

The 5E Model: What the Teacher Does

Stage of the Instructional Model	What the Teacher does that is...	
	Consistent with 5E Model	Inconsistent with 5E Model
Engage	<ul style="list-style-type: none"> Creates interest Generates curiosity Raises questions Elicits responses that uncover what the students know or think about the concept 	<ul style="list-style-type: none"> Explains concepts Provides definitions and answers States conclusions Provides closure Involves lecture
Explore	<ul style="list-style-type: none"> Encourages the students to work together without direct instruction from the teacher Observes and listens to the students as they interact Asks probing questions to redirect the students' investigations when necessary Provides time for the students to puzzle through problems Acts as a consultant for students 	<ul style="list-style-type: none"> Provides answers Tells or explains how to work through a problem Provides closure Tells the students they are wrong Gives information or facts that solve the problem Leads the students step by step to a solution
Explain	<ul style="list-style-type: none"> Encourages the students to explain concepts and definitions in their own words Asks for justification (evidence) and clarification from students Formally provides definitions, explanations, and new labels Uses students' previous experiences as the basis for explaining concepts 	<ul style="list-style-type: none"> Accepts explanations that have no justification Neglects to solicit the students' explanations Introduces unrelated concepts or skills
Elaborate	<ul style="list-style-type: none"> Expects the students to use formal labels, definitions, and explanations provided previously Encourages the students to apply or extend the concepts and skills in new situations Reminds the students of alternate explanations Refers the students to existing data and evidence and asks "What do you already know?", "Why do you think...?" 	<ul style="list-style-type: none"> Provides definitive answers Tells the students that they are wrong Involves lectures Leads students step by step to a solution Explains how to work through the problem
Evaluate	<ul style="list-style-type: none"> Observes the students as they apply new concepts and skills Assesses students' knowledge and/or skills Looks for evidence that the students have changed their thinking behaviors Allows students to assess their own learning and group-process skills Asks open-ended question such as, "Why do you think...?" "What evidence do you have about X?" "How would you explain x?" 	<ul style="list-style-type: none"> Tests vocabulary words, terms, and isolated facts Introduces new ideas or concepts Creates ambiguity Promotes open-ended discussion unrelated to the concept or skill

Stage of the Instructional Model	What the Student does that is...	
	Consistent with 5E Model	Inconsistent with 5E Model
Engage	<ul style="list-style-type: none"> Asks questions such as, "Why did this happen?" "What do I already know about this?" "What can I find out about this?" Shows interest in the topic 	<ul style="list-style-type: none"> Asks for the "right" answer Offers the "right" answer Insists on answers or explanations Seeks one solution
Explore	<ul style="list-style-type: none"> Thinks freely, within the limits of the activity Test predictions and hypotheses Forms new predictions and hypotheses Tries alternatives and discusses them with others Records observations and ideas Suspends judgement 	<ul style="list-style-type: none"> Lets others do the thinking and exploring (passive involvement) Works quietly with little or no interactions with others "Plays around" indiscriminately with no goal in mind Stops with one solution
Explain	<ul style="list-style-type: none"> Explains possible solutions or answers to others Listens critically to others' explanations Questions others' explanations Listens to and tries to comprehend explanations the teacher offers Refers to previous activities Uses recorded observations in explanations 	<ul style="list-style-type: none"> Proposes explanations from "thin air" with no relationship to previous experiences Brings up irrelevant experiences and examples Accepts explanations without justification Does not attend to other plausible explanations
Elaborate	<ul style="list-style-type: none"> Applies new labels, definitions, explanations, and skills in new but similar situations Uses previous information to ask questions, propose solutions, make decisions, and design experiments Draw reasonable conclusions from evidence Records observations and explanations Checks for understanding among peers 	<ul style="list-style-type: none"> "Plays around" with no goal in mind Ignores previous information or evidence Draws conclusions from "thin air" Uses only those labels that the teacher provided in discussions
Evaluate	<ul style="list-style-type: none"> Answers open-ended questions by using observation, evidence, and previously accepted explanations Demonstrates an understanding or knowledge of the concept or skill Evaluates his or her own progress and knowledge 	<ul style="list-style-type: none"> Draws conclusions without using evidence or previously accepted explanations Offers only yes or no and memorized definitions or explanations as answers Fails to express satisfactory explanations in his or her own words Introduces new, irrelevant topics