

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 4<sup>th</sup></b>	<b>Subject: English Language Arts- Mythology</b>
<b>Materials:</b> Pocket 2 handouts, construction paper, writing template	<b>Technology Needed: N/A</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> <b>Lecture</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)  <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:  <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	<b>Differentiation</b> <b>Below Proficiency:</b> Students will make sure most words are spelled correctly but will not have to provide as much detail as above proficient students.  <b>Above Proficiency:</b> If finished writing the story the students will make sure that they spelled all words correctly, provided details in the story, and if have extra time can create a picture for their story.  <b>Approaching/Emerging Proficiency:</b> Students will complete assignment as planned.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Students will have a graphic organizing template to see what they should include in their myth.</li> <li>• Auditory: The students will listen to the story about Pandora’s Jar and be able to make connections with the story to create their own story.</li> <li>• Kinesthetic/Tactile: Students will create a myth that is similar to Pandora’s Jar.</li> </ul>
<b>Objective(s)</b> By the end of the lesson, the students will create a short myth that involves a curious character and a sealed container just like in the story Pandora’s Jar.  <b>Bloom’s Taxonomy Cognitive Level:</b> Creating	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to raise their hands if they have questions Talking should be at a 0 when lecturing and when completing the assignment.
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will work independently on this assignment, Pandora’s jar story will be read together.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to raise their hands if they have questions Talking should be at a 0 when lecturing and when completing the assignment.
<b>Minutes</b>	<b>Procedures</b>
<b>2 minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Make sure students have their Pandora’s Jar pocket 2 handout</li> </ul>
<b>2 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Has anyone ever heard of the story Pandora’s Jar or Pandora’s Box?</li> <li>• Pandora was the first moral woman who was formed out of clay by the gods</li> </ul>
<b>11 minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• We are going to read the story called Pandora’s Jar</li> <li>• In the story you will hear them talk about “evils” the evils that they are talking about are something that causes harm or pain</li> <li>• Can anyone give me some examples of somethings that might be considered “evil” (<b>disease-an illness that affects a person or animal, envy-the feeling of wanting to have what someone else has, spite-a desire to harm, anger, or defeat another person, revenge-the act of doing something to hurt someone because they did something to hurt you, anxiety-fear or nervousness, misfortune-bad luck or unlucky</b>)</li> <li>• Read the story Pandora’s Jar</li> <li>•</li> </ul>
<b>15 minutes</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• Pandora was gifted with curiosity and a jar. Her curiosity eventually took control and she opened the jar even though Zeus warned her not to.</li> <li>• You are going to create a short myth like Pandora’s Jar.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read the top of A Curious Character to the class so they know what they will be doing.</li> <li>• The students will use the graphic organizer to fill in what they want to include on their story.</li> <li>• After they complete the graphic organizer then they will write their full myth on a sheet of paper.</li> <li>• When writing your story make sure it has the following elements: correct writing conventions, at least 3 paragraphs, indent your paragraphs, correct spelling, a curious characters, and some type of container, jar, or box, and make sure your story has a title and don't forget your number</li> <li>• How many sentences need to be in a paragraph? (at least 4)</li> <li>• Show students what it looks like to indent. Show a sample from a book so students can visually see what it should look like.</li> <li>• After you write your myth cut it out and paste it onto a piece of construction paper</li> <li>• When you finish your myth turn in your myth with your graphic organizer.</li> </ul>	
<b>2 minutes</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• What does the name Pandora mean? (gift of all)</li> <li>• What happened when Pandora opened the jar? (The evils came out and flew out of the house and into the world where they would plague mankind forever. The only thing that was left in the jar was a tiny thing of hope)</li> <li>• What do you think the lesson of this story is? (no matter how many evils mankind would have to confront, this tiny bit of hope would give them the ability to endure)</li> </ul>	
	<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>The students will be assessed on how well their myth is written. They need to make sure they use proper writing conventions. There will be a rubric that will be used to grade the papers.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>At the end of the week the students will have to retell the story of Pandora's Jar by writing it down. The students must include all major events that happened in the story. The students need to make sure it is organized and proper writing conventions are used. The same rubric will be used to grade this assignment. A quiz could also be given to see if they understood the story of Pandora's Jar.</p>
	<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I thought this lesson went pretty well. There are a couple things that I would change the next time I teach this lesson. The time was cut short because something came up that the students needed to go do so I would make sure that there will be enough time to teach the lesson next time. I would talk about the evils more in detail next time and have the students tell me what the different evils mean and go over other evils that the students can think of. I would have the student's state why they think that the evil they came up with would be considered an evil. I would have the students highlight or underline any information in the story that they found to be important. The students were really engaged in the story and did not want the story to end when it ended. If we had more time I might have had the students look more information up about Pandora to see what they can find. The students could also compare the different stories of Pandora's Jar because year after year the story changes a little bit because of people missing stuff or changing up the story as it's changed. I thought having the students write their own myth was a good way to end the lesson. The students were really excited about creating their own myths. Next time, we would talk about what a proper paragraph would look like. Some of the students struggled with indentation and capital letters. I think it would have been beneficial if I would have had some samples of what a paragraph should look like. If we had more time or a different day I would let the students share their stories with their classmates so everyone can hear what the different stories sound like. I think it would be a great way for each student to make connections with the original Pandora's Jar story that we read in class. The students could assess the students to see if they have the correct criteria that they needed in their story, such as, the title, correct punctuation, capital letters, evils, a curious character, what happens when the jar or box is opened, and the long term effect of opening the container. I would also have them create a picture to go along with their myth. They can create the characters that would go along with their stories.</p>	

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<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Used proper writing conventions</b>	The student made 4 or more writing convention mistakes	The student made 2-3 writing convention mistakes	The student made 1 or no writing convention mistakes
<b>Indentation of paragraphs</b>	The student did not indent their paragraphs	The student only indented the first paragraph	The student indented all of their paragraphs
<b>Writing is at least 3 paragraphs long</b>	The student's paper one paragraph long	The student's paper was 2 paragraphs long	The student's paper was 3 or more paragraphs long
<b>Paper Organization</b>	Student's paper is unorganized and not readable	Student's paper is semi-organized and readable	Student's paper is organized and readable
<b>The story has a jar within the story</b>	The story does not mention a jar in the story	The story mentions a jar but does not state what is in the jar	The story mentions a jar and states what is in the jar
<b>The story has a curious character</b>	The story does not have a curious character within the story	The story has a curious character but does not state what they are curious about	The student has a curious character and states what they are curious about.
<b>Spelling</b>	The student made 5 or more spelling mistakes	The student made 3 or 4 spelling mistakes	The student made 1 or 2 spelling mistakes

Notes/Comments:

