

5E Lesson Plan Directions

(adapted from CalTeach at UC Berkeley)

Teacher Name: Write your name.

Date/Time to be Taught: When will you teach the lesson?

Focus/Essential Question:	<i>What is the focus or essential question that the lesson will address?</i>
Student Learning Objectives:	<i>What 3 to 5 learning outcomes could be demonstrated by students as a result of the lesson's Exploration, Explain, and Elaborate sections?</i>
Student Prior Knowledge:	<i>What prior knowledge or skills related to this lesson do you expect students to have? What possible gaps or misunderstandings might exist within this topic?</i>
Lesson Agenda for your students:	<i>Create a short list of bullet points that you will post on the board to guide students.</i>
Materials and Technology List	<i>What materials will the students need during the lesson? (Describe total amounts and plan for packaging for easy distribution to students or groups.)</i>
Preparation Tasks	<i>What specific actions or arrangements are needed to prepare for the lesson?</i>

Engage: <i>Activities that engage students' interest and build connections to their lives and prior knowledge.</i>	Evaluate: <i>Previous Experience and Baseline Learning</i>
<ul style="list-style-type: none"> - What will you say and do to introduce your topic and to engage students' attention? - What questions will connect topic to students' lives and elicit prior knowledge? How do you expect students to answer? - How will you transition to exploration? - What structures are in place to support academic language development for a variety of learning needs, including for English language learners? <p>Time: <u>Estimated minutes</u></p>	<p><u>Watch for:</u> How will you know that students are engaged?</p> <p>What do you expect the range of prior knowledge to be?</p> <p><u>Response:</u> What might you do to revisit prior knowledge, if needed?</p>

<p>Explore: <i>Hands-on tasks designed to explore ideas and to develop skills together.</i></p> <ul style="list-style-type: none"> - What specific directions and demonstrations will you use to introduce the task(s), problem(s), activities or project? - What will you tell students about student grouping and material distribution for the task(s)? - What handouts or other written materials will you give students? (please attach) - What will you do or say during activities to encourage cooperative student work? - What will you tell students to prompt clean-up and transition to explanation? - What structures are in place to support academic language development for a variety of learning needs, including for English language learners? <p>Time: <u>Estimated minutes</u></p>	<p>Evaluate: <i>Focus, Involvement, Collaboration, Results, and Recording</i></p> <p><u>Watch for:</u> What do you expect to see students doing to construct meaning?</p> <p><u>Response:</u> What specific prompts or questions might help students focus attention, improve observation and encourage reasoning? (e.g. <i>Have you noticed ...? Have you tried...? How would you describe ...? What happens if ...? Can you find a way to determine ...? What do you think about ...?</i>)</p>
<p>Explain: <i>Students explain the phenomena they explored and discuss their different ideas and perspectives.</i></p> <ul style="list-style-type: none"> - How will you organize students to discuss their observations and explain their thinking? - What prompts might help foster sharing and support critical listening and reasoning? (e.g. <i>What did you notice about ...? What are some different approaches to ...? What else might cause...? What evidence supports ...? What are our rules for debate/sharing?...?</i>) How do you expect students to answer? - What big observations and conclusions might arise from student discussion? - How will you briefly summarize the student discussion? - What structures are in place to support academic language development for a variety of learning needs, including for English language learners? <p>Time: <u>Estimated minutes</u></p>	<p>Evaluate: <i>Participation, Reporting, Debating, and Evidence-Based Reasoning</i></p> <p><u>Watch for:</u> What are common misconceptions that might arise?</p> <p><u>Response:</u> How might you prompt the group to think together about possible misconceptions?</p> <p>How will you respond to individual reluctance to share, too much sharing, or overly critical debate?</p> <p>How will you differentiate instruction when you notice a range of different student understandings, and ensure that all students meet your learning objectives?</p>
<p>Elaborate: <i>Teacher-stimulated application and clarification of concepts, skills, attitudes, processes or terminology.</i></p> <ul style="list-style-type: none"> - What opportunity will you provide for students to apply or recognize concepts or skills in another situation? - How will you connect to students' previous understanding and encourage students to see the development of their ideas? - How will you review useful vocabulary and definitions in a few sentences? - What structures are in place to support academic language development for a variety of learning needs, including for English language learners? <p>Time: <u>Estimated minutes</u></p>	<p>Evaluate: <i>Demonstrated Understanding, Use of Skills, and Other Applications</i></p> <p><u>Watch for:</u> How will you know if a student needs help with applying what they learned?</p> <p><u>Response:</u> How will you support students who are having trouble applying ideas or skills?</p>