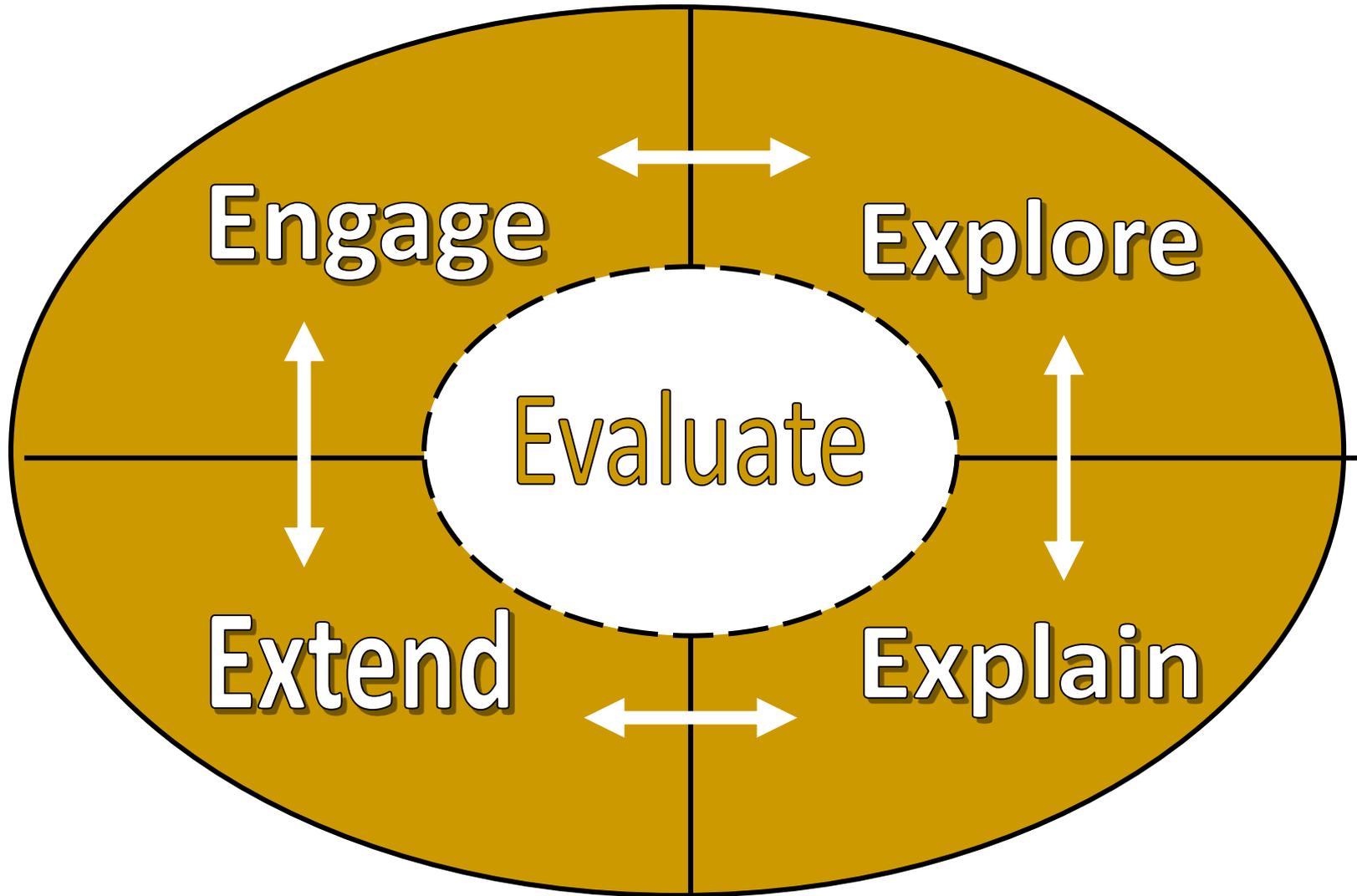


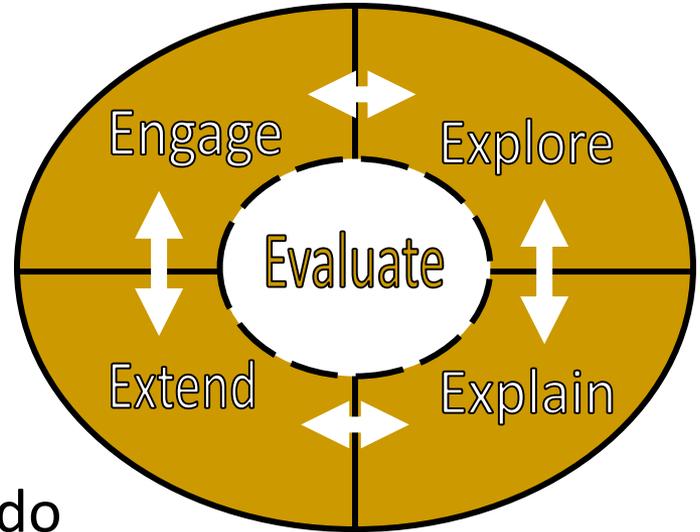
The 5 Es Model of Teaching



The 5 Es Model of Teaching

It represents a recursive cycle of cognitive stages in inquiry-based learning.

Stages are **NOT** necessarily linear. Evaluate stage crosses into the other four as students reflect on what they do and do not know.

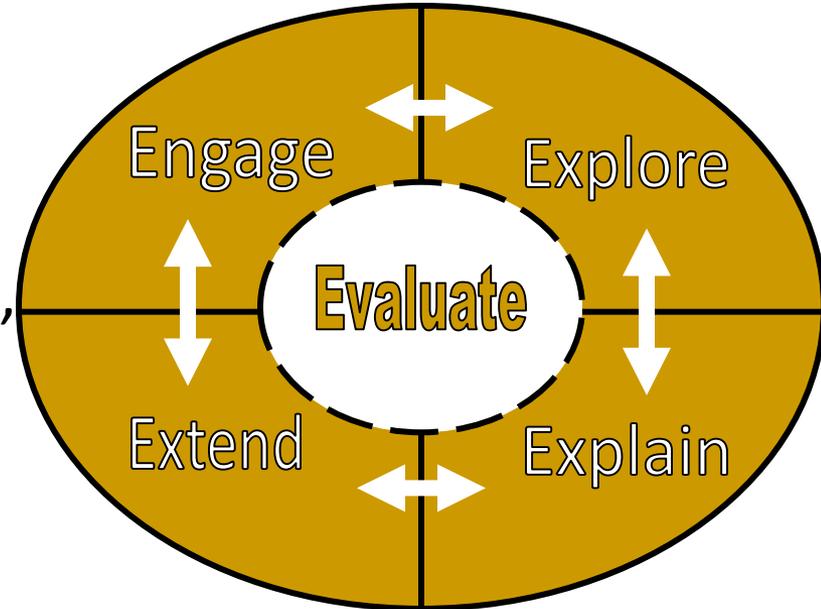


Typically, **NOT** all five stages would be experienced in a single classroom period, but all five would certainly be embedded in a series of lessons that would develop a particular concept, lasting days or weeks.

The 5 Es Model of Teaching

It is based on the constructivist learning theory.

It capitalizes on hands-on activities, students' curiosity, and academic discussion among students.



It is specially beneficial for students' education in math and science. It should be connected to target concepts and not activities.

It should be used in conjunction with other teaching methods.

The 5 Es Model:

Engage



Ana FiveEs

“In my classroom I begin my lesson plan with an intriguing idea, image, or question to engage students. I pose questions about what my students already know, and students pose questions about what they want to learn. It alerts me of misconceptions.”

Making Science Accessible to English Learners: Carr, 2006.

The 5 Es Model:

Explore



Ana FiveEs

“In my classroom at this point of the lesson I do not tell students the concepts I want them to eventually know. Instead, I expect them ***to think critically about the concepts by experimenting, investigating, observing, classifying, communicating, measuring, predicting, and interpreting.*** This active engagement arouses curiosity and leads students to ***discover new ideas,*** confirm prior assumptions, or perhaps challenge their thinking.”

Making Science Accessible to English Learners: Carr, 2006.

The 5Es Model:

Explain



Ana FiveEs

“In my classroom I guide student’s thinking by questioning and facilitating peer discussions to arrive at explanations for scientific phenomena. I **give students time to think**, and I **facilitate student-student discussions to correct misconceptions**. It is a time to question and justify answers. Students do not just pose questions and I answer, nor do they simply give answers and I decide what is right or wrong.”

Making Science Accessible to English Learners: Carr, 2006.

The 5 Es Model:

Extend



Ana FiveEs

“In my classroom I help students compare, contrast, combine, synthesize, generalize, and make inferences by introducing a somewhat different context from what they just experienced. I want students to apply new knowledge, make connections, and extend ideas.”

Making Science Accessible to English Learners: Carr, 2006.

The 5 Es Model:

Evaluate



Ana FiveEs

“In my classroom I test more than factual knowledge, I **challenge students to construct ideas and explanations during an assessment.** I want students to **construct knowledge** and **build skills** during instruction, and I want assessments to reflect the objectives taught.”

Making Science Accessible to English Learners: Carr, 2006.

The 5 Es Model:

Engage - Explore - Explain - Extend - Evaluate

The role of the teacher is multifaceted in the 5Es cycle:

Teacher as facilitator: Natures creative thinking, problem solving, interaction, communication, and discovery.

Teacher as a model: Initiates thinking process, inspires positive attitudes toward learning, motivates, and demonstrate skill-building techniques.

Teacher as a guide: foster individuality, collaboration, personal growth as she/he bridges language and vocabulary gaps.

The teacher flows in and out of these various roles within each lesson, both planned and as opportunities arise.

The 5 Es Model:

Engage - Explore - Explain - Extend - Evaluate

The roles of the teacher in the 5Es cycle can be captured by the three modes of instruction that describe the participatory roles of the teacher and students.

5 Es Stages and Modes of Instruction			
5 Es Stages	Teacher-Directed	Teacher-Assisted	Peer- Assisted
Engage	●		
Explore			●
Explain		●	●
Extend		●	●
Evaluate	●	●	●