

Lesson Plan Template

Teacher Candidate: Kevin Cassidy	Date: 06/09/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: English Language Arts Central Focus: (Content of the lesson): Asking and answering questions to demonstrate understanding of a text/Demonstrating and describing how intent is conveyed through expressive qualities Grade Level(s): 3rd Grade	Classroom Teacher: Kevin Cassidy Time allotted: 1 hour

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. ILS.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ILS.3.MU.Pr4.1.3d. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).	Learning Objective(s): • My students will be able to write details they know about the Disney songs that we will be interpreting in our music integration segment. • My students will be able to define the academic language terms “splendid,” “fantastic,” “crystal,” indescribable,” “diamond,” “horizons,” and “metaphor” in their notebooks. • My students will be able to demonstrate and describe the expressive musical qualities of dynamics, tempo, and articulation to the class. • My students will be able to ask questions pertaining to the text.	Assessment Tool(s) and Procedures: • I will evaluate what my students know about the Disney songs “A Whole New World,” “Circle of Life,” and “Let It Go” by having them write details they know about the music in their notebooks. I will document what they comprehend about these lyrics in my notes. • I will assess my students by having them define the academic language terms in their notebooks. I will document in my notes what they know about these concepts based on their accuracy and detail. • I will have my students demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing, and I will respond to them with feedback. I will
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		record a checkmark in my grade book for each child based on their accuracy. • I will assess my students by having them ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for each child based on their accuracy and effort.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
5 min.	I will greet my students at the classroom door to maintain order in the halls and prepare them for class (Atzert, 2016). A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) Formative Assessment: I will analyze what my students know about the Disney songs “A Whole New World,” “Circle of Life,” and “Let It Go” by having them write details they understand about the music in their notebooks. I will document what they comprehend about these songs in my notes. This will allow me to evaluate their enthusiasm level and whether these are good pieces to instruct them in.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: “Good morning, third grade readers and musicians! For the next three days in our English classes we will be examining classic Disney music. They are some of the best songs ever created and there are a lot of literary devices in them. Some, as we will see, have deep meaning. They are an important part of our American culture, and we can use them to discover new academic language terms, investigate literary devices, and interpret music. Today we will be analyzing ‘A Whole New World’ from <i>Aladdin</i>. First, I will explain what is happening in the movie before the song begins. I will hand out the lyrics and have you read them independently, and you will circle the academic language terms and define them in your notebooks. Then, I will explain the vocabulary words. Next, I will play the song. I will ask you questions about the lyrics. You will engage in a snowball activity to discuss the dynamics, tempo, and articulation of the music. Finally, you will complete an exit ticket.”
8 min.	C. Instructional Sequence I will explain what is going on in the movie before the song starts. I will pass the lyrics to “A Whole New World” out to the class. I will have my students read them independently, and circle the academic language terms: “splendid,” “fantastic,” “crystal,” “indescribable,” “diamond,” “horizons,” and “metaphor.” I will explain them. Then, my students will correct their definitions in their notebooks.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
10 min.	I will turn on Disney+ and play the song “A Whole New World” from <i>Aladdin</i>. Teacher/Questioning: “What does Aladdin mean when he says that he can show Jasmine a ‘shining, shimmering, splendid’ world?” (<i>Lea Salonga & Brad Kane – A Whole New World Lyrics Genius Lyrics</i> 2026; Pell, 1992). Teacher: “Around Aladdin and Jasmine, there are many stars and buildings that can be described as ‘shining, shimmering, splendid.’ Normally, Jasmine does not leave her palace.” Teacher/Questioning: “Why is it ‘crystal clear’ for Jasmine that she’s in a new world?” Teacher: “Remember, a crystal is a clear mineral (<i>Crystal Definition & Meaning - Merriam-Webster</i> 2026). We can assume that Jasmine has a great view of the land from Aladdin’s magic carpet. She is able to see more than she could if she were on the ground.” Teacher/Questioning: “Why does Jasmine refer to the scene as an ‘endless diamond sky’?” Teacher: “Remember, a diamond is a shiny mineral (<i>Diamond Definition & Meaning - Merriam-Webster</i> 2026). Jasmine is using the term to refer to the stars. The ‘endless diamond sky’ is a metaphor because the stars are being described as diamonds.” Teacher: “All of you learned about expressive qualities from your music class. Dynamics are the volume of the music or whether it is soft or loud. Tempo is the speed of the music. Articulation means the way that musicians play notes.”
15 min.	Teacher/Student Interaction: “You are now going to engage in a snowball activity. Please choose the concept of either dynamics, tempo, or articulation and write on a piece of paper why the song is performed the way it is (Atzert, 2016). Crumple it up and throw it in the middle of the room. Then, wait for 10 seconds, and go to the middle of the room and choose one of your peers’ sheets of paper. I will have each of you demonstrate and describe your classmates’ responses to the class using an oral explanation, role-playing, or singing, and I will provide feedback.”

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
15 min.	My students will write their statements on a piece of paper, throw them in the middle of the room, and retrieve their peers’ answers. They will demonstrate and describe their classmates’ statements aloud and I will respond to them. Teacher: “Great job, third grade readers and musicians! All of you came up with some thought-provoking arguments on why the dynamics, tempo, and articulation of the song are the way they are. Disney is trying to make this part of the movie ‘magical’ and ‘romantic.’ That’s why the dynamics are in the normal range, and the tempo is slow. Aladdin’s and Jasmine’s singing and the instruments give the film a sense of wonder during this scene, especially since Jasmine almost never leaves her palace. The articulation of the song reflects the speed at which the actions in the film happen, such as the pace of the two flying through the clouds or how fast Aladdin is handing Jasmine the flower from the marketplace.” Teacher/Formative Assessment/Differentiation: “For your exit ticket today, I’d like you to use the song lyrics to ask questions pertaining to the text. To do this, you may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them.” My students will be given time to work on their exit tickets. I will monitor the children and assist the ones who need help with verbal cues and hints. Those of them who record their questions on paper will put them in my ELA bin on my desk.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	Teacher: “I really appreciate how engaged all of you were with the lesson! We investigated the lyrics to ‘A Whole New World’ in <i>Aladdin</i>. First, I had explained what was going on in the movie when the song was introduced. I handed out the lyrics to ‘A Whole New World’ and had you read them independently, and you circled the academic language terms and defined them. Then, I explained the vocabulary words. Next, I played the music. I asked you some questions about the piece. We did a snowball activity to discuss the dynamics, tempo, and articulation of the song. Finally, you completed an exit ticket. Today was a great start to our three-day learning segment, we learned a lot, and had a lot of fun! Tomorrow, we’re going to be examining ‘Circle of Life’ from <i>The Lion King</i>. Please pack up your English belongings and get ready for recess!” The students will pack up their English supplies and prepare for recess.

Lesson Plan - Details

Instructional Materials:

Aladdin movie (Disney+) (Pell, 1992)

A Whole New World lyrics handouts (*Lea Salonga & Brad Kane – A Whole New World Lyrics* | *Genius Lyrics* 2026)

Notebooks

Paper

Pencils

Pens

Colored pencils

Markers

Crayons

Selection and Use of Technology and/or Resources:

I have my own Disney+ account to show the short clip. I will print the lyrics and pass them out to my students.

Safety in the Physical Environment:

A poster board on the wall will display classroom rules. My students will be instructed not to engage in reckless behavior while participating in the snowball activity, such as when walking to the middle of the room, providing an oral explanation, performing role-playing, or singing to the class. They will be coached in being polite and respectful to their classmates during this task. They will also be told to exhibit good behavior while they are working on their formative assessments. The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write the student up. The kids who are sick will be mentored to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Splendid, fantastic, crystal, indescribable, diamond, and horizons Tier 3: Metaphor	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will model how to use the academic language terms. My students will define them in their notebooks. I will pass out the lyrics to the song with the vocabulary and have them read it independently. I will have the children watch the short film clip with the terms in it using Disney+. They will complete a formative assessment to ensure they understand the vocabulary in the song.

Assessment

*(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)*

Diagnostic (Pre-): *(Formal or Informal).* *Informal.* I will evaluate what my students know about the Disney songs “A Whole New World,” “Circle of Life,” and “Let It Go” by having them write details they understand about the music in their notebooks. I will document what they comprehend about these lyrics in my notes. This will allow me to evaluate their enthusiasm level and whether these are good pieces to instruct them in.

Formative: *(Formal or Informal).* *Informal.* My students will define the academic language terms “splendid,” “fantastic,” “crystal,” “indescribable,” “diamond,” “horizons,” and “metaphor” in their notebooks. I will document in my notes what they know about these words based on their accuracy and detail. This will ensure that I understand what to teach them pertaining to the vocabulary.

Informal. My students will demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing. and I will respond to them with feedback. I will record a checkmark in my grade book for each child based on their accuracy. This will enable me to assess them on the music standard and present what they remembered in terms of the benchmark to the music teacher.

Informal. My students will ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for each child on the basis of their accuracy and effort. This assessment will allow me to analyze if my students comprehend the song lyrics.

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).*

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: **Content** **Process X** **Product X**

Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

The whole class will read the lyrics, watch the short film clip, and can decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, creating a song with them, or composing a poem with them.

My student with an emotional behavioral disorder will be provided with a separate corner of the classroom where it is more calm and quiet (*Accommodations for Students with Emotional and Behavioral Disorders* 2022). He will be given a two-minute break to get up and move around during both the student interaction activity and formative assessments (*9 Effective Teaching Strategies for Students With Emotional and Behavioral Disorders* 2025). I will partner up with him during these tasks and monitor him so that he displays good behavior (Arzuaga, 2026).

My student with an intellectual disability will be provided with a quiet workspace (*Strategies for Teaching Students with Intellectual Disabilities* 2018). The paraprofessional will assist the child with engaging in additional practice of interpreting dynamics, tempo, and articulation. Further, the teaching assistance will play the song a couple of more times for the student.

Identify the Student Characteristic that you will use to Differentiate: **Student Readiness** **Student Interest** **Student Learning Profile X**

Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

The whole class will read lyrics, watch the short film clip, and decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, or composing a poem with them.

Theoretical Principles and/or Research–Based Best Practices in this Lesson

Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.

Cheryl Abela said that higher order questions challenge students to engage in deeper thinking (Creech, 2026). This type of questioning enhances classroom discussions. Moreover, students must recall their own experiences to present their answers.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

Some of my students did not understand what minerals are in order to comprehend crystals or diamonds. I used visual cues to clarify the concept for them. A few of them also did not understand what metaphors are after my lecture. I used modeling by providing more examples of this literary device until my students knew it.

Several of my students had watched the movie *Aladdin* before, so they had an advantage with this assignment. Many others were at a disadvantage having not seen it before. I resolved this problem by only having them interpret the context of the scene and lyrics and not the whole movie.

Lesson Plan Template

Teacher Candidate: Kevin Cassidy		Date: 06/09/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: English Language Arts Central Focus: (Content of the lesson): Asking and answering questions to demonstrate understanding of a text/Demonstrating and describing how intent is conveyed through expressive qualities Grade Level(s): 3rd Grade		Classroom Teacher: Kevin Cassidy Time allotted: 1 hour
Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. ILS.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ILS.3.MU.Pr4.1.3d. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).	Learning Objective(s): • My students will be able to define the academic language terms “sapphire,” “despair,” “faith,” “unwinding,” and “personification” in their notebooks. • My students will be able to demonstrate and describe the expressive musical qualities of dynamics, tempo, and articulation to the class. • My students will be able to ask questions pertaining to the text.	Assessment Tool(s) and Procedures: • I will assess my students by having them define the academic language terms in their notebooks. I will document in my notes what they know about these concepts based on their accuracy and detail. • I will have my students demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing, and I will respond to them with feedback. I will record a checkmark in my grade book for each child based on their accuracy. • I will assess my students by having them ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for

		each child based on their accuracy and effort.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
5 min.	I will greet my students at the classroom door to maintain order in the halls and prepare them for class (Atzert, 2016). A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) I will introduce the lesson by answering some of the most important and common questions from yesterday’s formative assessment. Then, I will tell the children that the “Lion King” is a classic Disney movie from when I was growing up as a kid. It is one of my favorite Disney movies.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: “Good morning third grade readers and musicians, today we are going to continue our exploration of Disney music and determine the meaning behind ‘Circle of Life’ from the <i>Lion King</i>. First, I will explain the beginning of the movie when the song is introduced. I will hand out the lyrics to the ‘Circle of Life’ and have you read them independently, and circle the academic language terms and define them. Then, I will explain the vocabulary words. Next, I will play the song. I will ask you some questions about the lyrics. We will do a think-pair-share activity to discuss the expressive qualities of the music. Finally, you will complete an exit ticket to demonstrate your understanding of the piece.” C. Instructional Sequence
9 min.	I will explain what is going on in the movie before the song starts. I will pass the lyrics to “Circle of Life” out to the class. I will have the students read them independently, and circle the academic language terms and define them: “sapphire,” “despair,” “faith,” “unwinding,” and “personification.” I will explain the vocabulary words. Then, my students will correct the definitions in their notebooks.
4 min.	I will turn on Disney Plus and play the song “The Circle of Life” from The Lion King.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
5 min.	Teacher/Questioning: “Why do you think that Disney has the animals in this movie talk and possess their own kingdom?” Teacher: “This is a literary device called ‘personification’ in which things that are not human take on human qualities (Bowling, 2026). In this case, the animals can talk, and the lions rule a kingdom much like kings and queens.” Teacher/Questioning: “What does the songwriter mean when he says ‘from the day we arrive on the planet, and blinking, step into the sun?’” (Allers et al., 1994; <i>Carmen Twillie & Lebo M - Circle of Life Lyrics Genius Lyrics</i> 2026). Teacher: “It means that when we are born, we begin blinking and doing our first actions, and its the first time we see things such as sunlight.” Teacher/Questioning: “What does the ‘but the sun rolling high through the sapphire sky’ mean?” Teacher: “Sapphire is a color of the sky. It is purplish-blue (<i>Sapphire Definition & Meaning - Merriam-Webster</i> 2026). The sun is actually above the sky in space, but the songwriter uses the phrase ‘but sun rolling high through the sapphire sky’ as a metaphor. This is the same literary device used in <i>Aladdin</i> when Jasmine referred to the sky as an ‘endless diamond sky.’” Teacher/Questioning: “Why does the circle of life move us ‘through despair and hope’ and ‘faith and love’ until we find our purpose?” Teacher: “Great answer! Life transitions us through despair, hope, faith, and love in pursuit of our passions and interests. We go through a cycle of life that includes birth, aging, and death.”

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
15 min.	Teacher/Student Interaction: “I’d like all of you to work with the partner to the right of you at your table and engage in a think-pair-share activity. Remember, dynamics are the volume of the music or whether it is soft or loud. Tempo is the speed of the music. Articulation means the way that musicians play notes. I’d like you to discuss these expressive qualities and why they are the way they are. Then, you will demonstrate and describe your and your partner’s answers to the class using an oral explanation, role-playing, or singing (Atzert, 2026).” The students will engage in the think-pair-share. Then, they share their own thoughts and findings from their partners with the class. Teacher: “Fantastic job, third grade readers and musicians! I noticed that you were very attentive and polite to your partners. As a result of this, all of you were able to brainstorm some excellent points. The dynamics are loud in the beginning of the song since the sun is rising. The volume is softer as the animals are making the journey to see Simba. During this time, the tempo of the song matches the pace that the animals are moving. The dynamics, tempo, and articulation give a sense of awe and wonder since the song is talking about the circle of life. This is why some of the notes are held for longer in the articulation. The dynamics become louder as the monkey on the cliff presents Simba to the other animals.”
15 min.	Teacher/Formative Assessment/Differentiation: “For your exit ticket today, I’d like you to use the song lyrics to ask questions pertaining to the text. To do this, you may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them.” My students will be given time to work on their exit tickets. I will monitor the children and assist the ones who need help with verbal cues and hints. Those of them who record their questions on paper will put them in my ELA bin on my desk.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	Teacher: “All of you did an excellent job in answering my questions at the beginning of class today. Your answers are accurate and thought-provoking! Today we continued our exploration of Disney music and determined the meaning behind ‘Circle of Life’ from the <i>Lion King</i>. First, I had explained the beginning of the movie when the song is introduced. I handed out the lyrics to the ‘Circle of Life’ and had you read them independently, and you circled the academic language terms and defined them. Then, I explained the vocabulary words. Next, I played the music. I asked you some questions about the piece. We did a think-pair-share activity to discuss the dynamics, tempo, and articulation of the song. Finally, you completed an exit ticket. Tomorrow we will conclude our three-day learning segment by interpreting the meaning behind ‘Let It Go’ from <i>Frozen</i>. Please pack up your English belongings and get ready for recess!” The students will pack up their English supplies and prepare for recess.

Lesson Plan - Details

Instructional Materials:

The Lion King movie (Disney+) (Allers et al., 1994)

Circle of Life lyrics handouts (*Carmen Twillie & Lebo M - Circle of Life Lyrics* | *Genius Lyrics* 2026)

Notebooks

Paper

Pencils

Pens

Colored pencils

Markers

Crayons

Selection and Use of Technology and/or Resources:

I have my own Disney+ account to show the short clip. I will print the lyrics and pass them out to my students.

Safety in the Physical Environment:

A poster board on the wall will display classroom rules. My students will be instructed not to engage in reckless behavior while participating in the think-pair-share activity, such as when providing an oral explanation, performing role-playing, or singing to the class. They will be coached in being polite and respectful to their classmates during this task. They will also be told to exhibit good behavior while they are working on their formative assessments. The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write the student up. The kids who are sick will be mentored to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Sapphire, despair, faith, and unwinding Tier 3: Personification	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will model how to use the academic language terms. My students will define them in their notebooks. I will pass out the lyrics to the song with the vocabulary and have them read it independently. I will have the children watch the short film clip with the terms in it using Disney+. They will complete a formative assessment to ensure they understand the vocabulary in the song.

Assessment

*(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)*

Diagnostic (Pre-): *(Formal or Informal).*

Formative: *(Formal or Informal).* *Informal.* My students will define the academic language terms “sapphire,” “despair,” “faith,” “unwinding,” and “personification” in their notebooks. I will document in my notes what they know about these words based on their accuracy and detail. This will ensure that I understand what to teach them pertaining to the vocabulary.

Informal. My students will demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing, and I will respond to them with feedback. I will record a checkmark in my grade book for each child based on their accuracy. This will enable me to assess them on the music standard and present what they remember in terms of the benchmark to the music teacher.

Informal. My students will ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for each child on the basis of their accuracy and effort. This assessment will allow me to analyze if my students comprehend the song lyrics.

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).*

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: **Content** **Process X** **Product X**

*Explain how it is Differentiated for the **whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.***

The whole class will read the lyrics, watch the short film clip, and can decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, creating a song with them, or composing a poem with them.

My student with an emotional behavioral disorder will be provided with a separate corner of the classroom where it is more calm and quiet (*Accommodations for Students with Emotional and Behavioral Disorders* 2022). He will be given a two-minute break to get up and move around during both the student interaction activity and formative assessment (*9 Effective Teaching Strategies for Students With Emotional and Behavioral Disorders* 2025). I will partner up with him during these tasks and monitor him so that he displays good behavior (Arzuaga, 2026).

My student with an intellectual disability will be provided with a quiet workspace (*Strategies for Teaching Students with Intellectual Disabilities* 2018). The paraprofessional will assist the child with engaging in additional practice of interpreting dynamics, tempo, and articulation. Further, the teaching assistance will play the song a couple of more times for the student.

Identify the Student Characteristic that you will use to Differentiate: **Student Readiness** **Student Interest** **Student Learning Profile X**

*Explain how it is used to Differentiate for the **whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.***

The whole class will read the lyrics, watch the short film clip, and decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, creating a song with them, or composing a poem with them.

Theoretical Principles and/or Research–Based Best Practices in this Lesson

Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.

Frank Lyman advocated for children to engage in think-pair-share activities in 1981 (Creek, 2026). Ennis began supporting this theory in 1996. Think-pair-share tasks lift students' critical thinking skills pertaining to the text, literacy, and strategy. These activities also promote kids to form relationships with their peers and develop their oral communication abilities.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

Some of my students still did not understand the concept of personification after my lecture. I used modeling and visual cues to present to them other movies with this literary device, especially Disney films such as *Toy Story* and *The Brave Little Toaster*. I also referenced the Disney characters of Mickey Mouse, Minnie Mouse, Donald Duck, and Goofy to them. They understood the concept from all of these examples.

Lesson Plan Template

Teacher Candidate: Kevin Cassidy	Date: 06/09/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: English Language Arts Central Focus: (Content of the lesson): Asking and answering questions to demonstrate understanding of a text/Demonstrating and describing how intent is conveyed through expressive qualities Grade Level(s): 3rd Grade	Classroom Teacher: Kevin Cassidy Time allotted: 1 hour

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. ILS.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ILS.3.MU.Pr4.1.3d. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).	Learning Objective(s): • My students will be able to define the academic language terms “swirling,” “conceal,” “distance,” “limits,” and “simile” in their notebooks. • My students will be able to demonstrate and describe the expressive musical qualities of dynamics, tempo, and articulation to the class. • My students will be able to ask questions pertaining to the text.	Assessment Tool(s) and Procedures: • I will assess my students by having them define the academic language terms in their notebooks. I will document in my notes what they know about these concepts based on their accuracy. • I will have my students demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing, and I will respond to them with feedback. I will record a checkmark in my grade book for each child based on their accuracy. • I will assess my students by having them ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for
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		each child based on their accuracy and effort.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
6 min.	I will greet my students at the classroom door to maintain order in the halls and prepare them for class (Atzert, 2016). A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) I will introduce the lesson by answering some of the most important and common questions from yesterday's formative assessment. Then, I'm going to explain to my students that <i>Frozen</i> is a very popular Disney movie that has a sequel. It is a relatively newer movie compared with some of the older ones, and it is my niece's favorite film from the Walt Disney Company. The song "Let It Go" has literary devices such as similes, metaphors, and imagery. Therefore, it is a great way to teach my students English and music.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: "Good morning, third grade readers and musicians! Today is the final day of our three-day learning segment in which we interpret Disney music. As I mentioned, we will be examining 'Let It Go' from <i>Frozen</i>. First, I will explain what is happening in the movie before the song begins. I will hand out the lyrics and have you read them independently, and you will circle the academic language terms and define them in your notebooks. Then, I will explain the vocabulary words. Next, I will play the song. I will ask you questions about the lyrics. All of you will partner up and engage in a numbered heads together activity to discuss the expressive qualities of the music. Finally, you will complete an exit ticket."
17 min.	C. Instructional Sequence I will explain what is going on in the movie before the song starts. I will pass the lyrics to "Let It Go" out to the class. I will have the students read them independently, and circle the academic language terms and define them: "swirling," "conceal," "distance," "limits," and "simile." I will explain the vocabulary words. Then, my students will correct the definitions in their notebooks. I will turn on Disney+ and play the song "Let It Go" from <i>Frozen</i>.

Implemented August 2013, revised 2018 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004)

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How to differentiate in mixed ability classrooms; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
15 min.	Teacher/Questioning: “What does ‘the wind is howling like this swirling storm inside’ mean?” (Buck et al., 2013; <i>Idina Menzel - Let It Go Lyrics</i> <i>Genius Lyrics</i> 2026). Teacher: “Elsa is having an inner conflict. She has the power to freeze things that she has tried to conceal. ‘The wind is howling like this swirling storm inside’ is a simile since it compares the wind to a swirling storm and uses the word ‘like.’” Teacher/Questioning: “What does Elsa mean when she sings ‘here I stand in the light of day’?” Teacher: “It means that Elsa is not hiding her true self any longer. If she were in the dark, that would mean that she would be unseen or somewhat unnoticeable.” Teacher/Questioning: “What does ‘let the storm rage on’ mean?” Teacher: “‘Let the storm rage on’ is a metaphor for Elsa to not withhold her ability any longer. Her power has caused trouble, so that is why she considers it a storm.” Teacher/Student Interaction: “I will assign each of you a number of one through four and form all of you into groups (Atzert, 2016). After the task, I will choose a number to demonstrate and describe your group’s ideas to the class using an oral explanation, role-playing, or singing, and I will provide feedback. Remember, dynamics are the volume of the music or whether it is soft or loud. Tempo is the speed of the music. Articulation means the way that musicians play notes. I’d like you to discuss these expressive qualities and why they are the way they are.” My students will collaborate in the numbered heads together activity. I will pick one of my students from each group to demonstrate and describe their peers’ thoughts to the class.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
15 min.	Teacher: “Elsa begins singing in low dynamics during the first part of the song and it gets louder as she is more excited about her decision to embrace her power. The articulation includes holding on to notes for longer to emphasize her singing. As we saw, when Elsa is making structures out of snow and ice it reflects the tempo or speed of the song. The tempo increases as the dynamics get louder to finish the piece.” Teacher/Formative Assessment/Differentiation: "For your exit ticket today, I’d like you to use the song lyrics to ask questions pertaining to the text. To do this, you may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them.” My students will be given time to work on their exit tickets. I will monitor the children and assist the ones who need help with verbal cues and hints. Those of them who record their questions on paper will put them in my ELA bin on my desk. 5 min. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) I will finish the lesson by answering some of the most important and common questions from today’s formative assessment. Teacher: “Thank you all for your terrific exit tickets! They are very thorough and nicely done. Today was the final day of our three-day learning segment in which we interpreted Disney music. We examined ‘Let It Go’ from <i>Frozen</i>. First, I had explained what is happening in the movie before the song began. I passed out the lyrics and you read them independently, and you circled the academic language terms and defined them. Then, I explained the vocabulary words. Next, I played the music. I asked you some questions about the lyrics. All of you partnered up and engaged in a think-pair-share activity to discuss the musical expressive qualities. Finally, you completed an exit ticket. During these lessons, I have educated you on new academic language terms and literary devices. You also reviewed expressive qualities including dynamics, tempo, and articulation that had been taught to you previously in your music class. We have come along way and you have learned a lot! Please pack up your English belongings and get ready for recess!”

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	The students will put away their English belongings and prepare for recess.

Lesson Plan - Details

Instructional Materials:

Frozen movie (Disney+) (Buck et al., 2013)

Let It Go lyrics handouts (*Idina Menzel - Let It Go Lyrics* | *Genius Lyrics* 2026)

Notebooks

Paper

Pencils

Pens

Colored pencils

Markers

Crayons

Selection and Use of Technology and/or Resources:

I have my own Disney+ account to show the short clip. I will print the lyrics and pass them out to my students.

Safety in the Physical Environment:

A poster board on the wall will display classroom rules. My students will be instructed not to engage in reckless behavior while participating in the numbered heads together activity, such as when providing an oral explanation, performing role-playing, or singing to the class. They will be coached in being polite and respectful to their classmates during this task. They will also be told to exhibit good behavior while they are working on their formative assessments. The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write the student up. The kids who are sick will be mentored to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Swirling, conceal, distance, and limits Tier 3: Simile	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will model how to use the academic language terms. My students will define them in their notebooks. I will pass out the lyrics to the song with the vocabulary and have them read it independently. I will have the children watch the short film clip with the terms in it using Disney Plus. They will complete a formative assessment to ensure they understand the vocabulary in the song.

Assessment

*(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)*

Diagnostic (Pre-): *(Formal or Informal).*

Formative: *(Formal or Informal).* *Informal.* My students will define the academic language terms “swirling,” “conceal,” “distance,” “limits,” and “simile” in their notebooks. I will document in my notes what they know about these words based on their accuracy and detail. This will ensure that I understand what to teach them pertaining to the vocabulary.

Informal. My students will demonstrate and describe the expressive musical qualities to the class using an oral explanation, role-playing, or singing, and I will respond to them with feedback. I will record a checkmark in my grade book for each child based on their accuracy. This will enable me to assess them on the music standard and present what they remembered in terms of the benchmark to the music teacher.

Informal. My students will ask questions pertaining to the text. They may role-play the questions, illustrate them in a drawing, explain them to me privately, write them, create a song with them, or compose a poem with them. I will record a grade in my grade book for each child on the basis of their accuracy and effort. This assessment will allow me to analyze if my students comprehend the song lyrics.

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).*

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: Content Process X Product X

Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

The whole class will read the lyrics, watch the short film clip, and can decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, creating a song with them, or composing a poem with them.

My student with an emotional behavioral disorder will be provided with a separate corner of the classroom where it is more calm and quiet (*Accommodations for Students with Emotional and Behavioral Disorders* 2022). He will be given a two-minute break to get up and move around during both the student interaction activity and formative assessment (*9 Effective Teaching Strategies for Students With Emotional and Behavioral Disorders* 2025). I will partner up with him during these tasks and monitor him so that he displays good behavior (Arzuaga, 2026).

My student with an intellectual disability will be provided with a quiet workspace (*Strategies for Teaching Students with Intellectual Disabilities* 2018). The paraprofessional will assist the child with engaging in additional practice of interpreting dynamics, tempo, and articulation. Further, the teaching assistance will play the song a couple of more times for the student.

Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile X

Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

The whole class will read lyrics, watch the short film clip, and decide how they complete their student interaction assignment and formative assessment. They can demonstrate and describe to the class their student interaction assignment with an oral explanation, role-playing, or singing. They can finish their formative assessment by role-playing the questions, illustrating them in a drawing, explaining them to me privately, writing them, creating a song with them, or composing a poem with them.

Theoretical Principles and/or Research–Based Best Practices in this Lesson

Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.

Barbara David advocated for students to collaborate in small groups in 1993 (Creek, 2026). She stated that it boosts their retention of content compared to independent tasks.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

Some of my students did not understand the concept of similes after my lecture. I used modeling by providing more examples of similes. I also compared and contrasted them with metaphors until my students comprehended the literary device.

A few of my students had watched the movie *Frozen* before, so they had an advantage with this assignment. Many others were at a disadvantage having not seen it before. I resolved this problem by only having them interpret the context of the scene and lyrics and not the whole movie.

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