

Lesson Plan Template

Teacher Candidate: Kevin Cassidy	Date: 05/26/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: Social Studies (Art Integration) Central Focus: (Content of the lesson): Evaluating Sources and Using Evidence: Gathering and Evaluating Sources/Economics and Financial Literacy: Living, Learning, and Working Together/Creating Visual Art: Investigate, Plan, Make Art Grade Level(s): 1st	Classroom Teacher: Kevin Cassidy Time allotted: 50 minutes

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards):	Learning Objective(s):	Assessment Tool(s) and Procedures:
SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information. SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services. VA:Cr1.2.1 Use observation and investigation in preparation for making a work of art.	• My students will be able to define the vocabulary terms of teacher, firefighter, police officer, doctor, and farmer in their notebooks. • My students will be able to comprehend the occupations' basic skills and knowledge required by listening to my lecture and conducting their own research. • My students will be able to begin preparing a class mural or collage on the mural.	• I will analyze the students' notebooks for their definitions during the pre-assessment. I will document what they understand in my notes so I know what to teach for the lesson. • I will examine which students perform well in the participation of listening to my lecture, inputting information into their graphic organizer, and preparing their artwork. I will record a checkmark in my grade book for each student on the basis of their effort.

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

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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)
15 min.	Scaffolding: I will use modeling to describe the basic terms associated with the occupations of teachers, firefighters, police officers, doctors, and farmers and explain some of the skills and knowledge required to enter these occupations. Questioning: What do I do in my job as a teacher? What abilities do you think I need for this job? Questioning: What does a firefighter do? What type of knowledge do you think they need for their job? Questioning: What about a police officer? What do they do? What must they know to do their job? Questioning: How is being a doctor different than being a teacher, firefighter, and police officer? What knowledge do they need? Questioning: What is being a farmer like? What kinds of animals do they have? Do you believe that you will someday have the skills to be a farmer? Why or why not? Questioning: Would any of you like to work in one of these careers? What other jobs are there in the community? Scaffolding: I will define what murals and collages are and model how to create them. I will use modeling and visual cues to mentor the students with how to handle the glue sticks and safety scissors. I will praise those of them who demonstrate the safety procedures correctly for each other (Cornecelli et al., 2016). Teacher/Differentiated Instruction: I have provided all of you with a variety of books on this table as well as ebooks on your laptops. Please begin to research your chosen occupation and the skills and knowledge associated with it and start your mural or collage.
15 min.	Teacher/Differentiated Instruction: My students will begin conducting research on their chosen occupation. The construction paper that will be used for the mural will be set on the classroom floor.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
5 min.	Student Interaction: My students will collaborate to work on the art pieces on the ground while they research. I will monitor them. Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Teacher: All of you did an excellent job on remaining focused on the lesson today and conducting your research! Today we learned about teachers, firefighters, police officers, doctors, and farmers. You have listened to me discuss them, did some independent research, and began your mural or collage. Tomorrow we will continue exploring these occupations and drawing on the mural or forming a collage. By the end of the third day, you will have contributed to our mural by completing artwork on it of one of these occupations that shows what they do as well as their skills. Please pack up your belongings and get ready for lunch! My students will put away their social studies and art supplies and prepare for lunch.

Lesson Plan - Details

Instructional Materials:

Community Helpers YouTube video (*Community Helpers - Jobs That Help Our Communities* 2026), *Teachers on the Job* by David Anthony (Anthony, D. *Teachers on the Job* 2017), *Bomberos [Firefighters]* by Golriz Golkar (Golkar, G. *Bomberos [Firefighters]* 2026), *Farmers* by Golriz Golkar (Golkar, G. *Farmers* 2025), *Firefighters* by Golriz Golkar (Golkar, G. *Firefighters* 2025), *Granjeros [Farmers]* by Golriz Golkar (Golkar, G. *Granjeros [Farmers]* 2025), *Medicos [Doctors]* by Golriz Golkar (Golkar, G. *Medicos [Doctors]* 2026), *Oficiales De Policía* by Golriz Golkar (Golkar, G. *Oficiales De Policía* 2025), *Police Officers* by Golriz Golkar (Golkar, G. *Police Officers* 2025), *Teachers* by Golriz Golkar (Golkar, G. *Teachers* 2025), *Bomberos [Firefighters]* by Julie Murray (Murray, J. *Bomberos [Firefighters]* 2015), *Doctors* by Julie Murray (Murray, J. *Doctors* 2015), *Farmers* by Julie Murray (Murray, J. *Farmers* 2020), *Firefighters* by Julie Murray (Murray, J. *Firefighters* 2015), *Granjeros [Farmers]* by Julie Murray (Murray, J. *Granjeros [Farmers]* 2022), *Maestros [Teachers]* by Julie Murray (Murray, J. *Maestros [Teachers]* 2015), *Medicos [Doctors]* by Julie Murray (Murray, J. *Medicos [Doctors]* 2016), *Police Officers* by Julie Murray (Murray, J. *Police Officers* 2015), *Policías [Police Officers]* by Julie Murray (Murray, J. *Policías [Police Officers]* 2016), *Teachers* by Julie Murray (Murray, J. *Teachers* 2015), pencils, pens, notebooks, graphic organizers, paper, student laptops, markers, crayons, colored pencils, paint, playdough, glue sticks, scissors, and construction paper.

Selection and Use of Technology and/or Resources:

I will begin the class by turning on the *Community Helpers* YouTube video. I will provide my students with a variety of English and Spanish books and ebooks. They are able to use their laptops to read the ebooks.

Safety in the Physical Environment:

My students will be instructed to remain quiet while I lecture. This means no running or engaging in other activities. The children will be coached in how to safely handle the glue sticks. They will use safety scissors. The kids who are sick will be told to wear a mask and wash their hands. If any of them misbehave, I will take away their break to play with toys and only restore it if they correct their behaviors.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Teacher, firefighter, police officer, doctor, and farmer Tier 2: Mural and collage Tier 3:	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will model how to use the vocabulary terms. My students will define the words “teacher,” “firefighter,” “police officer,” “doctor,” and “farmer” in their notebooks. The YouTube video, <i>Community Helpers</i>, will clarify the tier 1 academic vocabulary terms. My students will investigate the academic language terms using graphic organizers that consist of sentence starters. My students will conduct research using the books and ebooks I have provided to discover the skills and knowledge required in these occupations. I will define the tier 2 academic language terms and model how to formulate a mural and collage.

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 analyze the students' notebooks for their vocabulary definitions and what they know about these jobs during the pre-assessment. I will document what they understand in my notes so I know what to teach for the lesson.

Formative: *(Formal or Informal).* *Informal.* I will assess which students perform well in the participation of listening to my lecture, inputting information into their graphic organizer, and preparing their artwork. I will document a checkmark in my grade book for each of them on the basis of their effort. This will ensure the children are paying attention in class, organizing their information, demonstrating good behavior, and trying their best.

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

*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 watch a video, and can choose whether to research the topic by reading books or ebooks.

My ELL students are provided with a variety of Spanish books and ebooks that they can use for research.

My student with a hearing impairment is able to watch the video (which will have closed caption), read books, or read ebooks. He will be seated at the front of the class and can hear adequately with his hearing aid.

Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest X 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 is able to choose between five different occupations for their assignment: teachers, firefighters, police officers, doctors, and farmers. They can research by listening to a video, reading English or Spanish books, and/or reading English or Spanish ebooks. They are able to create a mural or collage.

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.

In the *Reading Teacher* journal in 1989, Cudd and Roberts introduced teachers to using sentence starters (Creek, 2026). In my graphic organizer activity, I will initiate this practice. During the first day, the children will expand these tools’ information by using the YouTube video, my lecture, and their independent research. They can input ideas from discussions with the parents and their own findings on the second day. They will also formulate their artwork using their graphic organizers as references. This activity enables them to sustain organization and accelerates their abilities to develop the art pieces.

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?

My ELL student was confused by the similarities and differences between a firefighter and police officer. He had grown up in a small village that didn't have these specific jobs. I modeled their duties using relevant terminology and examples from his culture. The student was able to distinguish between the two jobs afterward.

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Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards): SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information. SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services. VA:Cr1.2.1 Use observation and investigation in preparation for making a work of art.	Learning Objective(s): • My students will be able to further their knowledge of the occupations of teachers, firefighters, police officers, doctors, and farmers by collaborating in a think, pair, share; conducting independent research, and listening to the parents with these roles (if the adults are able to come in). • My students will be able to work on producing their artwork with their graphic organizers to guide them.	Assessment Tool(s) and Procedures: • I will investigate my students' graphic organizers for accuracy in their details. I will document a checkmark in my grade book for each student on the basis of if their notes are accurate. • I will analyze which of my students perform well with engaging in the think, pair, share; listening to the parents; conducting research; and preparing their artwork. I will document a checkmark in my grade book for each student on the basis of their 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 who are returning from music class and lead them to the classroom so that I manage the halls and maintain order. A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)
2 min.	I will introduce my students to the parents that will be helping today. (This is an informal career day. Parents will be invited to share their knowledge about their occupations if they are able to come.) B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):
8 min.	Teacher: Good morning, first grade social scientists and artists! Today is the second day of our three-day social studies and art lesson. We've been introduced to what teachers, firefighters, police officers, doctors, and farmers do and have started to work on our murals and collages. I'd like you to partner up with your classmate to the right of you at your table. You will work together to think, pair, share on ideas for your artwork. Then you will continue to research your chosen occupation using the resources I've provided you with, and the parents will walk around and discuss their roles. Finally, all of you will continue to make your mural or collage. Please begin! C. Instructional Sequence Each of my students will partner with their peer to their right and share their ideas. Questioning: What did you learn about the jobs from your partners? What ideas did you gain for the class mural?

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
30 min.	Teacher/Differentiated Instruction: Research the materials I have given you for your chosen job and listen to the parents I have brought in for career day. During the last part of class, you will continue drawing a teacher, firefighter, police officer, doctor, or farmer in a picture that shows what they do and the abilities they need for these jobs using markers, crayons, colored pencils, or paint and construction paper. You also have the choice to keep on creating a collage using any of those items or playdough, and glue sticks, scissors, and construction paper and adding it to our class mural. Scaffolding: My students will continue using their graphic organizers that are comprised of sentence starters so that they have help in documenting their information. I will monitor my students conducting research, and praise positive work. The parents will walk around and discuss their roles with the children. Furthermore, I will ensure that the kids are paying attention. Scaffolding: I will provide visual cues and assistance to my students that need help. Student Interaction: I will set the construction paper that will be used for the mural on the classroom floor, and the children will collaborate together to work on their art on the ground.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Teacher: Great job today, first grade social scientists and artists! Today all of you engaged in a think, pair, share activity with a partner and discussed your ideas. All of you continued your research with the adults' help, and worked on making the mural. Tomorrow you will be focused solely on finishing your artwork. At the end of next class, we will put the art on the wall. Please thank the parents that came in, pack up your belongings, and get ready for lunch! My students will thank the parents, put away their social studies and art supplies, and prepare for lunch.

Lesson Plan - Details

Instructional Materials:

Teachers on the Job by David Anthony (Anthony, D. *Teachers on the Job* 2017), *Bomberos [Firefighters]* by Golriz Golkar (Golkar, G. *Bomberos [Firefighters]* 2026), *Farmers* by Golriz Golkar (Golkar, G. *Farmers* 2025), *Firefighters* by Golriz Golkar (Golkar, G. *Firefighters* 2025), *Granjeros [Farmers]* by Golriz Golkar (Golkar, G. *Granjeros [Farmers]* 2025), *Medicos [Doctors]* by Golriz Golkar (Golkar, G. *Medicos [Doctors]* 2026), *Oficiales De Policía* by Golriz Golkar (Golkar, G. *Oficiales De Policía* 2025), *Police Officers* by Golriz Golkar (Golkar, G. *Police Officers* 2025), *Teachers* by Golriz Golkar (Golkar, G. *Teachers* 2025), *Bomberos [Firefighters]* by Julie Murray (Murray, J. *Bomberos [Firefighters]* 2015), *Doctors* by Julie Murray (Murray, J. *Doctors* 2015), *Farmers* by Julie Murray (Murray, J. *Farmers* 2020), *Firefighters* by Julie Murray (Murray, J. *Firefighters* 2015), *Granjeros [Farmers]* by Julie Murray (Murray, J. *Granjeros [Farmers]* 2022), *Maestros [Teachers]* by Julie Murray (Murray, J. *Maestros [Teachers]* 2015), *Medicos [Doctors]* by Julie Murray (Murray, J. *Medicos [Doctors]* 2016), *Police Officers* by Julie Murray (Murray, J. *Police Officers* 2015), *Policías [Police Officers]* by Julie Murray (Murray, J. *Policías [Police Officers]* 2016), *Teachers* by Julie Murray (Murray, J. *Teachers* 2015), pencils, pens, graphic organizers, paper, student laptops, markers, crayons, colored pencils, paint, playdough, glue sticks, scissors, and construction paper.

Selection and Use of Technology and/or Resources:

Some of the parents are visiting the class today to discuss their occupations. The kids are able to listen to the adults and conduct independent research using the books that I have provided for them. The children are also permitted to use their laptops to investigate the occupations by reading the ebook versions of the texts.

Safety in the Physical Environment:

My students will be told to collaborate with their partners and not engage in other activities during the think, pair, share task. There will be assigned materials when they are conducting research. The children will be instructed in how to safely handle the glue sticks. They will use safety scissors. Those of them who are sick will be told to wear a mask and wash their hands. If any of the kids misbehave, I will take away their break to play with toys and only restore it if they correct their behaviors.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines

Vocabulary Tier 1: Teacher, firefighter, police officer, doctor, and farmer Tier 2: Mural and collage Tier 3:	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. My students will analyze the academic language terms using graphic organizers that are comprised of sentence starters. My students will partner with their peers in a think, pair, share activity to explore the skills and knowledge of these occupations. Some of my students’ parents who have these jobs will visit the class and discuss their roles.
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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.* I will investigate my students’ graphic organizers for accuracy in their note taking. I will document a checkmark in my grade book for each of them on the basis of if their notes are accurate. This will enable me to determine if the kids understand the concepts in the lessons.

Informal. I will analyze which of my students perform well with collaborating in the think, pair, share; listening to the parents; conducting research; and preparing their artwork. I will document a checkmark in my grade book for each student on the basis of their effort. This will ensure that they are motivated and engaged in class.

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 can research the topic by listening to the parents, and reading books and/or ebooks. They can devise artwork on the class mural or a collage on the mural.

My ELL students are provided with a variety of books and ebooks in Spanish that they can use for research.

My student with a hearing impairment is able to read books or ebooks. He will be seated at the front of the class and can hear adequately with his hearing aid.

Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest X 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 is able to choose between five different occupations for their assignment: teachers, firefighters, police officers, doctors, and farmers. They are able to research by listening to parents, and reading English or Spanish books and ebooks. They can produce a mural or collage.

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 students to engage in think, pair, share activities in 1981 (Creek, 2026). Ennis stated that these tasks allow students to critically think about research and literacy and plan. Furthermore, these duties are known to foster relationships between students and improve interpersonal communication abilities. In this lesson, I will implement a think, pair, share activity so that my students can contemplate their own research and ideas as well as the thoughts and research of their peers.

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 know the difference between a mural and collage, or how you would add a collage to a mural. I used modeling with the art tools and visual cues to demonstrate to them how they would craft their illustrations directly on the mural or form a collage to put on it. After my instruction, the children understood the steps they needed to take in their social studies/art projects.

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Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards): SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services. VA:Cr1.2.1 Use observation and investigation in preparation for making a work of art.	Learning Objective(s): • My students will be able to finish their mural or collage by using their graphic organizers to plan their ideas.	Assessment Tool(s) and Procedures: • I will continue to analyze my students' graphic organizers for their details about teachers, firefighters, doctors, police officers, and farmers and record a checkmark in my grade book on the basis of accuracy. • I will assess which students perform well in illustrating their artwork using their graphic organizers to guide them. I will document a grade in my grade book for each student on the basis of 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 who are returning from music class and lead them to the classroom so that I manage the halls and maintain order. A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) I will share with my students the progress they have completed on the mural and congratulate them on their hard work. I will continue to analyze my students' graphic organizers for the details about the occupations and record a checkmark in my grade book on the basis of accuracy.
9 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: Good morning 1st grade social scientists and artists! Today we will finish drawing a teacher, firefighter, police officer, doctor, or farmer on our mural that shows what they do and the skills they need for these jobs using markers, crayons, colored pencils, or paint and construction paper. You also have the choice of completing your collage using any of those items or playdough, and glue sticks, scissors, and construction paper and adding it to our artwork. C. Instructional Sequence Teacher/Differentiated Instruction: Please finish drawing a teacher, firefighter, police officer, doctor, or farmer in a picture that describes what they do and the abilities they need for these jobs using markers, crayons, colored pencils, or paint and construction paper. You also have the choice of completing your collage using any of those items or playdough, and glue sticks, scissors, and construction paper and adding it to our class mural. Scaffolding: I will use modeling and visual cues to mentor my students in how to handle the glue sticks and safety scissors. I will praise those of them who model the safety procedures correctly for each other.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
30 min.	Scaffolding: My students will continue using their graphic organizers that consist of sentence starters so that they can create their artwork. I will monitor the kids formulating the artwork and praise positive work. Scaffolding: I will provide visual cues and assistance to the children who need help. My students and I will tape the mural that is created with construction paper to the classroom wall.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Teacher: Great job today, first grade social scientists and artists! Our mural is very thorough and has a lot of fantastic details! On the first day, we learned about the occupations of teachers, firefighters, police officers, doctors, and farmers. During the second day, you partnered with one of your peers and engaged in a think, pair, share activity. Your parents came to class and discussed their roles. You also did additional research on the careers and started your artwork. Today we focused on finishing your art. You have gained a lot of knowledge and completed an entire mural for our classroom wall! We will keep it up for the remainder of the quarter to remind you about these occupations as well as what you accomplished. Please pack up your belongings and get ready for lunch! My students will put away their social studies and art supplies and prepare for lunch.

Lesson Plan - Details

Instructional Materials: Markers, crayons, colored pencils, paint, playdough, glue sticks, scissors, and construction paper.
Selection and Use of Technology and/or Resources: My students will focus their attention on completing their artwork, so there is no technology used in this lesson.
Safety in the Physical Environment: During my previous lesson as well as this one, I will instruct my students on how to properly handle the glue sticks. They will use safety scissors. I will monitor and assist the children with taping the construction paper to the classroom wall. Those of them who are sick will be told to wear a mask and wash their hands. If any of them misbehave, I will take away their break to play with toys and only restore it if they correct their behaviors.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Teacher, firefighter, police officer, doctor, and farmer Tier 2: Mural and collage Tier 3:	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. My students will continue to produce their artwork using their graphic organizers that consist of sentence starters pertaining to the academic language terms.

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 continue to analyze my students' graphic organizers for the vocabulary words' definitions and their details and record a checkmark in my grade book on the basis of accuracy. This will enable me to comprehend whether they have understood these lessons.

Formative: *(Formal or Informal).*

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).* *Informal.* I will assess which of my students perform well in illustrating their artwork using their graphic organizers to guide them. I will document a grade in my grade book for each student on the basis of their accuracy and effort. This ensures that my students produce their art pieces with proficiency in the lessons using their graphic organizers. It also enables me to reward them on the basis of their behavior and motivation.

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: Content Process X Product X <i>Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i> The whole class can devise artwork on the class mural or a collage on it. My student with a hearing impairment will be seated at the front of the class and can hear adequately with his hearing aid.
Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest X Student Learning Profile <i>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.</i> The whole class is able to choose between five different occupations for their assignment: teachers, firefighters, police officers, doctors, and farmers. They are able to form a mural or collage.
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? For some of my students, crafting their artwork was their first time they used glue sticks and safety scissors. I coached them by modeling the proper handling of these tools. None of the children had issues with using the glue sticks and safety scissors afterward.

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