higher level

Instructional Strategy:

- Require students to use correct vocabulary just learned to discuss the topic.
- Ask a new question that may or may not be related to the learned material and seek students' responses
- Promote student suggestions for problems or circumstances that extend what was just learned
- Provide alternative suggestions for dealing with problem when any needed modifications in strategies or any new vocabulary required.

Expected Responses:

- Students can converse using new vocabulary in resolving a new problem or circumstance
- New problems can be handled using new or extended strategies.
- An application can be made as is appropriate and students know when it is appropriate
- Students ask new questions that open the door for further elaboration.

Evaluate

- Students measure their own understanding by attempted to use knowledge gained to work on another similar circumstance
- Pupils can perform the tasks and answer questions on situations provided by the teacher to measure understanding.

Instructional Strategy:

- Use verbal or written questions to measure student understanding
- Provide several ways to assess learning
- Ask questions that require students to extend what they have learned
- Expect students to justify responses
- Challenge to students to find errors in provided explanations

Expected Responses:

- Students are able to assist peers in creating correct responses to problem situations
- Pupils can provide factual recall of vocabulary and processes
- The capacity to self-check is gained
- Questions that show student realization that a topic can be further explored