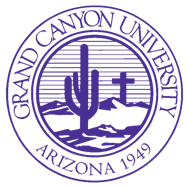
*****GCU College of Education***

**5E LESSON PLAN TEMPLATE**

**Revised 9/2018**

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| **Teacher Candidate:**  **Grade Level:**  **Date:**  **Unit/Subject:**  **Instructional Plan Title:** |  | | |
| **I. Planning** | | | |
| **Lesson Summary:**  *In a few sentences, summarize this lesson, identifying the central focus based on the content/skills you are teaching. Clarify where this lesson falls within a unit of study.* | | | |
| **Classroom and student factors**:  *Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, non-labeled challenged students).* | | | |
| **Standard(s):**  *Identify the relevant grade level standard(s), including the code* ***and*** *its text. Be sure to include any process/practice standards as well.* | | | **Lesson Objective:**  *Specify exactly what the students will know and be able to do as a result of the standards-based lesson. The lesson objective should be aligned to the standard, but narrow the focus of the lesson down. Remember that standards are broad and should be broken down into objectives.* |
| **Lesson Focus Question (Big Idea of the Lesson):**  *Write a question which is aligned to the objective and which demonstrates the overall “big idea” students should learn through this lesson. The focus question should be open ended so as to promote critical thinking and discussion.* | | | **Focus Question Possible Answers (for teacher planning only – what is the big idea that students should get out of the lesson?):**  *Write a/all possible answer(s) to the focus question. This should guide teacher planning. Knowing what we want students to discover/learn while engaging in the planned activities directs instruction, activities, and formative assessments, is key to student learning.* |
| **Anticipation of Common Misconceptions/Challenges:**  *After completing all of the problems/questions included in this lesson and researching the science/math done in this lesson, list common misconceptions and challenges students may have. This misconceptions/challenges should be further outlined/addressed in the actual plan for instruction below.* | | | |
| **Key Vocabulary:**  *Include the**content-specific terms and their meanings according to this lesson. Vocabulary words listed here should be further outlined in the actual plan for instruction below.* | | **Differentiation:**  *Use the class profile to develop differentiation techniques to meet the needs of all students. List differentiation strategies here. Strategies listed here, should be further outlined in the actual plan for instruction below.* | |
| **Probing Questions:**  *Develop multiple questions (5 to 10) which help students access prior knowledge and get them thinking about the big idea of the lesson, move students towards mastery of the learning target and promote critical thinking and inquiry-based learning, work through misconceptions, gain a deeper understanding of the content, and allow students to apply new knowledge in a different context. These questions should be further outlined in the actual plan for instruction below.* | | | |
| **Materials:**  *List ALL materials, equipment and technology the teacher* ***and*** *students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this lesson plan.* | | | |

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| **II. Instruction** | |
| **The 5Es** | |
| **ENGAGE**  Teacher opens the lesson by activating prior knowledge, linking previous learning, and presenting objective and focus question. (5 minutes) | |
| *Designed to help students understand the learning task and make connections to past and present learning experiences. This activity should stimulate interest and prompt students to identify their own questions about the topic. Typical activities in this stage include posing a question, defining a problem, or demonstrating a discrepant event, then using small group discussions to stimulate and share ideas. Teachers help students connect previous knowledge to the new concepts introduced in the unit.* | |
| **EXPLORE**  Students collaborate to problem-solve in order to gain a conceptual understanding of the concept. Teacher asks probing questions and provides prompts to groups and individuals as they work to help them move towards mastery of the objective. (20 minutes) | |
| *Students have the opportunity to get directly involved with key concepts through guided exploration of information. The goal here is for students to gain a conceptual understanding of the concept. The teacher must first explain/model the activity so students have a clear direction on what they are doing. In this activity, students should begin to identify patterns and make connections to other disciplines. Students should have hands-on opportunities to work collaboratively with peers, engaging in structured academic discussions about the planned activity. In this stage, teachers observe and listen to students as they interact with each other and the information provided. Teachers also ask probing questions to help students clarify their understanding and redirect their investigations when necessary so that they move towards mastery of the “big idea” of the lesson.* | |
| **EXPLAIN**  Students explain/share findings from EXPLORE activity and teacher facilitates class discussion. Teacher models and asks questions using student input to help connect student responses with the big idea of the lesson. Vocabulary and big idea concepts are formally introduced. (20 minutes) | |
| *Discussion:*  *Teachers provide structured opportunities for students to share and explain their findings as a result the Explore activity**(Small group and whole class discussions).* | *Direct Instruction*  *Students are introduced more formally to the lesson’s concepts. Through class discussions, teacher questioning, student modeling, and teacher modeling, students gain understanding of the major concepts and can verify answers to questions or problems posed earlier. In addition, more abstract concepts not easily explored in earlier activities are introduced and explained. As students formulate new ideas, appropriate vocabulary can be introduced, if not already done so. The teacher helps students clarify the big idea of the lesson.* |
| **ELABORATE**  Practice/Application of the big idea to the same or new concept. (10 minutes) | |
| *Students expand on what they have learned and apply their newfound knowledge to a different situation or they can continue practicing the concept. They test ideas more thoroughly and explore additional relationships. Students practice and apply concepts learned so far in the lesson. Teacher can differentiate activities based on lesson mastery.* | |
| **EVALUATE**  Formative assessment activity that is aligned to the objective and focus question to close the lesson. (5 minutes) | |
| *A formative assessment activity should be conducted here as a closure to the lesson and to assess student learning as it relates to the objective and lesson focus. Be sure to also include formative assessments/checks for understanding throughout the lesson.* | |
| **III. RATIONALE** | |
| **RATIONALE**  In 150-250 words, explain how the instructional strategies you chose in this lesson promote the 4 C’s of 21st Century Learning and Teaching (Collaboration, Communication, Critical Thinking, and Creativity). | |
| *Provide detailed explanations of the strategies and explain how they promote collaboration, communication, critical thinking, and/or creativity.* | |