



# 5E Lesson Design: Application to CSCOPE Social Studies

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# Agenda

- Introductions
- Students Today
- Background on the 5-E model of instruction
- Components of the 5-E model/5E Social Studies Lesson



# Change

- How does educational learning of today differ from your experiences with educational learning?
- How have the needs of students today changed compared to when we were students?



## Now think about changes in education

- Discuss with an elbow partner how education has changed in the last 20 years.
- Topics could include:
  - Textbooks
  - Technology
  - Testing
  - Curriculum

# Implications

What are the implications for curriculum and instruction?





# What do We Need?

- An instructional model that is
  - Based on a constructivist or inquiry based approach to learning
  - Where students are actively engaged in acquiring knowledge in ways that promote student success



# In the classroom

- With an elbow partner, discuss what you have noticed about students who are actively engaged in a classroom. What were the students doing? What was the teacher doing?



# What is the 5E?

- An Instructional model based on the constructivist approach or inquiry based approach to learning.
  - Draws on students' existing knowledge, beliefs, and skills
  - Students synthesize new understandings from prior learning and new information
  - Teacher sets up the problem and monitors student exploration, guides student inquiry, and promotes new patterns of thinking





# What Does It Look Like?

- Phases of instruction characterized by teacher and student behaviors
  - Teachers present problems, monitor student exploration, facilitate student inquiry, and provide opportunities for new patterns of thinking
  - Students synthesize their prior learning with new information to construct knowledge and understandings



# Prior to Planning Instruction

- What do you want students to know and be able to do?
  - Key Understandings & Guiding Questions
  - Evidence of Learning (Performance Indicator)



# Why the 5E Model for CSCOPE?

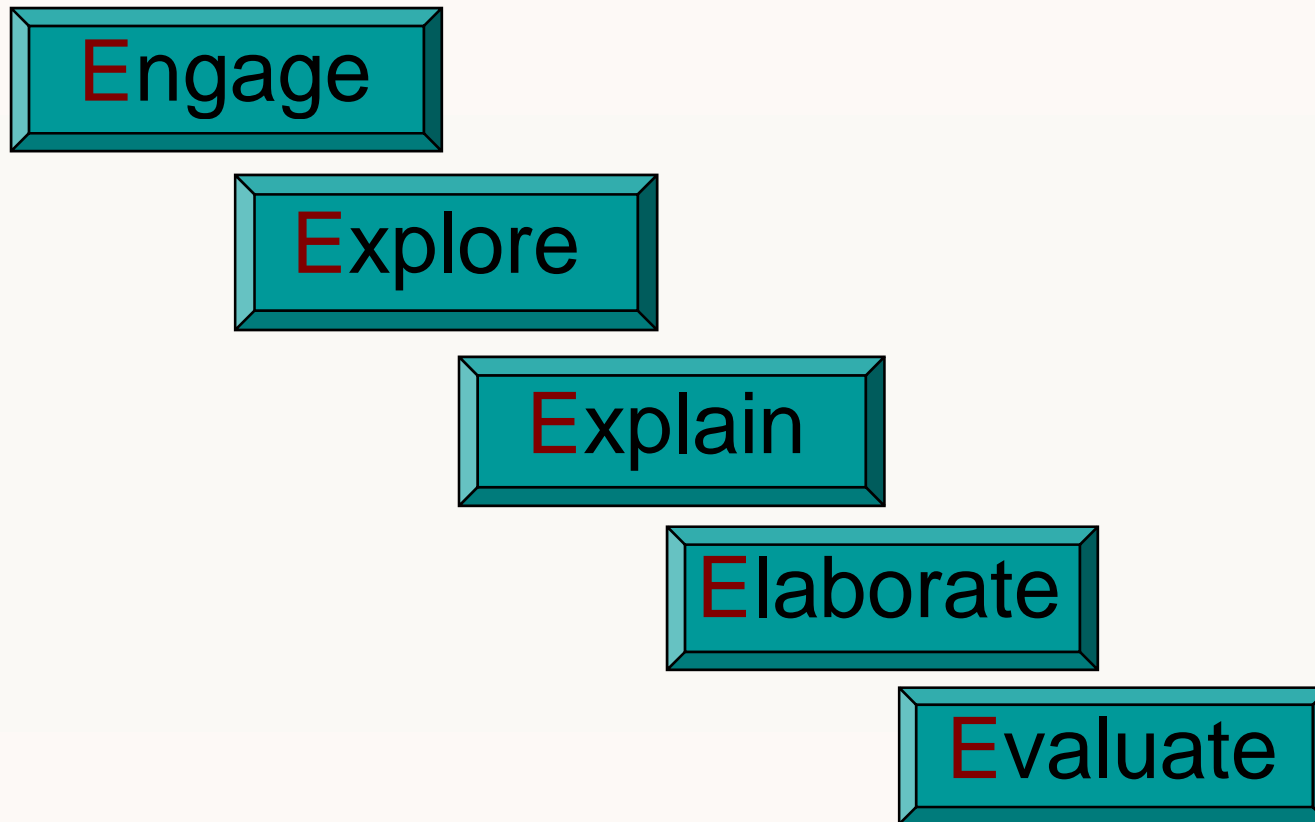
## For Students

- Scaffolds the learning
- Builds key understanding, big ideas, concepts and skills
- Provides opportunities to prove their learning

## For Teachers

- Clearly defines phases of instruction
- Describes expected behaviors for teachers and students
- Provides multiple opportunities for assessment
- Provides opportunity for differentiation

# Components of the 5E Model



The 5E Model was developed by the Biological Sciences Curriculum Study (BSCS) in 1989



# Components of the 5E Lesson



# Example Social Studies Lesson

## Grade 8 – Unit 3 – Lesson 1

- Key Understanding:
  - Conflicting perspectives over economic policies may lead citizens to revolt against the government.
- Performance Indicator:
  - As a concerned colonist, write a letter to a relative in England explaining how British economic policies have affected your life in America. In your letter, mention your concerns and fears as to what you feel might occur in the near future.



# Engage

- Purpose: To peak student interest and get them personally involved in the lesson.
  - Access prior knowledge
  - Generates interest
  - Connect to past knowledge
  - Set parameters of the focus
  - Frame the idea



# Activities for the Engage

- Demonstration/Question
- Manipulative activity
- Analyze a graphic organizer/political cartoon/photograph/speech/quote
- KWL
- Brainstorming
- Word Play





# CSCOPE

## Social Studies Engage





# Engage

## Student/Teacher Behaviors

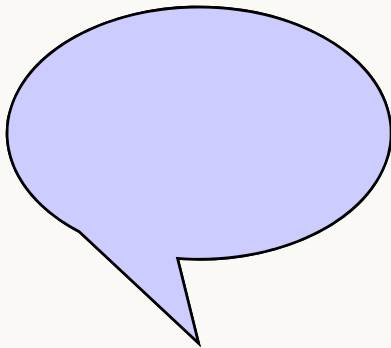
### Students

- Listen attentively
- Ask questions
- Demonstrate interest
- Respond to questions from teacher or other students demonstrating their own entry point of understanding

### Teachers

- Motivate
- Create interest
- Tap into prior knowledge
- Raise questions and encourage responses

# One Word Summary



Select (or invent) one word which best summarizes the Engage phase.



# Explore

- Purpose: to get students involved in the topic; providing them with a chance to find the solution for themselves
  - Everyone experience key concepts
  - Discover new skills
  - Probe, inquire, and question experiences
  - Examine thinking
  - Establish relationships and understanding



# Activities for the Explore

- Perform an investigation
- Read authentic resources to collect information
- Construct a model
- Learn and practice a skill
- Read collaboratively



# CSCOPE

## Social Studies Explore





# Explore

## Student/Teacher Behaviors

### Students

- Conduct activities
- Gather information
- Share ideas and suspend judgment
- Record observations and/or generalizations
- Discuss findings

### Teachers

- Act as a facilitator
- Observe and listen as students interact
- Probe with questions
- Provide time for students to explore and think
- Encourage cooperative interaction



# Transfer and Apply

- Write down what you learned about the Explore phase. Then write down a idea that you could use as an Explore in your activity.







# Explain

- Purpose: to use questioning strategies to lead students' discussion of information discovered.
  - Connect prior knowledge and background to new discoveries
  - Communicate new understandings
  - Connect informal language to formal language



# Activities for the Explain

- Student analysis and explanation
- Demonstration with student talk
- Ask for supporting ideas with evidence
- Structured questioning
- Reading and discussion
- Further questions or explanations of connections with teacher
- Thinking skill activities: compare, classify and interprets



# CSCOPE

## Social Studies Explain





# Explain

## Student/Teacher Behaviors

### Students

- Explain, define, and demonstrate learning
- Listen actively to other students
- Hypothesize and make generalizations/predictions
- Make connections using observations and findings
- Provide reasonable responses to questions

### Teachers

- Encourage students to explain observations and findings in their own words
- Provide definitions, new words, and explanations
- Listen and add to discussion from students
- Clarify and question for justification
- Accept all reasonable responses

# Minute Paper

- "What was the most important thing you learned about the Explain phase" and "What important question remains unanswered for you about the Explain phase?"





# Elaborate

- Purpose: Expand and solidifies student thinking and/or applies it to a real-world situation. Student communicates new understanding with formal academic language.



# Elaborate Activities

- Apply new learning to a new or similar situation
- Extend and explain concept being explored
- Communicate new understanding with formal language



# CSCOPE

## Social Studies Elaborate







# Elaborate

## Student/Teacher Behaviors

### Students

- Apply new terms and definitions
- Use previously learned knowledge as a vehicle to enhance additional learning
- Record observations, provide explanations, and justify solutions

### Teachers

- Encourage students to apply or extend the new concepts and skills
- Probe with questions, encourage comparing and contrasting, and ask for justifications
- Encourage students to apply academic language



# Directed Paraphrasing

- Write a layman's "translation" of what occurs in the Elaborate phase geared towards a colleague that is unfamiliar with the 5E model.

# Evaluate

- Purpose: Students demonstrate their understanding of the concept.





# Evaluate Activities

- Assess understanding (Self, peer, and teacher evaluation)
- Demonstrate understanding of new concept by observation or open-ended response
- Apply within problem situation
- Show evidence of accomplishment
- Experimental inquiry



# CSCOPE Social Studies Evaluate





# Evaluate Student/Teacher Behaviors

## Students

- Demonstrate an understanding/knowledge of concepts and skills
- Answer open-ended questions
- Provide reasonable responses and explanations
- Evaluate his/her own progress by rubric or criterion referenced measure

## Teachers

- Evaluate student performance involving new concepts and skills
- Assess students' knowledge and skills by rubric or criterion referenced measure



# Give One/Get One

- List 3-5 ideas about the Evaluate phase. With an elbow partner exchange papers, read your partner's list, then ask questions about new or confusing ideas.

# Assessments

5E Model Phases	Type of Assessment
Engage	Pre-assessment (diagnostic) and informal assessment (individual or group)
Explore	Informal (diagnostic) assessment (individual or group)
Explain	Informal (formative) assessment (individual or group)
Elaborate	Informal (formative) assessment (individual or group)
Evaluate	Formal (summative) performance assessment (individual)
Unit	Type of Assessment
Unit Assessment	Formal (summative) assessment (individual)