A 5E Lesson Plan Template

	Content Objective	Language Objective	Study/Metacognitive Objective
Learning Phase	*Understanding*	*Participating*	*Communicating*
Engage	• What activity will I use to stimulate curiosity and activate prior knowledge? • What tools and materials are needed for this activity? • What prior knowledge do I want to activate? • What nonconceptual vocabulary do I need to preteach?	• What accommodations could I include in this phase to make learning more accessible? • What questions might students raise?	• Student to Student • Student to Teacher • Teacher to Student • Facilitation Questions
Explore	• What concept(s) will students explore? • What activity will I use to encourage students to explore the concept(s)? • What tools or materials will allow students to become directly involved in exploring the concept(s)? • What vocabulary and symbols do students need to understand for this phase?	• What accommodations could I include in this phase to make learning more accessible? • What questions might students raise?	• Student to Student • Student to Teacher • Teacher to Student • Facilitation Questions
Explain	• What misconceptions do I anticipate that may need to be corrected? • How will I develop conceptual vocabulary? • What connections are essential for the student to understand? • What algorithms (computational procedures) are connected to the concept? • What new vocabulary is introduced?	• What accommodations could I include in this phase to make learning more accessible? • What questions might students raise?	• Student to Student • Student to Teacher • Teacher to Student • Facilitation Questions
Elaborate	• What activity will I use to expand or elaborate on the concept(s)? • What tools or materials are needed for this activity? • What new vocabulary will students need for this phase of the lesson? • How will I encourage the use of vocabulary? • What concepts and processes must students understand to be successful with this phase of the lesson? • How (if at all) must the algorithms (computational procedures) be applied?	• What accommodations could I include in this phase to make learning more accessible? • What questions might students raise?	• Student to Student • Student to Teacher • Teacher to Student • Facilitation Questions
Evaluate	• What activity will I use to assess learning? • What concept(s) will I assess? • What additional skills must the students have to complete this phase successfully? • What tools and materials will students need to complete the task?	• What accommodations could I include in this phase to make learning more accessible? • What questions might students raise?	• Student to Student • Student to Teacher • Teacher to Student

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