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| **THE BSCS 5E INSTRUCTIONAL**  **MODEL** | **WHAT THE TEACHER DOES** | **WHAT THE STUDENT DOES** | **EXAMPLE ACTIVITIES** |
| **Engagement**: This phase of the instructional model initiates the learning task. The activity should make connections between past and present learning experiences, surface any misconceptions, and anticipate activities that reveal students’ thinking on the learning outcomes of current activities. The student should become mentally engaged in the concepts, practices, or skills to be explored. |  |  |  |
| **Exploration**: This phase of the teaching model provides students with a common base of experiences within which they identify and develop current concepts, practices, and skills. During this phase, students may use cooperative learning to explore their environment or manipulate materials. |  |  |  |
| **Explanation**: This phase of the instructional model focuses students’ attention on a particular aspect of their engagement and exploration experiences and provides opportunities for them to verbalize their conceptual understanding or demonstrate their skills or behaviors. This phase also provides opportunities for teachers to introduce a formal label or definition for a concept, practice, skill, or behavior. |  |  |  |
| **Elaboration**: This phase of the teaching model challenges and extends students’ conceptual understanding and allows further opportunity for students to practice desired skills and behaviors. Cooperative learning is appropriate for this stage. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. |  |  |  |
| **Evaluation**: This phase of the teaching model encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the performance expectation. |  |  |  |