

Eight Es

Many years ago a future teacher told me about the Es she had been exploring with regard to lesson planning. We worked with these for a while. They made sense. I decided to expand them. They are now the Eight Es.

Engage:

This is similar to the focusing event or even the anticipatory set. What is it you do to get the students' attention? It has to pertain to the lesson but might even be a "plant" foreshadowing some other aspect of your plan. To expand your thinking about initial engagement, begin to really look at movies. "Gladiator" plants the overall motivation of the hero in the first 30 seconds with the scene of the field in Spain and the guitar. You will see the same scene with people at the end of the film.

Explore:

One of the classic explore techniques is to present the K-W-L of Donna Ogle. The topic under study is posted. Students brainstorm what they know. These can be further "categorized" under major concepts or schemes much like a "mind map". Asking the students to talk about a topic for a brief time alerts everyone to the subject under review.

Explain:

This is the more traditional part of the lesson as it compare to other models. The objective for new information comes here. What new information will you provide and how will you proceed? These are the driving questions for the "explain" zone.

Elaborate:

Besides the initial explanation of the subject, what will you do to provide a more in-depth experience for learners? The "check for understanding" portion of the traditional lesson plan would be part of this section but not necessarily all of it.

Energize:

Most lesson plans do not consider bodily-kinesthetic learners or how much time has been spent on one part of the lesson. With this “E”, the instructor plans to re-focus the group in some way to guarantee attention is given to all aspects of the information.

Evaluate:

Polling, testing, reporting information in summary format are all traditional ways to evaluate the lesson. Can the students use the information at the end of the lesson. See Bloom’s Cognitive Taxonomy for more ideas on evaluative verbs.

Extend Learning:

What question, activity or task can students do outside the classroom to further use and encode the information provided? While this is traditionally called “homework”, its purpose is to extend thinking and learning.

Enrich: (closing story)

The end of the lesson is an opportunity to elevate thinking about the topic or to provide humor or even a riddle or puzzle to consider until the next class. Quotes can be noted for their connection to the lesson or concept under study. What do you do in the last five minutes of the lesson?