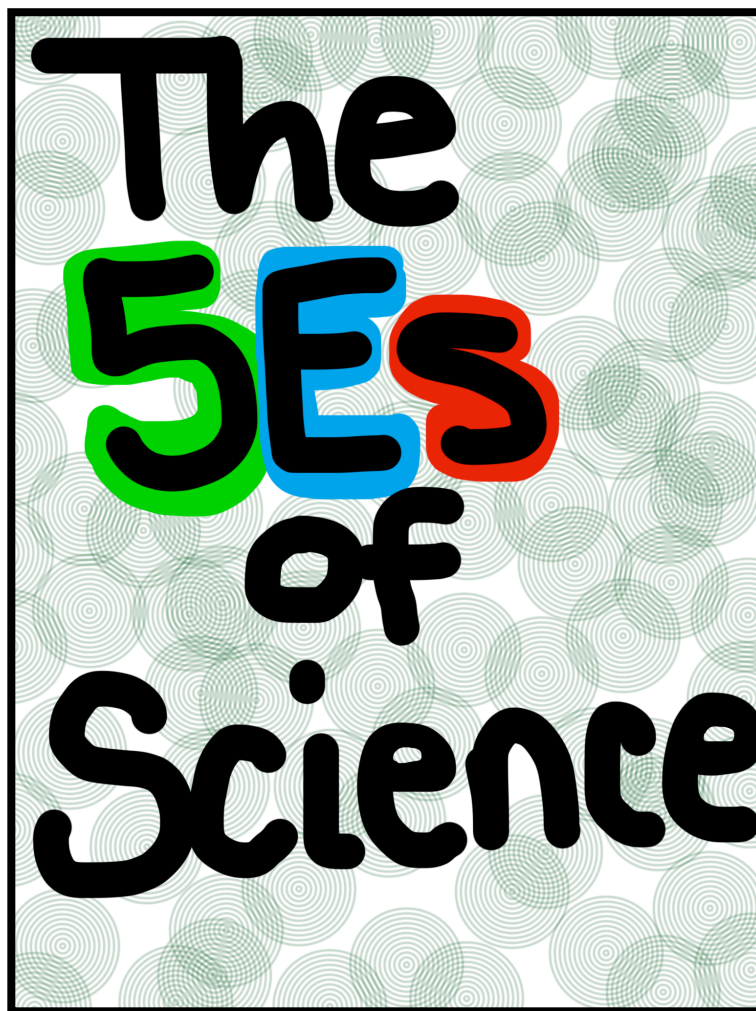


Planning Instruction

Tips & Graphic Organizers
Using...



Tips for Using the 5Es Model

Engage

The teacher may pose problems, ask questions, present situations to cause doubt and/or illicit prior knowledge.

The student may ask questions, access prior knowledge, show an interest, doubt an understanding, create a plan, identify a problem, and/or record questions.

Explore

The teacher may pose specific questions or problems, model an activity/procedure, support students with their predictions/hypothesis', support students with their planning, provide or support with materials and resources, provide feedback, and/or formatively assess students.

The student may make predictions/hypothesize, explore materials and resources, create a design or specific plan, collect data, create a model, and/or evaluate their own understanding.

Explain

The teacher may clarify or enhance understanding, offer various explanations, model possible outcomes, pose new questions, pose new problems, provide feedback, and/or evaluate student explanations.

The student may form and clarify understandings, generalize, seek feedback, seek new explanations, and/or apply learning to alternative mode of expression (write-ups, poster, video, etc.)

Elaborate

The teacher may ask extension questions, provide specific resources, create related tasks, model other outcomes, provide specific feedback, redirect students, and/or set students up for evaluations.

The student may ask extension questions, seek new resources, apply new knowledge, solve original problems, perform related tasks, and/or make conclusions.

Evaluate (on-going)

The teacher may revisit a prior formative assessment to compare results, use science probes, create a summative assessment, evaluate procedure and results, use a rubric, use observations, interview students, evaluate science journals and/or performance tasks.

The student may add new learning to prior formative assessment tasks/probes, take a summative assessment, present a final project or performance task, self-evaluate, and/or present collection of learning in a document or science journal.

5 Es Plan

Topic: _____

Engage—(introduce with exciting activity)

Explore—(meaning of the concept)

Explain—(how the concept applies, an investigation)

Elaborate—(on the meaning or application of concept)

Evaluate—(student's level of understanding)

Topic: _____

<u>Engage</u>	
<u>Explore</u>	
<u>Explain</u>	
<u>Elaborate</u>	
<u>Evaluate</u>	

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KUD

- ➔ K-Knowledge Base- the facts, vocabulary...that students must know in order to facilitate understanding
- ➔ U- Understanding Goals- focus on students understanding of discipline or topic concepts, connect to standards or grade level expectations, and are explicit
- ➔ D-Skills to Do- What students will be able to do as a result of this

K	
U	
D	

K

U

D



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