



## **AN EFFECTIVE 5 E LESSON PLAN IN TEACHING PROSE: A MODEL**

**Sushma N Jogan, Ph.D.**

Assistant Professor ©, School of Education and Training, Central University of Karnataka,  
Kadaganchi, Email: [snjogan.jogan@gmail.com](mailto:snjogan.jogan@gmail.com)

### **Abstract**

*“Lesson that come easy are not lessons at all. They are gracious acts of luck. Yet lessons learned the hard way are lessons never forgotten.*

*-Don William*

*The present paper illustrates how to plan effectively for teaching prose in English. The design and strategy of the lesson can be planned prior to the teaching class. Teaching prose is something different from other subjects since development of language learning is focused here. So a teacher should emphasis in enriching vocabulary of the class. In order to gather students' attention in the class a teacher can develop 5E lesson plan. It is a lesson plan based on theory of constructivism. In other words it can also be called as “activity based lesson”. Several studies and research on teaching language reveals that there is a lack of focus on methods, strategies and problems in adhering students' needs. In this paper the researcher as a trainer understood the problems of trainee teachers in preparing a lesson plan in teaching prose. It is focused on the following objectives such as: to understand the meaning of prose; to follow the steps of lesson plan; to find out the difficulties faced during preparation etc. Research question is also mentioned followed by objectives. The researcher highlighted the importance of activity based plan to involve students in learning.*

**Key words:** lesson plan, prose, instructional model and inquiry based teaching



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

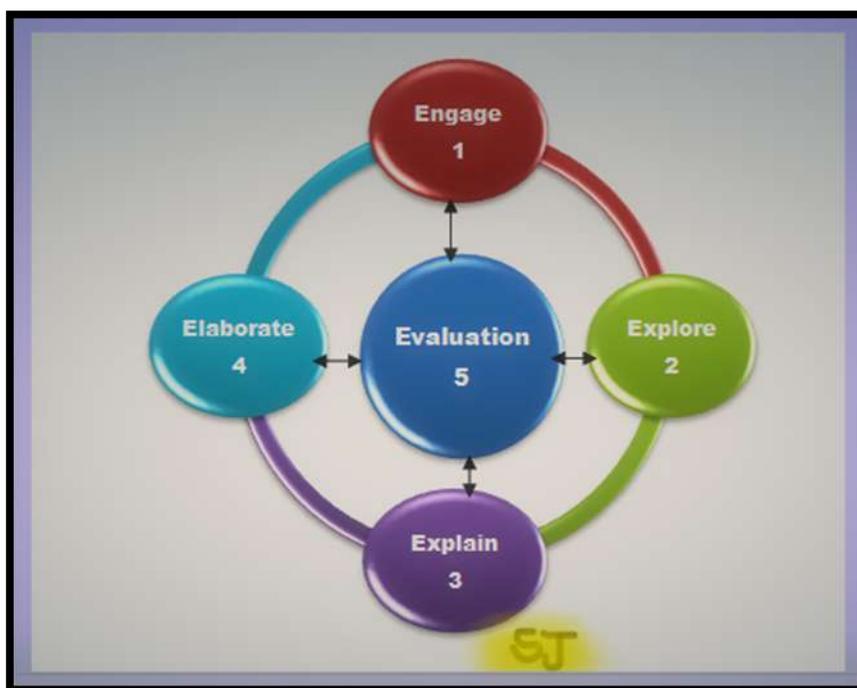
### **Introduction:**

For an effective class a teacher needs proper planning and preparation. The days have gone where learners have given less chance to participate. In other words that was called as teacher-centred approach. No doubt, lesson plan is a teacher's detailed description of the course or instruction or learning. There are many effective ways to deliver a lesson such as inquiry based teaching i.e. 5E lesson plan.

The 5E is an instructional model based on the constructivist approach to learning, in which learner build or construct new ideas, based on their prior knowledge. It can be used with students of all ages, including adults. Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior

*Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies*

knowledge and experience, to construct meaning, and to continually assess their understanding of a concept. The teacher plays vital role as a facilitator or guide or instructor.



**Fig. 1: 5 E instructional model**

**Need and significance of the study:**

Bybee and colleagues translated decades of research into a brief and memorable set of five words that instructors could actually remember and use. The 5E model team reasoned that to have significant impact on classroom instruction, a model would need to have a more tool-like quality than most scholarly models did at the time (Bybee et al., 2006 blue right-pointing triangle). The 5E model is based on both a conceptual change model of learning and a constructivist view of learning.

The former asserts that for conceptual learning and enduring understanding to occur, the learner must become aware of and dissatisfied with their prior ideas about a topic, become receptive to new ideas, and then integrate new information encountered in a classroom into their existing conceptual framework (Posner et al., 1982 blue right-pointing triangle).

In this way, a teacher can plan her classroom accordingly by following 5E model. The researcher has identified, there are research gap and found need to write up a plan as an effective model in teaching prose. In addition, this helps students to remain active and alert during the teaching-learning process.

**Review of related literature:**

1. **Namdar Bahadir (2018)** The purpose of this study was to investigate and better understand pre service science teachers' (PSTs') practices when critiquing and revising 5E (engage, explore, explain, elaborate, and evaluate) lesson plans. A single instrumental case study approach was used. The participants adopted some critiques on the essential features of inquiry and inquiry orientation of the lesson plans, such as formulating explanations. However, they failed to address critiques on organizing data and evaluating explanations by considering alternative explanations. After the critique activity, the inquiry orientations of half of the lesson plans increased. Implications for science teacher education concerning the 5E lesson plan critique activities are discussed.
2. **Canbazoglu Bilici et.al. (2016)** assessed pre service teachers' TPACK through observations and lesson plans. The results showed that the TPACK-focused Science Methods course had an impact on pre-service teachers' TPACK to varying degrees. Most importantly, the course helped teachers gain knowledge of effective usage of educational technology tools. Conclusion: Teacher education programs should provide opportunities to pre-service teachers to develop their TPACK so that they can effectively integrate technology into their teaching.
3. **Bybee (2015)** argues that the 5E model is still an effective method for teachers to design science lessons aimed at meaningful understanding and active construction of knowledge.
4. **Kimberly D Tanner (2010)** described in order matters: using the 5E model to align teaching with how people learn. For many instructors he has mentioned about the order of ideas. With the increasing use of active-learning strategies, class sessions are moving minutes. So, what is the optional order for sequencing these elements to maximise student learning of biology.
5. **Lena Ballone (2004)** implemented and reported on inquiry based teaching in science education. These reports argue that inquiry needs to be a central strategy of all science curricula. Using a learning cycle approach in the classroom helps to facilitate inquiry practices because learning cycles focus on constructivist principles and emphasize the explanation and investigation of phenomena. The use of this model in several science education professional development programs is also addressed.

**Objectives:**

1. To understand all the phases of 5E instructional model.
2. To analyse the content in teaching prose.
3. To compare and contrast traditional method and 5E constructivist method.

**Research questions:**

Whether there is a need for teaching through inquiry-based teaching or not?

**Details of the study:**

Before writing the stages of plan, the researcher tried to describe each phases of 5E instructional model.

1. **Engage:** as this is the first phase, a teacher tries to test learners' previous knowledge in connection with the present. Here a teacher can follow different techniques such as narration, dramatization, asking riddles, puzzles, pick and speak, questioning etc. In this way teacher can develop curiosity and interest in learning new concept.
2. **Explore:** this is self designed/ guided learning through small group discussions. It promotes mental focus on the concept. This phase is also called as student-centred and incorporates active participation. It is also unique because it provides hands on experience to the students. Teacher guides them in right path of learning.
3. **Explain:** this phase is a teacher-centred and provides proper guidance and direction. It enables students to describe their understandings and pose questions. Teacher tries to clarify misconceptions of learners. Teacher can also integrate ICT for effective teaching.
4. **Elaborate:** it helps to develop deeper and broader understanding. It encourages students to apply new knowledge and skills with reinforcement. Students may do extra works on the concept taught.
5. **Evaluate:** it is a final process in which teacher can make observations and collect evidences that have changed students' performances. Students may also have the opportunity to conduct self and peer assessment.

**Following is the format of 5E model lesson plan in teaching prose:**



**Content analysis:** The great stone face-1 is a story of a young boy and mother. This was the nature's wonder work for the village. It was clearly visible in the bright sunshine, thousands of people lived there. Everybody there was familiar with the great stone face. One day Ernest wished to hear its pleasant voice. In this way everyday he would go off by himself and gaze upon the great stone face.

**Terms:** Perpendicular, Immense, Enormous, gigantic and benign

**Teaching points:**

1. Introduction to the Great stone face-1
2. Ernest: he is upright, hard-working and a benevolent presence to his neighbours. He spends his leisure hours gazing at a mountain rock formation called the Great stone face.
3. Ernest's mother: a loving woman who tells her son about an old story predicting that a child born in the valley below the Great stone face will become the greatest person of his time. The story says his face will resemble the one on the mountain.

**Instructional objectives:**

1. Students will be able to **describe** the life of Ernest.
2. Students will be able to **listen** to the story of the Great Stone face

Teaching points	SE	Teacher's activity	Pupil's activity	TLM	Techniques	Self assessment
-----------------	----	--------------------	------------------	-----	------------	-----------------

3. Students will be able to **draw** comparison between good and bad persons.

<p><b>E N G A G E</b></p>	<p>Teacher greets students formally</p> <p>Distribute chits to the students and divided the class into groups as per the chits received by them.                  Named the group accordingly.</p> <p><b>Group 1: Mountain</b>  <b>Group 2: Stones</b>  <b>Group 3: Valleys</b>  <b>Group 4: Cottage</b></p> <p>Asked pupils to write few lines on the given chits in group                  (this makes a teacher to understand previous knowledge about the topic)</p> <p>After the task teacher asks them to read out for the class.</p> <p>Asks pupils to open their text book and to guess the topic related to the activity.</p>	<p>Pupils greet teacher happily.</p> <p>Pupils receive the chits and starts grouping as per the instructions.</p> <p>They discuss among the group and write few lines on it.</p> <p>They follow instructions and complete the task.</p> <p>Pupils can guess the topic from the index page and tells the page number.</p>	<p><b>Colourful chits</b></p> <p><b>Pictures of mountain, stones, valleys and cottage</b></p>	<p><b>Group activity</b></p>	<p>Pupils were engaged successfully .</p> <p>All of them participated actively in the group activity.</p>
<p><b>Statement of aim:</b> that's the right answer, dear students today, "We shall discuss the lesson, <b>The great stone face-1</b>"</p>					
<p><b>E X</b></p>	<p>Teacher asks students to identify new terms from the lesson for 2 the groups and to write</p>	<p>Pupils can do the task very interestingly.</p>	<p><b>Textbook</b></p>		<p>Students can explore the lesson</p>

	<b>P L O R E</b>	it on the white board one by one.  Likewise remaining group should identify meanings of the terms.	The other group students also did the task with enthusiasm	<b>Colour markers</b>	<b>Identific ation</b>	effectively.
<b>Teachin g points</b>	<b>5E</b>	<b>Teacher's activity</b>	<b>Pupil's activity</b>	<b>TLM</b>	<b>Techniq ues</b>	<b>Self assessment</b>
Introduct ion to the story           Ernest boy	<b>E X P L A I N</b>	Teacher tells about the author in detail. This is a classic piece of American fiction juxtaposing mellowness of humanism with magnificence of art. Ernest an unschooled dweller of the valley has close affinity with the 'Stone Face' atop the hills beyond, who resembles the splendid stone face.  Teacher gives model reading with proper pronunciation and toning.  One afternoon, when the sun was going down..... ..... ..... ..... and what was the Great Stone Face.	Listens to the teacher carefully and found interesting story in which the mankind is comparing with the mountain.       Pupils will listen to her properly.	<b>Text book</b>          <b>Glittering charts</b>	<b>Narratio n</b>          <b>Reading</b>	Students will be able to understand the concept of reading with stress, intonation, pause and pronunciation.

Ernest mother		The Great Stone Face was a work of nature, ..... ..... ..... ..... .....the benign face that was continually beaming over it.				With the help of charts students will be attracted.
<b>Teaching points</b>	<b>5E</b>	<b>Teacher's activity</b>	<b>Pupil's activity</b>	<b>TLM</b>	<b>Techniques</b>	<b>Self assessment</b>

<p><b>E L A B O R A T E</b></p> <p><b>E V A L U A T E</b></p>	<p>Asks, group wise to read the paragraph for some time.</p> <p>Teacher asks few sentences from the paragraph, to find out the helping verbs</p> <p>1. They had only to lift their eyes and there it was.</p> <p>2. From the paragraph tell me articles used within.</p> <p>Imagine you are Ernest. Narrate the story like this:                  My mother and I were sitting at the door of our cottage.....</p> <p>It was great fun to listen to their own story.</p> <p>After this teacher gave sweets to the class for successful performances.</p>	<p>Pupils read the paragraph.</p> <p>They try to involve in this activity.</p> <p>Had, was</p> <p>A, an and the</p> <p>Pupils try to narrate with out of their imagination.</p> <p>Pupils also enjoy the class when it is activity based learning.</p>	<p><b>Flash cards</b></p>	<p><b>Small group discussion</b></p> <p><b>Narration</b></p>	<p>This activity made them to understand the grammar part.</p> <p>Since they should know the helping verbs, articles which are the essential concept in the grammar.</p>
---	--	--	---------------------------	--	--

**Home task:** Read an adventurous story and draw the characters. The best one will be displayed on the board.

### **Conclusion:**

To conclude one can say that, 5E instructional model is an effective method in teaching and learning process. According to Bybee (1997) declares that “using this approach student can redefine, reorganize, elaborate and change their initial concepts through self-reflection and interaction with their peers and their environment”. Every phase gives an opportunity to learn in a different way. It is clear from many research works, this is a shift from traditional teaching to the modern one in which a learner learn through an inquiry-based approach. Moreover it gives hands-on experience to them which is essential in learning with ease. The 5E Model allows educators to create a unique learning experience for students. Teachers who can incorporate instructional models like the 5E Model into their classrooms help students build a strong foundation of knowledge through active participation. It is helpful to everyone teachers, educators, curriculum developers, policy makers etc may integrate or apply the model at several levels.

### **References:**

- Abraham, M. R. (1997). *The learning cycle approach to science instruction (Research matters - To the science teacher, No. 9701)*. Columbia, MO: The National Association for Research in Science Teaching.
- Lena Ballone Duran (2004), “The 5E instructional model: a learning cycle approach for inquiry-based science teaching”, *The Science Education Review*, 3(2), 2004
- Juhler, Martin Vogt (2018), “Assessment of Understanding: Student Teachers' Preparation, Implementation and Reflection of a Lesson Plan for Science”, *Research in Science Education*, v48 n3 p515-532 Jun 2018.
- <https://lesley.edu/article/empowering-students-the-5e-model-explained>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2931660/>