

# 5E Instructional model

➤ **Models what teachers do in classrooms**

**Could be used as a framework for:**

- **A unit of work**
- **A series of lessons**
- **Any one lesson**

# 5E Instructional Model

“A framework to inform conversations and guide the observation, critique and reflection of classroom practice.”

# 5E – An Instructional Model

- A framework for **purposeful teaching** and describes the **interactions** that take place **within a classroom** between the teacher.
- The student and the content using five descriptors:

**Engage**

**Explore**

**Explain**

**Elaborate**

**Evaluate**

# 5E Model of Instruction

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate



# 1. Engage

2. Explore

3. Explain

4. Elaborate

5. Evaluate

- Make connections between **past** and **present** learning experiences.
- Students should become **mentally engaged** in the concept, process, or skills to be learned.

1. Engage
- 2. Explore**
3. Explain
4. Elaborate
5. Evaluate

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- Students **actively explore** their environment or **manipulate** materials.
  - They identify and develop **concepts, processes, and skills.**

1. Engage
2. Explore
- 3. Explain**
4. Elaborate
5. Evaluate

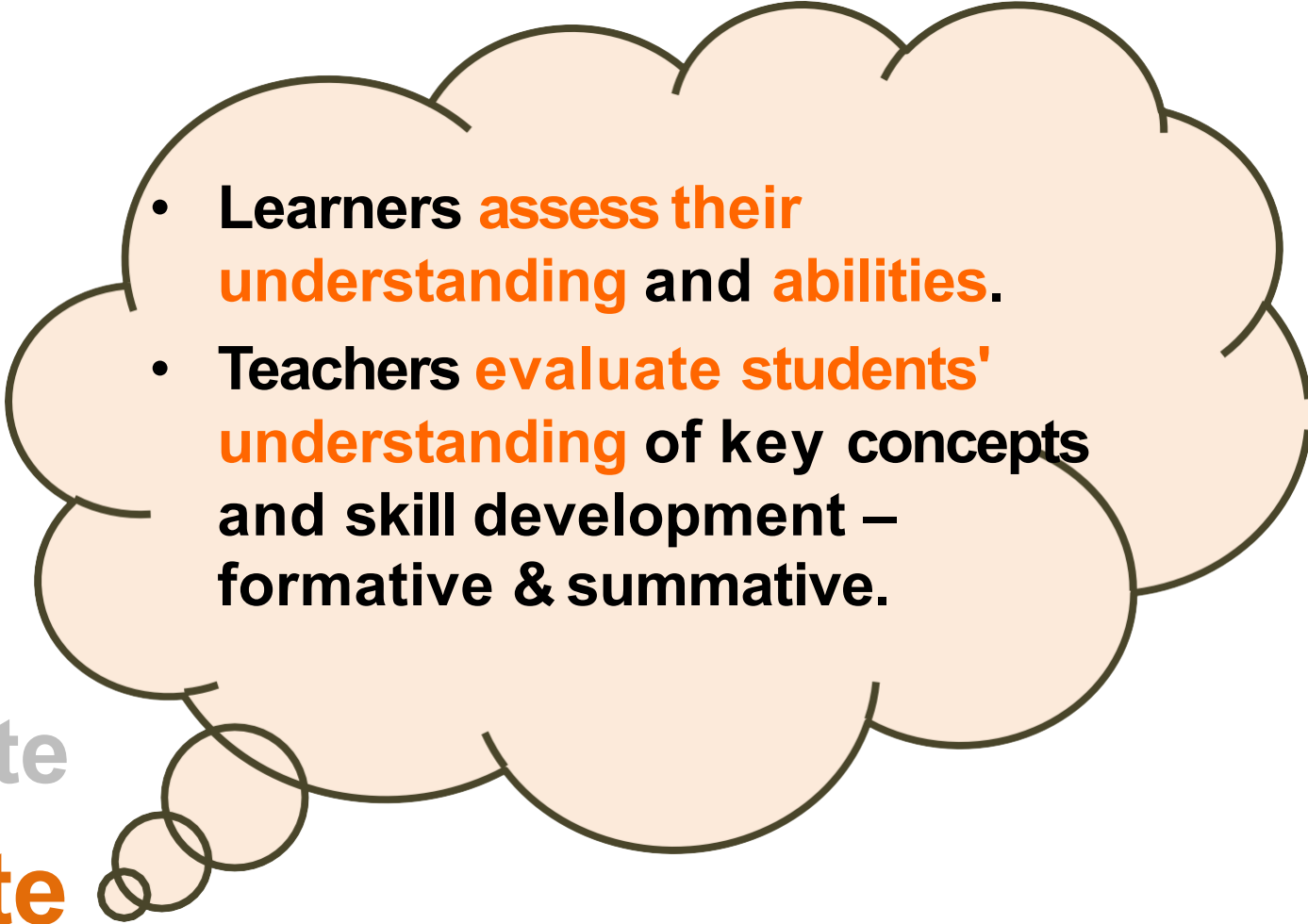
- Students **explain the concepts** they have been exploring.
- They **verbalize** their conceptual understanding or to demonstrate new skills or behaviors.
- Teachers can introduce formal terms, definitions, & explanations for concepts, processes, skills, or behaviors.

1. Engage
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- 4. Elaborate**
5. Evaluate

- Students to **apply their knowledge** to new domains/ extends their conceptual understanding.
- “**Transfer of learning**”
- They develop **deeper** and **broader** understanding of major concepts, obtain more information about areas of interest, and refine their skills.



1. Engage
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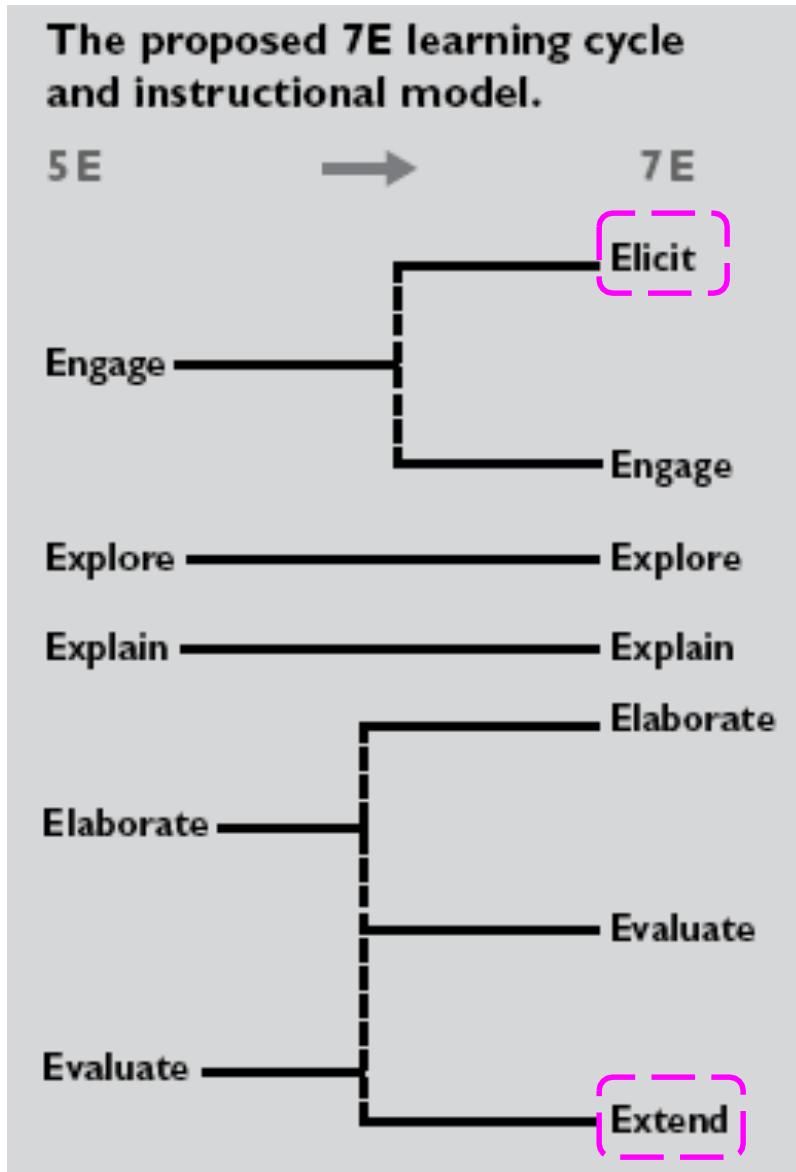
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- Learners **assess their understanding and abilities.**
  - Teachers **evaluate students' understanding** of key concepts and skill development – formative & summative.

# Modification on the 5E Model <sup>(1)</sup>



- **Formative evaluation** must take place during all interactions with students.

# Modification on the 5E Model (2)



## 7E Model (Eisenkraft, N.D.)

- Emphasises the increasing importance of **eliciting** prior understandings and the **extending**, or transfer, of concepts.

# The 5E Model of Instruction



5E Definition	Teacher Behavior	Student Behavior
<b>Engage</b>		
<ul style="list-style-type: none"> <li>• Generate interest</li> <li>• Access prior knowledge</li> <li>• Connect to past knowledge</li> <li>• Set parameters of the focus</li> <li>• Frame the idea</li> </ul>	<ul style="list-style-type: none"> <li>• Motivates</li> <li>• Creates interest</li> <li>• Taps into what students know or think about the topic</li> <li>• Raises questions and encourages responses</li> </ul>	<ul style="list-style-type: none"> <li>• Attentive in listening</li> <li>• Ask questions</li> <li>• Demonstrates interest in the lesson</li> <li>• Responds to questions demonstrating their own entry point of understanding</li> </ul>
<b>Explore</b>		
<ul style="list-style-type: none"> <li>• Experience key concepts</li> <li>• Discover new skills</li> <li>• Probe, inquire, and question experiences</li> <li>• Examine their thinking</li> <li>• Establish relationships and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a facilitator</li> <li>• Observes and listens to students as they interact</li> <li>• Asks good inquiry-oriented questions</li> <li>• Provides time for students to think and to reflect</li> <li>• Encourages cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts activities, predicts, and forms hypotheses or makes generalizations</li> <li>• Becomes a good listener</li> <li>• Shares ideas and suspends judgment</li> <li>• Records observations and/or generalizations</li> <li>• Discusses tentative alternatives</li> </ul>
<b>Explain</b>		
<ul style="list-style-type: none"> <li>• Connect prior knowledge and background to new discoveries</li> <li>• Communicate new understandings</li> <li>• Connect informal language to formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages students to explain their observations and findings in their own words</li> <li>• Provides definitions, new words, and explanations</li> <li>• Listens and builds upon discussion from students</li> <li>• Asks for clarification and justification</li> <li>• Accepts all reasonable responses</li> </ul>	<ul style="list-style-type: none"> <li>• Explains, listens, defines, and questions</li> <li>• Uses previous observations and findings</li> <li>• Provides reasonable responses to questions</li> <li>• Interacts in a positive, supportive manner</li> </ul>
<b>Extend/Elaborate</b>		
<ul style="list-style-type: none"> <li>• Apply new learning to a new or similar situation</li> <li>• Extend and explain concept being explored</li> <li>• Communicate new understanding with formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses previously learned information as a vehicle to enhance additional learning</li> <li>• Encourages students to apply or extend the new concepts and skills</li> <li>• Encourages students to use terms and definitions previously acquired</li> </ul>	<ul style="list-style-type: none"> <li>• Applies new terms and definitions</li> <li>• Uses previous information to probe, ask questions, and make reasonable judgments</li> <li>• Provides reasonable conclusions and solutions</li> <li>• Records observations, explanations, and solutions</li> </ul>
<b>Evaluate</b>		
<ul style="list-style-type: none"> <li>• Assess understanding (Self, peer and teacher evaluation)</li> <li>• Demonstrate understanding of new concept by observation or open-ended response</li> <li>• Apply within problem situation</li> <li>• Show evidence of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>• Observes student behaviors as they explore and apply new concepts and skills</li> <li>• Assesses students' knowledge and skills</li> <li>• Encourages students to assess their own learning</li> <li>• Asks open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding or knowledge of concepts and skills</li> <li>• Evaluates his/her own progress</li> <li>• Answers open-ended questions</li> <li>• Provides reasonable responses and explanations to events or phenomena</li> </ul>

# EXAMPLE OF 5E LESSON PLAN TEMPLATE

## Topic : Mammals

	How can I get students interested in this?
Engage	Have students discuss what their pets look like or display a picture of your pet and have students describe it?
	What tasks/questions can I offer to help students puzzle through this?
Explore	Ask students to examine the shapes of their teeth and have them record their observations or if you like have them examine a pair of dentures using a document finder.
	How can I help students make sense of their observations?
Explain	As you show pictures or models of herbivores' and carnivores' teeth and jaws have students fill out a Venn diagram showing the differences and similarities between the two.
	How can my students apply their new knowledge to other situations?
Elaborate	Next, show a variety of mammals with interesting styles of movement such as a rabbit, gazelle, bat, or a dolphin. Ask students to infer what adaptations each animal has that help or affect its movement.
Evaluate	How can I help my students demonstrates their understanding or knowledge of concepts and skills?  Finally, students will show evidence of understanding by answering formative test and solving problem of a bizzare mammal's animal.

**A B C**

**SCHOOL TRYOUT**  
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# LESSON OBSERVATION GUIDE

**observe and collect evidence of student learning, thinking and engagement**

Traditional classroom observations tend to focus on what the teacher does during the class period.

**observations lessons focus on students and what they do in response to instruction.**

**puts light on the students and the lesson itself, which was designed by the whole team, not a single teacher**

To help them perform effectively, observers should have a copy of the lesson plan, any student handouts used

**The teacher is only one player in the full drama of the lesson, with students taking the lead roles.**

If the lesson is carefully designed, another teacher should be able to teach it, albeit with a few modifications.



# **Group Activity : Example of 5E LESSON PLAN**



# Planning your Lesson for School Tryout

- **Three Members Role**
- **Draft of Lesson Plan**
  - **Topic Selection**
- **Worksheet preparation**
- **Materials and Apparatus**



*Thank you...*

