

Figure 3.3 5E Science Lesson-Planning Template

Title of the lesson:

Objectives:

A. Science: _____

B. Language: _____

Concepts/topics:

Materials for each phase:

Phases	Materials
Engage	
Explore	
Explain	
Elaborate	
Evaluate	

General overview of each phase:

Engage

Actively involves students using a variety of strategies. Answering the following questions will assist in getting to the heart of the lesson:

What is the focus of the lesson?

What is the big idea of the lesson to evoke prior knowledge?

What language skills will be needed to carry out the *engage* phase?

Explore

Builds on prior knowledge by getting students to predict: *If I do ____ then ____ will happen. I think ____ because ____.*

Students use materials—or, if outdoors, the environment—to carry out an investigation/activity.

Which inquiry skills will be promoted?

What language skills will be needed to carry out the *explore* phase?

Explain

Teachers connect the *engage* phase to the *explore* phase by using science terms as they relive/tell/ demonstrate the previous experiences.

Teachers construct an anchor chart with students that will be referred to later when talking about what they did, writing about it in their science notebooks, and participating in the science loop in the *evaluate* phase.

Students make their ideas/thinking public during small-group and whole-class discussions (taking turns, listening to each other, and talking).

(Continued)

Figure 3.3 (Continued)

Teachers listen to the interactions and contributions from students to determine level of understanding.
What language skills will be needed to carry out the *explain* phase?

Elaborate

For our purposes, it is the part of the science lesson when students come to know and understand the steps to an experiment. It starts with a question; the type of question posed depends on the cognitive and language levels of the students. The question frame *What is the relationship between ____ and ____?* is a place to begin; refer to Figure 3.5 for a detailed account of the *elaborate* phase.
What language skills will be needed for the *elaborate* phase?

Evaluate

How will the students show what they have learned? How do you know they know?

Use reflection questions: *What new questions do you have now?*

Use sentence frames to get students started: *This reminds me of ____ because ____.* *It was like ____ because ____.*

Have students participate in the science loop. See Figure 3.6.

What language skills will be needed for the *evaluate* phase?