

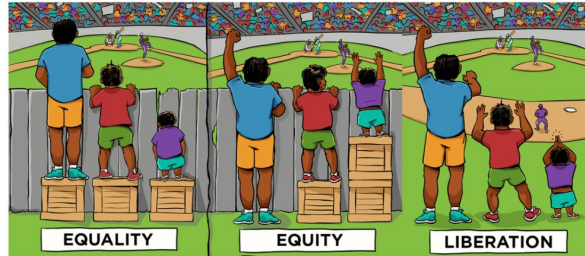
LESSON PLAN TEMPLATE	
Lesson Day/Time/Subject Lesson TITLE	Are we Liberated??
<p style="text-align: center;">Rationale / goal statement</p> <p>How will this lesson support the learning goals in the classroom? How does it fit with other instruction and/or what you know about students? (1c: Setting Instructional Outcomes)</p>	<p>This lesson will allow the students the opportunity to analyze given texts, engage in classroom discussions about a controversial topic, and form an opinion on the topic being taught and discussed. The students will be able to utilize what they learn to complete an argumentative essay that requires that they cite valid and supporting sources to support their argument.</p>
<p style="text-align: center;">Objective(s)</p> <p style="text-align: center;">(1c: Setting Instructional Outcomes)</p> <p>Taking the learning goal into consideration, what is the objective(s) of this lesson that will support progress toward the learning goal.</p> <p>Objectives should be learner focused (not what the teacher will do or accomplish), observable (use verbs that can be measured), and target a specific outcome. Please refer to the SLO User Guide for the “ABCD” method or “I CAN” statements that can be used as a guide.</p>	<ul style="list-style-type: none"> ● I can analyze a text and form an opinion. ● I can create a double entry journal of a given text. ● I can engage in a classroom discussion by making a comment and sharing my thought on the topic. ● I can reflect on a photo by completing the questions on the given sheet with 80% accuracy.
<p style="text-align: center;">PA Standards</p> <p>www.Pdesas.org/Standard/view or https://www.pdesas.org/Page?pageld=11</p>	<p>Standard CC.1.2.8.C : Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>Standard CC.1.5.8.A: Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clarity.</p> <p>Standard CC.1.4.H.8 : Introduce and state an opinion on a topic</p>

<p>Academic language</p>	<ul style="list-style-type: none"> - Equality: the state of being equal - Equity: the quality of being fair and impartial - Liberation: freedom from limits on thoughts and behavior
<p>ISTE Standards (if applicable)</p>	<p>Not needed</p>
<p>Technology Materials/ Resources (1d: Demonstrating Knowledge of Resources)</p> <p><i>What texts, digital resources, & materials will be used in this lesson? How do the materials align with the learning objective(s)? If appropriate, what educational technology will be used to support the learning outcomes of this lesson? How do the resources support the learning objectives?</i></p> <p><i>Cite publications and any web resources.</i></p>	<ul style="list-style-type: none"> - Computer - Journal - Writing utensils - Sticky notes (3 colors) - Photo reflection sheet from Need in Deed: My Voice - Video of song Liberated https://www.bing.com/videos/search?q=liberated&view=detail&mid=E902EB5D15EBBC281DD1E902EB5D15EBBC281DD1&FORM=VIRE - Lyrics to song liberated for double entry journal https://www.azlyrics.com/lyrics/dejloaf/liberated.html - Photo showing Equality, Equity and Liberated to accompany photo reflection assignment https://pbs.twimg.com/media/CgISChWUYAAyM3I.jpg



Don't just tell a different version of the same story.

Change The Story!



Opening (Anticipatory Set)

(1a: Demonstrating Knowledge of Content and Pedagogy)

_____ minutes

How will you set the purpose and help students learn why today's lesson is important to them as learners?

How will you pique the interest or curiosity regarding the lesson topic?

How will you build on students' prior knowledge?

How will you introduce and explain the strategy/concept or skill?

Provide very detailed steps.

- Students will complete a photo reflection paper assigned by the teacher from Need in Deed, page 43
- The students will utilize the photo on the board to complete the assignment.
- The students will complete assignment after settling in their seats, individually and quietly.
- The teacher will be taking attendance during this time, so if a student have a question or doesn't understand something they can write it in the back of the paper.
- The students will be given 10 minute to complete photo reflection paper
- The teacher will walk around, after taking attendance, analyzing what students wrote on their paper and making sure all students are doing their work.

Instructional Activities

(1a: Demonstrating Knowledge of Content and Pedagogy;

1e: Designing Coherent Instruction)

_____ minutes

Exploration (Model): How will students explore the new concepts? How will you model or provide explicit instruction? At some point, you should include a teacher think-aloud using student-friendly language.

Guided Practice: How will you provide support to students as they apply the new concept? How will you allow them to practice (with teacher and/or peer support)?

Independent practice: How will students review and solidify these concepts to be able to use this new knowledge? How will you monitor and provide feedback?

Provide very detailed steps and include teacher talk where appropriate.

- The teacher will conduct a five minute discussion on photo from anticipatory set
- “What comes to mind when you see this photo?”
- “What do you believe the difference between the three vocabularies are, based on the photo?”
- The students will notate the definition of the three vocabularies from the picture, equality, equity, and liberation.
- “Now I want us to focus on the word, liberated. What does being liberated mean and why is it important?”
- The students will be instructed to turn in their photo reflection paper to be graded.
- “Our lesson is going to focus on the word liberated and what it means to be liberate.”
- “Please take out your journals and a writing utensil. If you don’t have your journal, borrow a piece of paper from a friend and date it so that you can credit for your work.”
- “I am going to show you 45 second of a video. Please just watch the video and wait for my next instructions.”
- Students will watch the video and after the video the teacher will pass out the lyrics to the students.
- “Please complete a double entry journal to these lyrics. You may work alone or you may work with the people at your table.”
- “Can someone remind me what a double entry journal is?”
- “A double entry journal is when you take a text and you write significant informations from the text on the left side of a journal and your thoughts on the right side.”
- “Even if you complete the journal as a group, you must write what your group discussed in your individual journal.”
- “You have 15 minutes to complete the double entry journal. I will be walking

around to answer any questions you may have. Please begin.”

- A classroom discussion will take place on the double entry journal.
- “Which part of the song stood out to you the most and why?”
- “What did you agree or disagree with?”
- “Why do you believe this song was written? There’s no right or wrong answer, just thoughts and opinions.”
- “In the song, the artist kept telling us that people are getting liberated. We will be using that line to complete our next assignment.”
- The students will be directed to put their journal in the classroom bin. And the teacher will briefly discuss the next assignment that follows the lesson.
- “As a class, we came to final consensus of the definition of liberation, which is freedom from limits on thoughts and behaviors. The picture painted a picture of what being liberated is and the lyrics from the song give us an understanding what being liberated is. This is the first of many social issue topics we will be discussing and learning about because it is important that as individuals we are aware of the events going on around us that affects us as individuals and as groups of people. We will be continuing this lesson with an argumentative paper.”
- The students will be assigned an argumentative paper where they will answer the question, “Are we liberated?” and evaluate more on the topic.
- The students are to support their claim with 3 or more evidence from a literature, a text, the news, or a historical event.
- The teacher will assign a rubric to go along with the paper.

	<ul style="list-style-type: none"> ● “We will be discussing the paper in more details the next time we have class.”
<p style="text-align: center;">Closure</p> <p style="text-align: center;">(1e: Designing Coherent Instruction)</p> <p style="text-align: center;">___ minutes</p> <p><i>How will students share or show what they have learned in this lesson?</i></p> <p><i>How will you and/or students summarize learning and clarify key concepts?</i></p> <p><i>How will you provide opportunities to extend ideas and check for understanding?</i></p> <p><i>How will this lesson lead to the next lesson?</i></p>	<ul style="list-style-type: none"> ● “Today in class we talked about liberation. As a class we defined liberation as freedom from limits on thoughts and actions.” ● “The board is divided into three sections. What did you learn, what questions do you have, and what does it look? <ul style="list-style-type: none"> ● 1. “What did you learn about liberation?” ● 2. “What question(s) do you have about being liberated?” ● 3. “What does being liberated look like?” <ul style="list-style-type: none"> ● “Please answer these three questions on the sticky notes provided and place your answer in the appropriate section.” ● “You do not need to put your name on the front of the sticky note, just place your initials in the back of the note.” ● “This is an independent activity, please no talking. If you are done early, start reviewing the argumentative paper and rubric given in class.” ● The teacher will give students a warning after five minutes. ● The teacher will read what the students wrote in each section.

<p style="text-align: center;">Differentiation (1e: Designing Coherent Instruction)</p> <p><i>What differentiated support will you provide for students whose academic development is below or above the current grade level?</i></p> <p><i>What specific differentiation of content, process, products, and/or learning environment do you plan to employ to meet the needs of all of your students? How will your lesson be supportive for all students, including English Language Learners, and build upon the linguistic, cultural, and experiential resources that they bring to their learning?</i></p> <p><i>How will your lesson promote creative and critical thinking and inventiveness?</i></p>	<ul style="list-style-type: none"> ● Students who finish work early can engage in independent reading or complete unfinished work. ● Students who have difficulty completing double entry journal, can use visual representation, like drawings, to analyze the text. ● Students can work with their peers on assignments when instructed. ● Students who have difficulty completing the photo reflection sheet, are able to do an alternative activity. They can connect the picture to their everyday life and write a paragraph expressing such connection.
<p>Accommodations ** (see note below) (1e: Designing Coherent Instruction)</p> <p><i>What classroom accommodations do you plan to employ to increase curriculum access for students identified with special education needs or 504?</i></p> <p><i>Describe how these accommodations align with the current Individualized Education Plan (IEP) for each student as applicable (avoid using actual names of students).</i></p>	<p style="text-align: center;">N/A</p>
<p>Modifications** (see note below) (1e: Designing Coherent Instruction)</p> <p><i>What curricular modifications and/or changes in performance standards, if any, do you plan to employ to facilitate the participation of students identified with special education needs?</i></p>	<p style="text-align: center;">N/A</p>

<p>Assessment (Formal or Informal) (1f. Assessing Student Learning)</p> <p><i>How will you and the students assess where the learning objectives, listed above, were met?</i></p> <p><i>Each formative or summative assessment should describe how it is aligned to the above objective(s).</i></p>	<ul style="list-style-type: none">● The students will be assessed during classroom discussions.● The students' double entry journal will clarify their understanding of the text given to them.● The photo reflection will show their analyzation skills and allow them to connect with the topic.● The students' answers to the three questions written on the sticky notes will verify what they have learned from the lesson and will the teacher figure out what the students still need to learn to better their understanding of the topic.
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Reflection on Planning

Describe your planning process. Be sure to include all of the following:

1. Explain how you used professional resources to help you plan the lesson's activities, such as assigned course readings, scholarly articles, etc. *You must cite at least two resources from EDR 317/EDR 318, EDR 308, 306, 307, 304, and 345 and explain how they guided your lesson.*

Fully cite all resources at the end of this written plan.

1. How did you use knowledge of your students to plan this lesson? (Be specific – you can talk about language, culture, interests, neighborhood, personalities, learning style, information shared with you by your mentor, strengths, areas for growth, etc.)
2. How did you use assessment in your planning process? (e.g. how did you use previous assessments to inform this lesson) How will you use assessment throughout the lesson? At what points will you use formative assessment to guide your decisions during this lesson? If applicable: Where will students gain feedback from each other or engage in self-assessment?

- *Answer all questions in detail (2-3 paragraphs)*

1. *I utilize my field teacher to help me come up with a topic to do my lesson on. She suggested doing a lesson that will lead to an argumentative paper written by the students on a social issue. This really helped me because I was having a difficult time picking a topic. I use the book assigned to us, *Need in Deed: My voice to help me come up with an activity to do with my students. I also utilize the class document that consists of all the literacy strategies to help me figure out the double entry journal. I did not know what the ABCD method was so I did google it, as well as the I Can method.**

5. My approach to organizing classroom talk is by having classroom discussions where the students can freely express their thoughts on the topic and given the opportunity to hear what their peers have to say on the topic All students will be made aware that all students are to be respected during classroom discussions. It will be written somewhere in the classroom where students can be reminded that the classroom is supposed to be a safe place..

4. My mentor teacher gave me an idea as to what I should do my lesson about which was very beneficial and saved me a lot of lesson planning time.

<p>3. How does your plan reflect attention to classroom procedures? For example: What routines, rituals, or procedures did you use that your mentor regularly uses? How do you plan to smoothly and efficiently transition between activities (e.g. from whole-class to small groups)? How do you plan to distribute and collect supplies and materials? What is challenging about transitions or routines in your class?</p> <p>4. New question: How did you use your mentor teacher to plan your lesson? (In what ways did you benefit from their knowledge and/or example?) How did you base your lesson format off of what you've seen used in your classroom?</p> <p>5. What was your approach to organizing classroom talk and creating a community of learners? For example: What steps did you take to ensure a positive, respectful, intellectually engaging environment for students? How did you plan questions to ensure student thinking?</p>	
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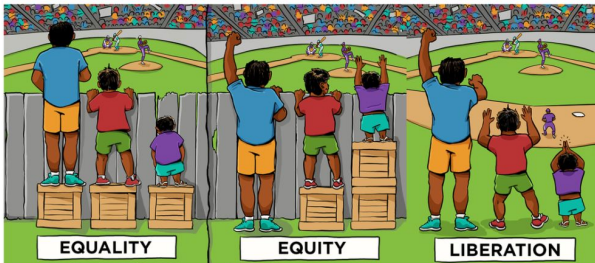
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<https://pbs.twimg.com/media/CgISChWUYAAyM3I.jpg>



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- Research paper on someone who fought for liberation and explain if we, as people are currently liberated, give at least 3 reasons why. 3pgs
- Library visits with students
- Media project or presentation of research (gallery walk?)
- Video 45 second & picture Students answer in journal "what does being liberated means to you, based on video?" anticipatory set
- Exit ticket..... Write one paragraph or more summarize what you've learned about being liberated and you can apply this to your everyday lives.
- Provide students with a list of liberation leaders to aid those who may have difficulty
- Wrap up instruction after the students complete their group project and tell them what your thoughts are on the subject