

# Planning Template Using the 5-E Model

Teacher: Class: Title of Unit (or Lesson):	
Key Concepts:	Related Concepts (Connections, perspectives, etc.)
For which Core Competency(ies) is/are common language being developed?	
Which Big Ideas and Curricular Competencies are being addressed?	
<i>Engage – Tuning In</i>	
Designed to help students understand the learning task and make connections to past and present learning experiences, this should stimulate interest and ready students to identify their own questions about the topic. Typical activities in this stage include posing a question, defining a problem, or demonstrating a discrepant event, then using small group discussions to stimulate and share ideas. Instructors help students connect previous knowledge to the new concepts introduced in the unit.	
Briefly describe the opening activity/hook to engage students' previous knowledge and interest.	Teacher Questions and Provocations to drive inquiry:

## Explore – Finding Out

Students have the opportunity to get directly involved with the main concepts through guided exploration of information. They begin identifying patterns and make connections to other disciplines. Frequently, students will diverge from the targeted activity to explore their own questions, continually building on their knowledge base. During this stage, instructors observe and listen to students as they interact with each other, the information, and materials provided. Probing questions help students clarify their understanding and redirect their investigations when necessary.

Materials needed:

Probing / Clarifying Questions for students:

## Explain – Sorting Out

Students are introduced more formally to the lesson's concepts. Through readings and discussions, students gain an understanding of the major concepts and can verify answers to questions or problems posed earlier. In addition, more abstract concepts not easily explored in earlier activities are introduced and explained. As students formulate new ideas, appropriate vocabulary can be introduced.

Content, media and major concepts:

Relevant vocabulary:

## Extend – Going Further

Students expand on what they have learned and apply their newfound knowledge to a different situation. They test ideas more thoroughly and explore additional relationships. Providing closure to the lesson and verifying student understanding is critical at this point. Teacher might consider Bloom's Taxonomy and Webb's Depth of Knowledge to guide learning activity selection and assessment strategy.

Extension questions for whole/small group:

Student communication product:

## Evaluate – Making Conclusions

The instructor continually observes students' learning to monitor their progress using questioning techniques and discussions. More formal evaluation - traditional assessments in the form of quizzes and alternative assessments such as concept maps, summary projects or reports - can be conducted at this stage. Assessments should be aligned with objectives and include self-assessment.

Assessment(s):

Examples of Student Work:

### Post-Lesson Reflections:

What went well, something to be sure to do again next time?

How could you improve on the assessment task(s) so that you have a more accurate picture of each student's understanding of the central (Big) idea and purpose?

What was the evidence that connections were made between the central idea and transdisciplinary areas (Worldview, other subject areas, etc.)?

What were the learning experiences that enabled students to demonstrate both, higher order cognitive skills and increased depth of knowledge engagement?

Which teacher questions and provocations were most effective at driving student engagement and inquiries (in the Engage phase)?

What student-initiated actions arose from the learning?