

Constructivist Approach of Lesson Planning

When making decisions concerning instruction, teachers must determine the prior knowledge of their students. The goal of instruction is to build upon what students already know and to allow them to gain a deeper understanding of reality. Several instructional models for constructivism exist. One such model was developed by Roger Bybee of The Biological Science Curriculum Study. This model is best known as the "Five Es".

The Five Es Instructional Model

1. **Engage:** This stage provides the opportunity for the teachers to discover what students know or what they think they know.
2. **Explore:** This stage provides a common set of experiences as well as a broad range of experiences. This stage allows students to compare what they think about with what they are actually observing.
3. **Explain:** This stage provides opportunities for students to connect their previous experiences and to begin to make conceptual sense of the main ideas within the unit of study.
4. **Elaborate:** In this stage students apply or extend the concepts in new situations and relate their previous experiences to new ones.
5. **Evaluate:** Evaluation of students' conceptual understanding and ability to use skills begins at the Engage stage and continues throughout the model.

The chart that follows outlines teacher and student behaviors within the 5 E model.
Taken from <http://www.mcps.k12.md.us/curriculum/science/instr/5Eactivities.htm>

| SEs | Suggested Activity | What the Teacher Does | What the Student Does |
|---------|---|--|---|
| Engage | <ul style="list-style-type: none"> • Demonstration • Reading • Free Write • Analyze a Graphic Organizer • KWL • Brainstorming | <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/topic. | <ul style="list-style-type: none"> • Asks questions such as, "Why did this happen? What do I already know about this? What can I found out about this?" • Shows interest in the topic. |
| Explore | <ul style="list-style-type: none"> • Perform an Investigation • Read Authentic Resources to Collect Information • Solve a Problem • Construct a Model | <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 students to puzzle through problems. | <ul style="list-style-type: none"> • Thinks freely but within the limits of the activity. • Tests predictions and hypotheses. • Forms new predictions and hypotheses. • Tries alternatives and discusses them with others. • Records observations and ideas. • Suspends judgement. |
| Explain | <ul style="list-style-type: none"> • Student Analysis & Explanation • Supporting Ideas with Evidence • Structured Questioning • Reading and Discussion • Teacher Explanation • Thinking Skill Activities: compare, classify, error analysis | <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 basis for explaining concepts. | <ul style="list-style-type: none"> • Explains possible solutions or answers to others. • Listens officially 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. |
| Extend | <ul style="list-style-type: none"> • Problem Solving • Decision Making | <ul style="list-style-type: none"> • Expects the students to use formal labels, definitions, and explanations provided previously. | <ul style="list-style-type: none"> • Applies new labels, definitions, explanations, and skills in new, but similar situations. |

Format Of Constructivist Lesson Plan

Susan Gibbs Goetz



Format Of Constructivist Lesson Plan:

Lesson Planning with Purpose Christy McConnell, Bradley Conrad, P. Bruce Uhrmacher, 2020 This book takes readers on a journey through many pathways to engaging and meaningful educational experiences The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning behaviorist constructivist aesthetic ecological and integrated social emotional learning Chapters end with a sample lesson that can be compared across approaches

Teaching Acting with Practical Aesthetics Troy Dobosiewicz, 2019-09-23 Teaching Acting with Practical Aesthetics uses constructivist pedagogy to teach acting via Practical Aesthetics a system of actor training created in the mid 1980s by David Mamet The book melds the history of Practical Aesthetics Practical Aesthetics itself educational theory and compatible physical work into the educational approach called Praxis to create a comprehensive training guide for the modern actor and theatre instructor It includes lesson plans compatible voice and movement exercises constructivist teaching materials classroom handouts and a suggested calendar for Acting courses Written for Acting instructors at the college and secondary levels Acting scholars and professionals looking for a new way to perform Teaching Acting with Practical Aesthetics offers detailed instructions to help students sharpen their performing skills and excel on stage

Seven Constructivist Methods for the Secondary Classroom Ina Claire Gabler, Michael Schroeder, 2003 Designed especially for secondary teachers this book grounds a constructivist approach in 7 discrete instructional methods These student centered methods with accompanying planning templates range from various types of discussions and interactive mini lectures to independent student exploration The book discusses in detail 13 techniques that carry out methods from questioning and personalizing to heuristics and role playing Secondary school teachers and administrators

Research-Based Unit and Lesson Planning Marie Menna Pagliaro, 2012-01-05 By integrating the best of current research and practice in curriculum planning this book presents that comprehensive topic in a manageable form Examples throughout are representative of different grade levels and subjects areas It should be understood at the outset that the content offered for curriculum planning is not a rigid prescriptive formula but a careful and purposeful thought process that must be considered to obtain optimal results In addition to developing knowledge about curriculum and instructional planning what teachers should know this book offers an innovative method for translating that knowledge into performance what teachers are able to do Knowledge is implemented by the use of coaching rubrics sets of criteria for developing performance Though readers will receive a thorough background in the planning process just from the content itself its potential will be fully realized when readers also use the coaching rubrics

Models, Strategies, and Methods for Effective Teaching Hellmut R. Lang, David N. Evans, 2006 Practical in approach this text focuses on how both pre service and experienced teachers can demonstrate the attributes acquire the competencies and meet the standards essential to effective teaching The framework for the text is the Teacher Competency Profile Chapter by chapter the essential knowledge and skills for effective teaching are presented Each chapter contains

recent research and best practice information with respect to the theme discussed This is followed within each chapter with guidelines for teaching practical approaches to information extensive examples cases and activities The sequential framework guides the pre service student s professional development from basic teaching approaches to sophisticated strategies methods and skills By identifying the essential competencies of teaching and providing guidelines for meeting professional standards this text is also of value for use in seminars workshops and professional reading by practicing teachers

Constructivist Methods for Teaching in Diverse Middle-level Classrooms Kenneth T. Henson,2004 Constructivist Strategies for Proactive Middle Level Teachers is designed to prepare prospective middle level teachers for their first classroom experience and to help in service teachers improve their teaching skills Each of the themes in this book addresses a major goal set by the Carnegie Council on Academic Development or by the National Middle School Association particularly selected for middle level programs The book employs as its focus constructivism multiculturalism and a proactive approach to teaching all topics of concern importance to teacher educators Prospective middle level teachers

Constructivist Learning Design George W. Gagnon,Michelle Collay,2005-12-21 Very practical and user friendly Linda R Kroll Professor Department of Education Mills College Build student centered learning into your standards based curriculum and lesson plans Educators expect learners to solve problems think critically communicate effectively and collaborate well These complex processes require young learners to engage in active learning and to understand that their own experience is the foundation for new learning They also require teachers to move from the traditional role of sage on the stage to the new role of guide on the side Constructivist Learning Design offers teachers a six step framework for lesson planning and assessment Situation develop goals tasks and curriculum standards Grouping group students and materials and use cooperative learning Bridge recall prior knowledge using students cognitive maps skills values motivation and expectations Task use higher level thinking skills and problem based learning Exhibit arrange student portfolios and work samples Reflection synthesize critical thinking and knowledge With clear classroom applications and ready to use planning templates this research based resource guides teachers through the complex process of aligning constructivist learning events with standards based curriculum Engage students in tasks help them think for themselves and support them in making meaning of their learning

Proven Strategies for Building an Information Literacy Program Susan Carol Curzon,Lynn D. Lampert,2007 The result is an indispensable volume that provides an integrated comprehensible approach for creating a successful sustained program

A Social Constructivist Approach to Field Instruction Practice Alisa Jean Bates,2005

Science for Girls Susan Gibbs Goetz,2007-09-26 Science for Girls Successful Classroom Strategies looks at how girls learn from the time they are born taking the reader through both the informal and formal education process While the focus is on science education the reader will read about current research in the area o

Elementary Science Methods David Jerner Martin,2000 This text s unique constructivist approach guides students in learning by doing Geared to teachers of

preschool through sixth grade students it represents the cutting edge of elementary science teaching with up to date investigations into contemporary topics

The Effect of Constructivist Teaching Methods on the Learning of United States Physical and Human Geography in the Fifth Grade Richard Alexander Klein,1987

Guiding Children's Learning of Mathematics Leonard M. Kennedy,Steven Tipps,2000 This text is a thorough and practical guide to teaching pre school through 6th grade level mathematics for the pre service and in service elementary school teacher Kennedy and Tipps have perfected a combination math methods resource book that is consistent with the 2000 National Council of Teachers of Mathematics NCTM Standards

Annual Editions: Educational Psychology Kathleen M. Cauley,Gina Pannozzo,2006-02 From McGraw Hill Contemporary Learning Series formerly known as McGraw Hill Dushkin this twenty first edition of ANNUAL EDITIONS EDUCATIONAL PSYCHOLOGY provides convenient inexpensive access to current articles selected from the best of the public press Organizational features include an annotated listing of selected World Wide Web sites an annotated table of contents a topic guide a general introduction brief overviews for each section a topical index and an instructor s resource guide with testing materials USING ANNUAL EDITIONS IN THE CLASSROOM is offered as a practical guide for instructors ANNUAL EDITIONS titles are supported by our student website www.mhcls.com online

The Elementary Teacher's Guide to the Best Internet Resources Bárbara Cruz,James A. DuPlass,2007 Elementary Education on the Internet offers a contemporary approach to cataloging lesson plans and resources on the Internet and criteria for you to use in selecting websites and lesson plans on the Internet

- 1 Options and ideas for gathering and cataloging Internet resources for the most effective use in the classroom
- 2 Connections to standards and national and state professional organizations help keep your lessons aligned with critical curriculum standards
- 3 A chapter on each content area makes it easy to locate relevant websites for the subjects being taught

In service Elementary School Teachers Parents and Curriculum Specialists

Journal of Computing in Teacher Education ,2004

Teaching for Real Learning Roberta Devlin-Scherer,2005-06-07 Here is a roadmap to success affecting the growth and achievement of all students This book integrates research about teaching and learning using a variety of sources both popular and academic to create a readable text The author offers A description of current practices in schools that successfully promote positive relationships Strategies to handle persistent and difficult discipline problems effectively Examples of observations of teachers in action and materials developed by preservice and novice teachers in their first three years of teaching A discussion on building rapport and conducting successful tutoring sessions Results of tutoring programs Interactive teaching strategies based on models of teaching that improve student engagement and performance with examples from different subject fields Technology applications including virtual field trips and webquests that promote critical thinking collaboration and creativity are described Accountability is a natural concern for beginning and experienced teachers Teaching for Real Learning offers practical informal strategies to assess what students learn from discussions The text relates guidelines for developing

teacher made tests essay questions performance based tasks portfolios and affective measures and provides classroom samples Steps to develop checklists rating scales and rubrics are offered with content related examples Rubric banks and generators are cited for immediate use For beginning teachers and preservice teachers in classes on instructional methods grades 4 12 **Proceedings of SITE.** Society for Information Technology and Teacher Education. International Conference,2002 **Science for All Children** Ralph E. Martin,1998 Grade level 1 2 3 4 5 6 7 e p i t **Reconstructing Conceptions of Art Education in Preservice Elementary Educators** Kristine S. Krumenauer,1997

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