

Instructional Timeline/Sequence
5E Instructional Model, Comprehensive Vocabulary Program, and Interactive Word Walls

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5E	Planning	Engage	Explore	Explain	Elaborate	Evaluate
Graves		<p>1. Pre-teach a few well selected words</p> <p>2. Teach word learning strategies</p> <p>3. Foster word consciousness</p>		<p>2. Teach word learning strategies</p> <p>3. Foster Word Consciousness</p> <p>4. Rich and varied language experiences</p>	<p>3. Foster Word Consciousness</p> <p>4. Rich and varied language experiences</p>	
Jackson	<p>*Complete the 4-step/4-square planning process</p> <p>1. Pre-teach a few well selected words</p> <p>2. Teach word learning strategies</p> <p>3. Foster word consciousness</p> <p>4. Rich and varied language experiences</p> <p>*Sketch the Interactive Word Wall</p> <p>*Prepare the student organizer</p> <p>*Decide how to display the Interactive Word Wall: classroom wall, bulletin board, science tri-fold board, pocket</p>	<p>*Pre-teach a few well selected words & word learning strategies</p> <p>*Review prior knowledge & appropriate word learning strategies. Place these words on the Interactive Word Wall.</p> <p>*Review/Teach science processes, practices, safety, and science tools. Place appropriate words on the Interactive Word Wall.</p> <p>*Introduce vocabulary organization structures such as... KIM charts, vocabulary self-awareness charts, semantic feature</p>	<p>*Complete investigation.</p> <p>*Students have flexible language goals during Explore. They can use common vocabulary and speak in their preferred language as they complete the investigation.</p> <p>*Students may add data gathered during Explore to their science notebook or</p>	<p>*Construct section of the Interactive Word Wall related to the investigation completed in Explore.</p> <p>*Add target vocabulary related to the Explore investigation to the Interactive Word Wall.</p> <p>*Teach/review word learning strategies as appropriate.</p> <p>*Add associated realia or artifacts from Explore investigation to the Interactive Word Wall.</p> <p>*Use written or oral CER statements to justify the placement of realia and artifacts in specific sections of the Interactive Word Wall.</p>	<p>*Use/Apply target vocabulary posted on the Interactive Word Wall, in science notebooks, & foldables in written and/or oral discourse.</p> <p>Writing is Rigor</p> <p>*Students add to their science notebook or student organizer</p> <p>-poems -poems in multiple voices -haiku -readers theater -mentor text (i.e., <i>The important book</i>) -newspaper headline</p>	<p>*Covering or removing Interactive Word Walls for assessments is optional and is usually determined by the importance of the assessment.</p> <p>Class, team, school, district, state etc.</p>

	<p>chart, other classroom space.</p> <p>*Frame the Interactive Word Wall.</p> <p>*Prepare word cards that will be used to construct the Interactive Word Wall.</p> <p>*Prepare CER scaffolds</p> <p>*Prepare sentence stems</p>	<p>analysis, anticipation guide, etc.</p> <p>*Revisit the Interactive Word Wall to link current lesson topic to topics covered in prior lesson/lessons if current lesson follows a lesson that added a section to the Interactive Word Wall.</p>	<p>the student organizer</p>	<p>*Written CER statements may be added to the Interactive Word Wall.</p> <p>*Use appropriate sentence stems to support and scaffold rich oral discussion and writing.</p> <p>*Sentence stem scaffolds may be added to Interactive Word Wall.</p> <p>*Students add to their science notebook or student organizer.</p> <p>*Students use the Interactive Word Wall to complete a vocabulary or science concept activity.</p> <p>*Revisit/correct/complete vocabulary organization structures presented in Engage</p>	<p>-word, sentence, phrase -I thought, but now I know -vocabulary games</p> <p>*Link science concept with the history of science, science careers, and contributions of scientists.</p> <p>-career reading or video</p> <p>-biographies</p>	
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Bybee, W.B. (2015). *The BSCS 5E instructional model: Creating teachable moments*. Arlington, VA: NSTApress

Graves, M. F. (2016). *The vocabulary book: Learning and instruction* (2nd ed). New York, NY: Teachers College Press.

Jackson, J., & Durham, A. (2016). Put your walls to work: Planning and using interactive word walls to support science and reading instruction. *Science and Children*, 54(3), 78-84.