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:	_What is the focus or essential question that the lesson will address?_
Student Learning Objectives:	_What 3 to 5 learning outcomes could be demonstrated by students as a result of the lesson's Exploration, Explain, and Elaborate sections?_
Student Prior Knowledge:	_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?_
Lesson Agenda for your students:	_Create a short list of bullet points that you will post on the board to guide students._
Materials and Technology List	_What materials will the students need during the lesson?_ _(Describe total amounts and plan for packaging for easy distribution to students or groups.)_
Preparation Tasks	_What specific actions or arrangements are needed to prepare for the lesson?_

Engage: _Activities that engage students' interest and build connections to their lives and prior knowledge._	**Evaluate:** _Previous Experience and Baseline Learning_
- 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? **Time**: Estimated minutes	_Watch for:_ How will you know that students are engaged? What do you expect the range of prior knowledge to be? _Response:_ What might you do to revisit prior knowledge, if needed?

Explore: *Hands-on tasks designed to explore ideas and to develop skills together.*	**Evaluate:** *Focus, Involvement, Collaboration, Results, and Recording*
- 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? **Time:** <u>Estimated minutes</u>	<u>*Watch for:*</u> What do you expect to see students doing to construct meaning? <u>*Response:*</u> What specific prompts or questions might help students focus attention, improve observation and encourage reasoning? *(e.g. 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 …?)*
Explain: *Students explain the phenomena they explored and discuss their different ideas and perspectives.*	**Evaluate:** *Participation, Reporting, Debating, and Evidence-Based Reasoning*
- 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. 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?…)* 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? **Time:** <u>Estimated minutes</u>	<u>*Watch for:*</u> What are common misconceptions that might arise? <u>*Response:*</u> How might you prompt the group to think together about possible misconceptions? How will you respond to individual reluctance to share, too much sharing, or overly critical debate? How will you differentiate instruction when you notice a range of different student understandings, and ensure that all students meet your learning objectives?
Elaborate: *Teacher-stimulated application and clarification of concepts, skills, attitudes, processes or terminology.*	**Evaluate:** *Demonstrated Understanding, Use of Skills, and Other Applications*
- 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? **Time:** <u>Estimated minutes</u>	<u>*Watch for:*</u> How will you know if a student needs help with applying what they learned? <u>*Response:*</u> How will you support students who are having trouble applying ideas or skills?

5E Lesson Plan Template

(see Directions Document for prompts for each section below)

Teacher Name(s): _____

Date/Time to be Taught: _____

Focus/Essential Question:	
Student Learning Objectives:	
Student Prior Knowledge:	
Lesson Agenda for Your Students:	
Materials and Technology List	
Preparation Tasks	

Engage: *Activities that engage students' interest and build connections to their lives and prior knowledge.*	**Evaluate:** *Previous Experience and Baseline Learning*
Time: Estimated minutes	
Explore: *Hands-on task designed to explore ideas and to develop skills together.*	**Evaluate:** *Focus, Involvement, Collaboration, Results, and Recording*
Time: Estimated minutes	
Explain: *Students explain the phenomena they explored and discuss their different ideas and perspectives.*	**Evaluate:** *Participation, Reporting, Debating, and Evidence-Based Reasoning*
Time: Estimated minutes	
Elaborate: *Teacher-stimulated application and clarification of concepts, skills, attitudes, processes or terminology.*	**Evaluate:** *Demonstrated Understanding, Use of Skills, and Other Applications*
Time: Estimated minutes	