

## 5-E Model Lesson Plan

<b>Title</b>	
<b>Name (s)</b>	
<b>Understanding by Design: Stage 1 (Big Idea)</b>	<p>What will students be able to do? <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? <i>(e.g. provide solutions to a real life problem, write/speak to entertain/explain/persuade various audiences, argue an opinion, etc.)</i></p>
<b>Understanding by Design: Stage 2 (Assessment Evidence)</b>	<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? <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>
<b>Meetings needs of students</b>	<p>How will you differentiate your instruction to meet the needs of your students? <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? <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? <i>(e.g. flexible-grouping, peer-feedback on classwork, providing a variety of difficulty levels for resources, etc.)</i></p>
<b>Materials and Resources</b>	

**Procedures for Teaching**

<p><b>Engage</b> (Time)</p>	<p><b>What will the teacher be doing to capture students' interests and elicit prior knowledge?</b></p> <p><b>What open-ended (exploratory) questions will the teacher ask to engage students in the activity? (e.g. prediction, observation, inference)</b></p>	<p><b>What will the students be doing during the engagement phase?</b></p>
<p><b>Explore</b> (Time)</p>	<p><b>What will the teacher be doing to facilitate student exploration?</b></p> <p><b>What open-ended questions will the teacher ask during the exploration phase?</b></p>	<p><b>What will the students be doing to explore the concept? What information might be collected?</b></p>

<p><b>Explain</b>  (Time)</p>	<p><b>What will the teacher be doing to help students connect their explorations to the target language/grammar/concept?</b></p> <p><b>What questions (open-ended or expository) will be asked? List key vocabulary/concepts that will be addressed in the lessons.</b></p>	<p><b>What will the students be doing to connect their explorations to the target language/grammar/concept? How will students analyze their information?</b></p>
<p><b>Elaborate</b>  (Time)</p>	<p><b>What will the teacher be doing to help students to further expand their understandings of the content?</b></p>	<p><b>What will students be doing to elaborate their understandings of the content?</b></p>
<p><b>Evaluate</b></p>		
<p><b>Formative</b></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><b>Summative</b></p>	<p><i>(e.g. completion of a project, composition of a speech, test, etc.)</i></p>	