

5-E Model Lesson Plan

Title	
Name (s)	
Understanding by Design: Stage 1 (Big Idea)	<p>What will students be able to do? 生徒が何をできるようになる? <i>(e.g. explain a grammar point, compare/contrast two ideas, identify the pros/cons of a resolution, compose a speech using target language, etc.)</i></p> <p>How will students be able to apply their understanding? 生徒がどのように知識を活用する? <i>(e.g. provide solutions to a real life problem, write/speak to entertain/explain/persuade various audiences, argue an opinion, etc.)</i></p>
Understanding by Design: Stage 2 (Assessment Evidence)	<p>What actions will the students complete that prove they have accomplished the learning goal above, and what evidence will be used to demonstrate that? 以上に述べた学習目標を達成したことをどのように証明しますか? そして、どのような根拠で表しますか? <i>(e.g. students will be able to construct sentences using the target grammar point. This will be demonstrated through completion of the group work and class discussions as a method of formative assessment.)</i></p>
Meetings needs of students	<p>How will you differentiate your instruction to meet the needs of your students? 生徒のニーズに合わせた教育をどのように変わりますか? <i>(e.g. students can choose between different levels of difficulty for an article to read, a variety of examples are provided for different interests, etc.)</i></p> <p>What accommodations are required for your students? 生徒が必要とするニーズとは何ですか? <i>(e.g. students are allowed to use dictionaries, visuals are used in the presentation, pair work is allowed for some students, standing while working, using chromebooks, etc.)</i></p> <p>What kinds of scaffolding will you provide? どのような足場を提供しますか? <i>(e.g. flexible-grouping, peer-feedback on classwork, providing a variety of difficulty levels for resources, etc.)</i></p>

Materials and Resources		
Procedures for Teaching		
Engage (Time)	<p>What will the teacher be doing to capture students' interests and elicit prior knowledge? 教師はどのように生徒の興味を持ち、以前の知識を始動するのか？</p> <p>What open-ended (exploratory) questions will the teacher ask to engage students in the activity? (e.g. prediction, observation, inference) 教師はどのような自由形式（探究）質問を聞きますか？（予測してもらおう、気づいたこと、推測）</p>	<p>What will the students be doing during the engagement phase? 興味を持つ段階では生徒が何をしますか？</p>
Explore (Time)	<p>What will the teacher be doing to facilitate student exploration? 教師は生徒の探究をどのように支援しますか？</p> <p>What open-ended questions will the teacher ask during the exploration phase? 探究段階では教師はどのような自由形式質問を聞きますか？</p>	<p>What will the students be doing to explore the concept? What information might be collected? 生徒が課題をどのように探るか？どのような情報が集めそう？</p>

<p>Explain (Time)</p>	<p>What will the teacher be doing to help students connect their explorations to the target language/grammar/concept? 生徒の探究をターゲット言語/文法/概念に結びつけるために、教師は何をするのか？</p> <p>What questions (open-ended or expository) will be asked? List key vocabulary/concepts that will be addressed in the lessons. どのような質問（自由形式または説明文）が聞かれるのか？授業で扱われる重要な語彙や概念をリストアップしてください。</p>	<p>What will the students be doing to connect their explorations to the target language/grammar/concept? How will students analyze their information? 生徒は、自分の探究を目標言語/文法/概念に結びつけるために何をするのか。生徒は自分たちの情報をどのように分析するのでしょうか？</p>
<p>Elaborate (Time)</p>	<p>What will the teacher be doing to help students to further expand their understandings of the content? 生徒が授業内容の理解をさらに深めるために、教師は何をするのか？</p>	<p>What will students be doing to elaborate their understandings of the content? 生徒が授業内容の理解をさらに深めるために、何をするのか？</p>
<p>Evaluate 評価</p>		
<p>Formative 形成的</p>	<p><i>(e.g. The teacher will be concept-checking throughout class discussions and group work to monitor student understanding, observation of individual and group practice problems, collecting classwork, etc.)</i></p>	
<p>Summative 小括的</p>	<p><i>(e.g. completion of a project, composition of a speech, test, etc.)</i></p>	