

EDR 317/318 Lesson Plan Template

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LESSON PLAN TEMPLATE

Lesson Day/Time/Subject Lesson TITLE	Monday/9:30-12pm/ Language Arts Orpheus and Eurydice
<p style="text-align: center;">Rationale</p> <p>How will this lesson support the learning goals in the classroom? How does it fit with other instructions and/or what you know about students? (1c: Setting Instructional Outcomes)</p>	<p>This lesson will support in increasing students' reading and comprehension skills. Students will partake in independent reading and will be analyzing the text which they've read.</p>
<p style="text-align: center;">Objective(s) (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>	<ol style="list-style-type: none"> 1. I can quietly read a story in 30 minutes, independently 2. I can complete the graphic organizer with 80% accuracy 3. I can complete all the activities in the margins 4. I can express my knowledge of a given topic by answering questions.
<p style="text-align: center;">PA Standards</p> <p>www.Pdesas.org/Standard/view_or_https://www.pdesas.org/Page?pageId=11</p>	<ol style="list-style-type: none"> 1. <u>standard CC.1.2.7L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</u> 2. <u>Standard Area CC.1.3: Reading literature: Students read and respond to work of literature- with emphasis on comprehension, making connections among ideas and between texts wit/ focus on textual evidence.</u>
ISTE Standards (if applicable)	

<p style="text-align: center;">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 style="text-align: center;"><i>Cite publications and any web resources.</i></p>	<ol style="list-style-type: none"> 1. Copies of Orpheus and Eurydice story for all students 2. Graphic organizer (Access tool) from <i>I Read It, but I Don't Get It</i> book 3. Writing tool 4. Highlighter for notation (If applicable) 5. Paper 6. Sticky notes 7. Poster Board 8. Anticipatory set questions written on white board
<p style="text-align: center;">Opening (Anticipatory Set) (1a: Demonstrating Knowledge of Content and Pedagogy)</p> <p style="text-align: center;">_____ minutes</p> <p><i>How will you set the purpose and help students learn why today's lesson is important to them as learners?</i></p> <p><i>How will you pique the interest or curiosity regarding the lesson topic?</i></p> <p><i>How will you build on students' prior knowledge?</i></p> <p><i>How will you introduce and explain the strategy/concept or skill?</i></p> <p><i>Provide very detailed steps.</i></p>	<ol style="list-style-type: none"> 1. Teacher will ask students to take out a writing tool and will be given a sticky note. 2. "On the board you will see two questions and they both talk about music. These two questions will steer us in the right direction of today's lesson. Please answer the questions on your sticky note, independently. When done, put your written tool down and wait for the next direction. You have 5 minutes." 3. Students will answer the questions on their paper that's written on the board independently. The teacher will pass out the story while students work. 4. Question 1: Do you believe music to be a powerful thing? Why or why not. (Green sticky note) 5. Question 2: What does music mean to you? (Blue sticky note) 6. Question 3: Do you know anything about a man named Orpheus? If yes, write what you know. (Pink sticky note) 7. Students will be given 5 minutes to answer the questions. 8. Students will pair with a classmate and share their answers. 9. Students will be directed to put their sticky notes on posterboard in front of class. 10. "Once you are done posting your sticky notes, please take a look at the story we will be reading today. Pay attention to the pictures and the margin questions please." 11. Teacher will read some of the sticky notes on the board. 12. "Who wanted to share what they wrote on their sticky notes?"

	<p>13. Students will be given time to share what they wrote and teacher will conduct a classroom a classroom discussion on the two questions regarding music.</p> <p>14. “Today we will be reading about a legendary musician, name Orpheus and his love Eurydice. We will see the important role music played in this story.”</p> <p>15. “Please clear your desk of all things except for a writing tool and the story. Any questions or comments?”</p>
<p style="text-align: center;">Instructional Activities (1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)</p> <p style="text-align: center;">_____ minutes</p> <p><i>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.</i></p> <p><i>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)?</i></p> <p><i>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?</i></p> <p>Provide very detailed steps and include teacher talk where appropriate.</p>	<ol style="list-style-type: none"> 1. ”I will be passing out a graphic organizer for the story we will be reading. Please put your name on it.” 2. “Can anyone tell me why we would use a graphic organizer while reading?” 3. Teacher will listen to students’ answers as she passes out the papers. 4. “Love the answers. You will be utilizing the graphic organizer as you read to help you pay attention to important details in the story and to write down anything you may not understand.” 5. “Please spend the next 30 minutes to read the story and completing the graphic organizer as you read. It may not take the entire time. If you are done early, begin the activities in the margins of the story. “ <ol style="list-style-type: none"> 6. “Any questions or comments so far?” 7. “ You may work on the activities on the margin with a partner or a small group of 3. The reading is to be done independently. I’ll be around to help as needed and so will Mrs Greenberg.” 8. Students will independently read the story and complete the graphic organizer as they read. Then will complete activities in margin independently or with a classmate or group of 3. 9. All work will be collected at the end of class or given as homework if not completed.
<p style="text-align: center;">Closure (1e: Designing Coherent Instruction)</p> <p style="text-align: center;">_____ minutes</p>	<ol style="list-style-type: none"> 1. Teacher will conduct another classroom discussion on reading . 2. “What did you learn about Orpheus?” 3. “What role did music play in the story?” 4. “What would you have done differently or the same if you were in Orpheus’ position?” 5. “What do you think Eurydice would’ve wanted Orpheus to do?”

<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 leads to the next lesson?</i></p>	<p>6. “What questions or comments do you still have?”</p> <p>7. If students don’t have any questions, the teacher will discuss the ending of the story (line 79-97)</p> <p>8. “ Orpheus loved his wife so much that he couldn’t accept her death and that affected how well he played music, something he was very good at and everyone loved him for. He used his music to gain his love back but lost Eurydice when he doubted Hades. When he went to the second, his music wasn’t strong enough to help and he died too, and was able to join Eurydice in the underworld.”</p> <p>9. “Our two theme was love and music. Please turn in your work and if you didn’t finish, complete it for homework for Wednesday. Thank you guys for your participation today!”</p>
<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>	<ol style="list-style-type: none"> 1. Students can answer opening questions orally or visually if they have difficulty writing. The teacher will record student’s answer. 2. Students who finish early, will be encouraged to write down any difficulties they had while reading and any questions they had. 3. Students who weren’t able to finish the assignment can complete it at home and submit it the next time we meet. 4. Opening activity gives students the opportunity to reflect on their experiences and to share their knowledge on the topic.
<p style="text-align: center;">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>	<ol style="list-style-type: none"> 1. Extended time to answer open questions and to complete assignments. 2. Teacher will support students who need it while working. 3. Students can work independently or in a group (Margin questions) 4. Graphic organizer will be written in large font and given to students 5. Students may seat elsewhere to complete work (Independent reading)

<p style="text-align: center;">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>	<ol style="list-style-type: none"> 1. Students may use assistive devices to complete their work. 2. Allowing students to compete less of the assignments if overwhelmed. 3. Students can type their work and send it to teacher instead via email. 4. Allowing students to listen to story instead of reading it independently. 5. Teacher will give the ESL teacher the story to read to the students in the class who is enrolled in ESL. 6. ESL students can listen to the story instead of reading the story.
<p style="text-align: center;">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>	<ol style="list-style-type: none"> 1. <i>Students sticky notes with answers to open questions will be collected and reviewed for background knowledge and connection to the topic. (Informal- SLO 4)</i> 2. <i>Classroom discussions gives teachers the opportunity to explore students' thoughts on topic and to give them the opportunity to integrate into the lesson. (Informal-SLO 4)</i> 3. <i>Graphic organizer will be utilized to check students' understanding of the story they read.(formal-SLO 1&2)</i> 4. <i>Margin questions will be collected to check for students' analyzation skills. (Formal- SLO 3)</i> 5. <i>Teacher will walk around the class as students work, conferencing with individual students and observing their work. (Informal- SLO 4)</i>
<p style="text-align: center;">Reflection on Planning</p> <p>Describe your planning process. Be sure to include all of the following:</p> <ol style="list-style-type: none"> 1. Explain how you used professional resources to help you plan the lesson's activities, such as assigned course readings, scholarly articles, etc. <i>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.</i> Fully cite all resources at the end of this written plan. 2. How did you use knowledge of your students to plan this lesson? (Be specific – you can talk about language, culture, interests, neighborhood, personalities, learning styles, information shared with you by your mentor, strengths, areas for growth, etc.) 	<ol style="list-style-type: none"> 1. <i>I was assigned this lesson by my cooperative teacher. I was given the choice of teaching two stories and I picked the one that talks about music. I wanted to have the students write their own songs but due to time and the fact that I am not too familiar with the students, I followed the same teaching method the teacher used. I used an access tool from the book I Read It, but I Don't Get It to assist students while reading. The book is one that we currently use in my EDR 420 course. I also use the ideas from the My Choice reading on Identity to focus on connecting my students to the lesson in the opening set, something I was missing in my last lesson plan. The students will be given the chance to share their feelings and knowledge on the topic being discussed in the anticipatory set, which is music</i> 2. <i>I noticed my students are mostly Asian and African American. The students speak English fluently but English is still a second language</i>

3. 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 point 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?
4. 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?
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?

to most of the students. The students enjoy working with their friends on assignments but I have to keep in mind that they could get distracted. I've also noticed it is the same students who participate in classroom discussions so I wanted to add ways to get students to be involved and share their thoughts. I noticed the students enjoy working in groups and when confused about something, they ask their peers before asking the teacher. The teacher does allow the students to work with each other as long as they are not being a distraction and are actually getting their work done.

3. In the anticipatory set, students' prior knowledge is assessed informally through questioning. Students are also informally assessed through classroom discussions. Students will be given the opportunity to share their thoughts with their peers and to work on assignments with their peers. Formally students will be assessed using a graphic organizer and the margin questions. During the closure, my classroom discussion should assess students' understanding of the story because Greek mythology can be difficult for students to grasp. The teacher will utilize this time to answer any questions students may have about the story and to clarify any confusion they have.

4. My mentor teacher gave me the topic of my lesson and she revised my lesson plan for me, as well as giving me feedback. I observed the way she taught her students and interacted with them during lessons to complete my lesson. She asks the students many questions and allowed students to work with other students if they need. My mentor teacher told me ways I could improve my lesson, like providing students with work or an activity during down time. She stresses that students be doing something academic at all times to avoid behavior issues if the students get bored.

5. My approach is to ask open-ended questions and to allow all students to get the chance to share their thoughts, through think-pair-share. Students are asked to look back on what they know or learned to answer given questions. They are required to analyze the text which they will be reading to complete the activities in the margin and the graphic organizer. I originally planned my classroom talk to include all students but I realized that not all students like sharing their thoughts aloud. I changed my lesson so that it could have more peer to peer talk so that all students can participate and have an opportunity

to share their ideas. Also, I had a math course with Dr. Ilera and he taught us to pick the students we want to share during discussion ahead of time and telling them that they would have to share. It helps ease the student's fear of speaking in public and they are less anxious about what they are going to say.

*Sources: Johnston.P.ChoiceWords-Chapter 3- Identity. 2004. Print
Tovany.C. I Read It, but I Don't Get It . 2000. page127. Print
Mrs Greenberg. Orpheus and Eurydice.*

https://in01001403.schoolwires.net/cms/lib/IN01001403/Centricity/Domain/532/orpheus_and_eurydice.pdf

****Accommodations and Modifications**

Students with disabilities may need accommodations or modifications to their educational program to participate in the general curriculum. Both are essential to consider when planning an equitable educational experience for students with disabilities. *Accommodations* refer to changes in **how** a student learns the material but they do **not** change knowledge content. With accommodations, a student receives the SAME education as other children, but the student can access content or express knowledge in different ways. *Modifications* refer to changes of what is taught or what students with disabilities are expected to learn. This may include adaptations made to instruction and assessment that change or reduce learning expectations. (Please refer to the SLO User Guide **and SLO template** for additional explanation.)

When completing these two sections, you need to describe, if appropriate, how you will ensure that students will access the material based on the accommodations or modifications listed within the IEP or 504 plan. There should be a direct connection within the Anticipatory Set, Instructional Activity, and Closure section of the lesson plan template.