Questions to Consider When Planning with the 5Es

Evaluate (Summative Assessment)
The purpose is to have students independently practice skills/concepts they have demonstrated initial understanding of during the first 4 lesson phases. This can serve a dual purpose as a formal formative assessment.

- What questions do you anticipate students will struggle with?
- What are the different strategies your team used to solve those problems?
- In which lessons are those skills taught?
- How will you prepare students to represent their thinking?

Engage (Introduction)
The purpose is to activate prior knowledge, review critical prior learning, and share the lesson’s objective. An opening problem that either reviews prior learning or introduces the new topic by making connections is often used. Students are asked to discuss and work the task in pairs or small groups.

- Is this the task your team will use?
- Will you adapt it? Why? How?
- What questions will you ask students to elicit students’ thinking?
- What do you want to hear from students?
- What conversation structures will you use?
- How much time will you allot to this portion of the lesson?

Explore/Explain (Lesson Development)
The purpose is to actively engage students individually or collaboratively in a mathematical task designed to help them develop deep understanding of the mathematical concept that is the focus of the learning objective.

- What math concept will students explore?
- What are students likely to discover on their own?
- What conceptions and misconceptions are expected?
- What questions will be used to clarify and connect students’ ideas?
- What conversation structures will you use?
- How much time will you allot to this portion of the lesson?
Elaborate (Guided Practice and Closure)

The purpose is to have students deepen their understanding by engaging in guided practice activities under close monitoring by the teacher. This phase ends with closure after misunderstandings are clarified.

- Is this the task your team will use?
- Does the task need to be adapted? Why? How?
- What do you want to hear from students?
- How will students demonstrate conceptual understanding?
- What conversation structures will you use?
- How much time will you allot to this part of the lesson?