

A Series of Character-Education Lesson Plans Based on Biblical Characteristics

by

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Ultimately, I dedicate this creative project to God, my Savior and my Lord. Without Him, I am lost, and with Him, I have the promise of eternal life; a life free from pain, worry, and tears, and full of unadulterated worship to the One deserving of all the praise. Soli Deo Gloria.

## **Abstract**

This creative project has the goal to provide preschool and children's ministries, as well as Christian private schools, with a series of character-education lesson plans based on the Beatitudes. The lessons are intended for second graders according to Tennessee state standards but can be adjusted to accommodate children as young as five and as old as eleven. The fictional classroom has twenty students, but with slight alteration can fit a smaller or larger group. The lesson plans are based on Matthew 5, and encompass the characteristics of godliness, meekness, peace, purity, and mercy.

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## Introduction

The goal of this creative project is to produce character-education lesson plans based on several books of the Holy Bible using a student-centered approach.

Characteristics expressed in the Beatitudes are addressed, which are meekness, mercy, purity, peace, and godliness, and several different Biblical stories are used as supportive examples. Biblical teachings can be used in history, English, and sociology classes. This curriculum can be used in Sunday school classrooms, daycares and church-affiliated after-school programs, and in private Christian schools. These lesson plans are, however, most appropriate for second graders.

Characteristics like meekness and peace are valued in the secular world, and although they are Biblical traits, they can be applied to our everyday lives, Christian or not. According to Lee (2020), traits like compassion and kindness are valued in the classroom and can prepare students to carry these values throughout their adult lives. According to Pala (2011), good character is learned, not innate. Character-education is necessary because through implementing universal values such as kindness, courage, and serving others, students who are willing to contribute positively to society are created. Lee (2020) elaborated on this by quoting Paul Richard Kuehn, who says that teaching moral values is essential for preparing students for their eventual roles in society and for “preventing the further spread of dishonesty and violence in society.” I completed this creative project because as an education major, I have experience with forming lesson plans, and this project allowed me to continue to strengthen this skill. I will be using this curriculum in the future, whether I use it at church in our preschool ministry, or as a

teacher in an elementary school, should private school be the route I choose. In my education classes, my professors have talked extensively about teaching the whole child, which means that instead of focusing solely on what students can do academically, teachers should focus on their socioemotional health, too. This aligns with the practice of character-based education. Additionally, I am currently enrolled in a classroom management course, and one of the ways to combat behavioral issues is to understand that children's socioemotional health is essential to learning. Character-based education focuses on positively shaping students' dispositions, which correlates to their socioemotional health. Since I plan to use character-based education eventually, this was a valid use of my time as an honors student and as a future educator.

A traditional classroom is often teacher-centered, and while the focus is on the students' success, there often is little freedom for the student to make creative choices. Rigid, teacher-centered instruction can often be the reason that students do not perform well in school. Pair this with teachers who do not allow his or her students freedom of choice, as appropriate, when it comes to projects and assignments, students can lose interest quickly. With this curriculum, I hope to allow teachers the opportunity to be more of a facilitator and less of an instructor. Tout (2016) described a facilitator as:

The teacher's key role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary. It is vital that teachers remember to teach and instruct their students in any skill or piece of mathematical knowledge that is required for the task.



Although this specific quotation addressed mathematics, it is applicable to all subjects. As a facilitator, teachers instruct students on what they will be doing, fill them in on any gaps in information, and give students the reins regarding how to complete the assignment. This project's lessons are student-centered, and the class is required to complete most of the assignments with minimal assistance from teachers and in collaboration with peers. The character-based lesson plans were chosen for this project because they are inherently student-centered, and they focus on teaching the whole child while refining the students' multiple intelligences.

This set of curricula employs group work, Socratic-style dialogue (led by students), and independent work. The usage of Socratic seminars can be found in the lesson plans on meekness and peace. Group work is employed in the lesson plans on meekness, peace, and purity. All the lesson plans in this creative project involve some element of independent work. These will be discussed in the section labeled *Student-centered lesson planning*. An article from The Eberly Center (n.d.) suggested that group work allows students to become more independent as they are delegating tasks. This can also be said about Socratic Seminars, as they promote thinking for oneself. Instead of being forced to speak, students are encouraged to do so on their own terms (Watkins, 2019). Independent work is beneficial in this scenario because as the name suggests, it allows students to work on their own, "learn how to learn," and allows students to become more resourceful (DeNeen, 2013). Peer review is implemented, as well, through group work and Socratic seminars. As an article from Teach Primary said, "Peer assessment enables children to give each other valuable feedback so they learn from and

support each other” (Dunn, 2011). Dunn also mentioned that peer review will not be effective unless students are clearly given the outlines and expectations for assessing.

With this curriculum, students will learn about these different Biblical character traits through their evidence in the lives of the Biblical figures that will be highlighted. From the facilitation tactics to the adaptability of these lesson plans to be used in churches and in schools, to the broad age range that they can be used for, I believe this curriculum can satisfy the needs of many types of educators looking for character-education lesson plans.

## **Academic Component**

### **Student-Centered Learning**

There is an abundance of research supporting the implementation of a teacher as a facilitator, student-centered instruction style (Elam and Duckenfield, 2000; Emanet and Kezer, 2021; McCombs, Daniels & Perry, 2008). They spoke of the importance of keeping a classroom student-centered because this helps create a classroom community in which the students can become more independent. These tactics are components of a student-centered classroom that is focused on teaching the entirety of the student, which goes past focusing only on academics and into expanding a child's socioemotional awareness (Chapman, 2011).

The idea of using a teacher as a facilitator, student-centered approach is a simple one. According to Hmelo-Silver and Barrows, student-centered learning is defined as follows: "Student-centered learning has its foundation in social constructivist theories" (Hmelo-Silver and Barrows, 2006). They also added, "This perspective contends that learning occurs as knowledge is negotiated among learners, often facilitated by a more knowledgeable group member and that students need to be active, intentional learners," (p. 23). A facilitator is one who uses inquiry-based tactics and "promotes deep thinking," which causes students to be more engaged in the lesson (Hmelo-Silver, 2006, p. 23). This definition, when applied to the classroom, manifests itself as educators who have enough trust in his or her class that they are focused on letting the students work productively and independently, allowing them to make mistakes and learn from these mistakes.

This approach is evident in the lesson plans in the creative portion of this project. The meekness lesson plan employs Socratic seminars, group work, and independent work, which allow teachers to see the environments in which students thrive the most. Godliness, meekness, peace, purity, and mercy each contain an element of group work and independent work, such as Think-Pair-Share. The lesson plans that use the Socratic seminar and group work additionally provide students with the opportunity to give feedback to their peers. Using this method, teachers are not teaching students *what* to think, but are giving them tactics that help them learn *how* to think.

Hmelo-Silver & Barrows (2006) outlined the goals that classroom facilitators should possess. In this article, the authors highlighted a new teacher and two seasoned-teachers; the new teacher chose to use a teacher-centered approach, and the expert teachers decided to make their approach student-centered. The newer teacher used a simple question-answer instructional method, but the questions are known-answer, so this limited student creativity. The seasoned teachers also used a questioning method, but instead of simply asking the questions with a specific answer in mind, the teachers applied the questions they ask about measurement to students' everyday lives (Hmelo-Silver & Barrows, 2006). They also gave students time to discuss their answers with one another. This questioning tactic is utilized in the lesson plans in this project, with teachers' goal being the students' understanding of distinct characteristics found in the Bible.

Kelly (2008) advocated for a facilitation method for the classroom and helped the reader understand what a teacher as a facilitator looks like. Kelly stated, "the role of the

teacher is to help students make content memorable and meaningful for themselves” (Kelly, 2008, p. 3). Another element to this method is motivating students to learn. Teachers should pay attention to students’ moods so they know how to approach them. Another tactic that teachers can use is rewards; extrinsic rewards are not always the first suggested method, especially for younger students, but in the student-centered teaching method, “the reward system produces sensations of pleasure, assigning an emotional value to a stimulus...” (Kelly, 2008, p. 6). Instead of using rewards as a bribe, teachers can use them as a stimulus for learning, so students know that it feels good when they do something they are supposed to be doing. Teachers can implement brain breaks so that students are able to continue physically and mentally learning throughout the lesson (Kelly, 2008). Another important skill is to actively listen to students. This can help them feel valued and appreciated. If teachers desire students to participate and practice active listening, the teachers must do it themselves. By allowing students to finish their questions before giving an answer and allowing other students the chance to comment as well, the students are in a classroom environment that is welcoming and in which they have the freedom and ability to share their thoughts without judgment.

Authors Elam and Duckenfield (2000) researched and interviewed several teachers who implemented the teacher as a facilitator practice in their classrooms, including what their beliefs are and how they choose to run their classrooms. The authors highlighted some of the characteristics that students in a student-centered, teacher-facilitated classroom would possess, including being intrinsically motivated and finding satisfaction in their own work. Some teacher characteristics found in the same type of classroom include instructors being less of a lecturer and more of a guide and having the

ability to challenge their students as a method of instruction (Elam & Duckenfield, 2000). The authors continued in this explanation by claiming that in a classroom that focuses on building students' character and teaching the whole student, "both the teacher and the students are energized" (Elam & Duckenfield, 2000, p. 10).

Clapper (2009) described the transition from simply teaching to teaching *and* facilitating. By being a mere "deliverer of knowledge" (Clapper, 2009, p. 1), teachers are not allowing any creative freedom in the classroom and are not providing students the space they need to be challenged and make mistakes. This article focused on active learners, or students who may engage in behavioral issues, whether it be because of ADHD or another neurodivergence, or simply because they are bored. The text claimed that when a classroom is facilitated by educators who are less focused on the "problem child" and more focused on the reason for these problems, teachers can provide these students with lessons that challenge them and that allow them to be actively engaged throughout (Clapper, 2009). Teachers are often guilty of committing what Clapper named "casting blame on standardized testing requirements...instead of concentrating [their] efforts on creating learning opportunities" (Clapper, 2009, p. 2), because it is the easy thing to do. However, in knowing that standardized tests are a method of measurement for the time being, it is the job of educators to do their best in using these methods to their advantage. Implementing test practices that are student-centered, creating activities in which students can be engaged, and making certain that all students are understanding the instructions are ways that the teacher can work around the reality of standardized tests (Clapper, 2009). The author also focused on the idea that allowing students to participate

in cooperative learning techniques is helpful in developing their multiple intelligences (Clapper 2009).

According to Jones (2007, p. 25), in a student-centered classroom, students are “helped to learn,” and it is the job of educators to assist students by facilitating their learning and strengthening their specific skills. Another element of student-centered learning is the independence that students can achieve. When teachers move from fulfilling a lecturer role and move into a facilitator role, students become more resourceful and depend on one another increasingly, which is a form of peer review (Jones, 2007). Jones also claimed that in a student-centered classroom, teachers will command the classroom at times when it is appropriate, and students will respect that, and during times that students take the lead, they will know what to do. This balance, according to Jones, is crucial to a well-run classroom. When students are involved in group time, teachers may hear them saying things to one another that are not true. In these situations, the teacher will not immediately correct, but will take observational notes to bring up later. Instead of students being restricted by having to change their original answer to another answer specifically, teachers can use it as a teaching moment and other students can provide their own feedback (Jones, 2007). Jones’ overall theme was that when students are given equal parts freedom and instruction, and if teachers emphasize student-centered instruction, they will be in control of their learning.

According to a meta-analysis conducted by Emanet and Kezer (2021), student-centered instruction can improve academic achievement and have positive emotional gains for students as well. In a total meta-analysis of over fifty articles, Master’s theses,

and Doctoral theses about the effect size of student-centered methods used in mathematics on academic achievement, the results showed that of these pieces of research, fifty-three of the fifty-four studies indicated a positive improvement in academic achievement (Emanet and Kezer, 2021). Similarly, it was also shown that in over forty studies on the effect of student-centered methods used in mathematics on student attitudes, thirty-seven were positive, one was zero, and four were negative (Emanet and Kezer, 2021). Overall, the meta-analysis shows that when a student-centered approach is utilized in mathematics instruction, academic achievement increases and student anxiety decreases.

Because of this research, it is evident that the teacher as a facilitator method is advocated for as a teaching strategy, although it can be difficult to implement. The entire idea highlights the students' decision-making skills, and teachers must be willing to allow their students to be challenged and to make their own mistakes. Although this can be a demanding and laborious practice to accomplish, classrooms in which this practice is accepted are more likely to cultivate a student community of shared identity and comfortability (Elam and Duckenfield, 2000).

### **Character-based Education**

The use of character-based lessons in the classroom is the second component of this project's research. Character education is the practice of creating lessons that will model what good behavior and citizenship looks like through emphasizing a shared moral ground (Pala, 2011). Possessing good character is not an innate desire in humans, so it must be taught explicitly and modeled for young children (Pala, 2011).



Chapman (2011) described that there is a newly introduced concept that should be implemented in schools, character-education, and explains that this is not widely accepted by teachers and students. Chapman claimed that delinquency among children and teens is rampant, and that “character education is becoming a necessity” (Chapman, 2011, p. 13). One benefit of character education is to "help form a calm and relaxed environment” (Chapman, 2011, p. 15). There are different facets through which character education can be implemented, such as focusing on one character trait a month as a school or implementing programs in which students are given the opportunity to model correct behavior for their peers (Chapman, 2011). The author stated that in recent years, it seems that character education is something that is gaining traction in the world of education, which is a step in the right direction.

Thompson (2002) argued that in the last several decades, public schools have focused less and less on teaching students moral values, and this has resulted in increased crime and delinquency in schools. Thompson interviewed several students, teachers, and parents in an elementary school in East Tennessee, gathering their thoughts and their perceptions of character-education. The author outlined the three major types of character education that exist, the Socratic approach, integrated approach, and service learning. There are several arguments against the character-based education method, claiming that it is unnecessary and that it will do nothing to change students’ innate humanity, but many teachers think it to be a vital and constructive addition to the classroom (Thompson, 2002). Throughout almost all of the interviews, both the teachers and the parents noticed a positive change in the temperaments of students who had previously engaged in behavioral issues after they participated in a program called Character Counts

(Thompson, 2002). A more recent program called The Be Kind People Project was formed in 2017. According to their website, behavior referrals to administration were reduced by 19% in the first year and 47% by the third year through implementation in schools, and this percentage proves how effective character education can be when utilized correctly. Additionally, 94% of students reported feeling like they were able to live a healthy lifestyle, 97% of students committed to practicing kindness in online spaces, and academic improvement increased by 11% in the first year (The Be Kind People Project, n.d.). This program was created five years ago and is still in use today; this reiterates the long-standing effectiveness of character education.

Berkowitz and Bier (2004) claimed that “the central goal of character education is the development of character in students” (p. 73) and defined character as “socioemotional competence.” They said that when character education programs are well-thought out and entail quality characteristics such as effective implementation, comprehensive initiatives, and positive student dispositions toward their schools, they are effectual. Research shows that when character education is implemented in the manner shown above, academic performance also increases. The use of character education has connections to “academic motivation and aspirations” and “academic achievement” (Berkowitz and Bier, 2004, p. 80). Further, it also has ties to “prosocial and democratic values” “self-control” and “trust in and respect for teachers” (Berkowitz and Bier, 2004, p. 80). This research suggests that character education meets the needs of the whole child.

Rahayu et al. (2021) described a process of using character-based teaching models in the classroom as the main form of instruction. Problem-based learning is also brought up, which is an element of character-based education. They argued that the character-

based approach is the best one to use for teaching science and math, as it allows for the students to be immersed in the lesson by putting their problem-solving skills to work, all while developing their own personalities.

This academic element has the purpose of confirming the validity of using the practice of the teacher as a facilitator, student-centered approach as well as the practice of teaching character-based lessons in the classroom. This creative project utilized both methods heavily.

## **Methodology**

This Honors creative project has two distinct parts. First, I completed an academic component that consists of an explanation of the role of the teacher as the facilitator and a student-centered approach and the need for character-based education in the classroom. It also includes research to support the idea that character-education lesson plans are effective in teaching students how to be upstanding citizens. By reviewing the literature in the academic component, this ensures the techniques used in the lesson plans are based on best practices.

This project included a creative element which consisted of five lesson plans titled Godliness, Meekness, Mercy, Purity, and Peace based on the Beatitudes found in Matthew 5. Further, creating these lesson plans gave me the opportunity to become more skilled and prepared to be a teacher, as they are thorough. These lessons use the MTSU-created template for lesson plans in Google Documents. Teaching materials were found on several web resources such as the Tennessee Department of Education and Teacher Created Resources websites.

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**Lesson Plans for A Series of Character-Education Lesson Plans**  
**Based on Biblical Characteristics**

**Meekness Activity Overview:**

Activity: The children will begin by participating in a “Dear \_\_\_\_” activity, in which the students will be given a brief synopsis of the Bible story and will read through it once with their groups. Then, they will write a letter to the figure of their choosing that responds to the story they are assigned. They can tell him good news, bad news, or ask him questions. Then, the children will be assigned to groups in which they will write a play from either the perspective of Jesus or of the disciples.

Scripture: John 13:1-20

<b>TEACHER CANDIDATE</b>	<b>Amanda Macklin Zehr</b>
<b>DATE</b>	<b>05/31/2022</b>
<b>GRADE / CLASS</b>	<b>2nd grade</b>
<b>UNIT</b>	<b>The Beatitudes</b>
<b>LESSON TITLE</b>	<b>Meekness</b>
<b>DURATION</b>	<b>2 weeks</b>
<b>CO-TEACHING MODEL</b>	<b>No co-teaching</b>
<b>LESSON OVERVIEW</b>	
Identify the central focus and purpose of the lesson, as well as how it is addressed by the standards. Include the content understandings/ core concepts and skills students will learn. Provide a summary of the lesson, length of the lesson, and the scope and sequence (learning progression).	

[This lesson's structure will be similar to the structure of the lesson on godliness. There will be a short explanation, an activating strategy, and the students will read a Bible story (a few times). The activating strategy will be a "Dear \_\_\_\_" activity, which will be explained in the activating strategy section. The difference in this lesson is that students will be using a Bible story to write and act out a play. The verse upon which this lesson is based comes from another verse in the Beatitudes, Matthew 5:5, which states, "Blessed are the meek, for they shall inherit the earth." Meekness is similar to humility, which is an important characteristic for anyone to possess, especially Christians. Looking to the example of Christ, these second graders should be able to understand the importance of being humble like Jesus. Using the story of Jesus washing His disciples' feet in John 13:1-20, each group will focus on writing a play either from the perspective of Jesus or

*Explain WHY this/these standard(s) are appropriate for this lesson.*

[The standards cover this lesson's objectives because they are multileveled and they address different facets of students' critical thinking skills, while also allowing them to use their creativity. Students are asked to collaborate, and therefore, are reaching speaking and listening standards. They are also addressing the fine arts standards because they are writing and performing a dramatic play depicting a Bible story. There is not a specific standard that addresses a student's ability to understand and explain what meekness is, but in this lesson, it is important for them to understand that it is an essential characteristic to possess as a Christian. They are also required to critique and receive criticism, which is a large element of the closing portion of the lesson.]

*Explain HOW the standards address the central focus.*

[The standards are quite simple, but the lesson breaks them down a little more. The focus is to teach students about meekness in a way that is practical and digestible. The standards address this by allowing students to participate in an all-immersive activity in which they are placed in the shoes of a character who has exhibited meekness, and therefore, are learning about it. Although not all students will participate in the acting out of the play (some will help with costume design and setting), they will all be able to see what meekness is according to the Bible. The standards emphasize and encourage this even more.]

<p>from the perspective of the disciples, creating a new script and acting out a play for the class. They will be given three days to study the story, three days to write the script, three days to practice, and one day for the plays to be performed. The standards, which are ELA, fine arts, and Bible, are all put into practice in this lesson through multimodal means. Students are required to write, collaborate, draw on knowledge from the Bible story, and are required to perform a play, all of which meet specific Tennessee standards. Through this lesson, students will be able to work with others and use their creativity to write and perform a play.]</p>	
<p style="text-align: center;"><b>CONTEXT FOR LEARNING</b></p> <p style="text-align: center;">Describe to whom the lesson will be taught: students with specific learning needs, class demographics, cultural and community assets, and special circumstances. Identify the data sources used to identify each student’s needs.</p>	
<p>[Since this lesson plan is based on a fictional scenario, there is no actual class to which this lesson will be taught. However, it will be utilized in the future, likely in private school settings</p>	<p><i>Explain <b>HOW</b> you used multiple types of data to identify each student’s learning needs and to develop differentiated learning experiences.</i></p> <p>[Because of the rules surrounding what can and cannot be taught in public schools, this lesson and its corresponding lessons are best suited for private schools and churches.]</p>

<b>and as Sunday school activities. There will be 20 students in this fictional class.]</b>				
<b>LESSON ALIGNMENT</b>				
List each component of your lesson below connecting across the row. This section will help you map out and visualize direct alignment from Standards to Assessment. Consider this section as an umbrella, mapping the next sections for alignment. Each component will be written again in subsequent sections to add in justifications.				
Standards (including subject, number and wording)	Objectives	Learning Targets	Criteria for Mastery	Assessment /Evaluation
<b>[TN Bible Standard B: Select and use appropriate study and research skills and tools according to the type of information being gathered or</b>	<b>[The student will be able to write a play using the given Bible story depending on his/her assigned group: Jesus washing the disciples feet from the perspective of Jesus or from the perspective of the disciples.</b>	<b>[I can effectively work with my peers to write and perform a play, based on a Bible story, using meekness as the central theme; I can give and receive feedback to and from my fellow students.]</b>	<b>[The student must complete the fourth objective and use the template found in Appendix D to write these critiques. They must also meet the requirements in the rubric in Appendix E, receiving a 4/5.]</b>	<b>[The template, checklist, and rubric are found in Appendices D and E at the end of this lesson plan. The formative assessment will be through direct observation of group work by the teacher and through a drawing assignment that will take place as the students are writing their play.]</b>

<p><b>organized, including almanacs, print and digital publications, internet news sources, and information services.</b></p> <p><b>2.RL.KID.3</b></p> <p><b>Describe how characters in a story respond to major events and challenges.</b></p> <p><b>2.SL.CC.1</b></p> <p><b>Participate with varied peers and adults in collaborative conversations in small or</b></p>	<p><b>The student will discuss how meekness is displayed in this story; Jesus, the Savior of the world, is washing the feet of his friends, right before He is going to die for his/her sins.</b></p> <p><b>The student will perform an original play in collaboration with others. (this objective is not quantifiable).</b></p> <p><b>The student will give at least one positive comment about the other group’s play and one thing that they think could use improving: “I love</b></p>			
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<p>large groups about appropriate 2nd grade topics and texts.  <b>2.SL.CC.2</b>  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>HS2.D.R1.B</b>  Generate appropriate feedback in verbal or written form for peers and self to</p>	<p>the costume that _____ decided to wear, I love how _____ enunciated his words, and I loved the way that _____ wrote this line. I think if I were to change one thing, I would tell everyone to speak a little more slowly.” They need to provide 2 comments total. ]</p>			
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<p><b>develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation</b></p> <p><b>2.T.P3.A</b></p> <p><b>Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally share with peers.</b></p>				
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<p><b>2.T.Cr1.A</b>  <b>Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).]</b></p>				
<p><b>OBJECTIVES/LEARNING TARGETS /CRITERIA FOR MASTERY</b></p> <p>Provide clear, specific, and measurable learning targets that are aligned to content/ competency standards. Use student-friendly language - “I can” statements (not activities). Include the criteria for mastery.</p>				
<p><b>[Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>[The student will be able to write a play using the given Bible story depending on his/her assigned group: Jesus washing the disciples feet from the perspective of Jesus or from the perspective of the disciples.</b></li> </ul>	<p><i>Explain <b>HOW</b> the learning targets/objectives align with the standards, are appropriate for the subject area and developmental needs of the students, <b>HOW</b> they are measurable, and <b>HOW</b> they communicate student mastery.</i></p> <p><b>[The learning targets and objectives are appropriate for this set of standards because they are mostly quantifiable, which makes them measurable, and are simple enough for students to understand. They are easily achievable, also. The students are young, and so giving them a limited number of understandable goals is a great way for them to stay on track and to not get overwhelmed. This is a character-based lesson plan, and so the students are</b></p>			

- The student will discuss how meekness is displayed in this story; Jesus, the Savior of the world, is washing the feet of his friends, right before He is going to die for his/her sins.
- The student will perform an original play in collaboration with others. (this objective is not quantifiable).
- The student will give at least one positive comment about the other group's play and one thing that they think could use improving: "I love the costume that \_\_\_\_ decided to wear, I love how \_\_\_\_ enunciated his words, and I loved the way that \_\_\_\_ wrote this line. I think if I were to change one thing, I would tell everyone to speak a little more slowly." They need to provide 2 comments total.]

**Learning Target:**

I can effectively work with my peers to write and perform a play, based on a

immersing themselves into the lesson to understand the importance of meekness. Finally, the learning targets and objectives communicate student mastery because the teacher is able to look at the rubric and checklist and understand where students are doing well and where they can improve.]

*Articulate **HOW** the applicable domains of learning are imbedded in the objectives*

[The cognitive domain is addressed in this lesson because the students are using their knowledge and their ability to summarize and synthesize information into a novel play that they write themselves. The affective domain is addressed through students' application of their own understanding of meekness and how they empathize with the figures in the story. Finally, the psychomotor domain is addressed because students are asked to move around during rehearsals and during the performance of the play. This lesson is extremely multimodal!]

**Bible story, using meekness as the central theme; I can give and receive feedback to and from my fellow students.**

**Criteria for Mastery:**  
**The student must complete the fourth objective and use the template found in Appendix D to write these critiques. They must also meet the requirements in the rubric in Appendix E, receiving a 4/s.]**

**ASSESSMENT /EVALUATION**

Explain your plan for formatively and summatively (if applicable) assessing using multiple ways for the students to demonstrate their knowledge and skills in relation to the learning targets/objectives. Include the assessment questions/tasks. Include the accommodations/modifications for the students with special learning needs. Identify your plan to use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

<p><b>[Formative assessment is generally the best way to gauge a student’s understanding of the lesson the teacher is teaching. However, in this lesson, there is equal parts formative and summative assessment. The formative assessment is found in question-asking and through the “Visualize it!” activity in which students draw what the story is saying. Both of these formative assessments allow students who have strong vocabularies verbalize what they are thinking. Students with strong receptive vocabularies will do well with the drawing activity since they have a wide range of words they understand. The students who have strong expressive vocabularies will do well with the question-asking portion because their strength is in having a large range of words they can verbalize. However, no matter what students’ strengths and weaknesses are, all of them are able to complete these forms of assessment to an extent. The students who have trouble</b></p>	<p><i>Articulate <b>HOW</b> the assessment is appropriate to verify, document, and support student learning.</i></p> <p><b>[The teacher will be looking at both the formative and summative assessments, and there are many ways, formal and informal, by which she will collect data on student learning. By letting the students display their knowledge in different ways, (if the teacher subscribes to the multiple intelligences theory), the teacher is giving them many opportunities to show what they are learning. There are many different facets through which students can show what they are learning, and assessments should reflect that.]</b></p> <p><i>Identify <b>HOW</b> the assessment aligns with the learning targets/objectives and allows students multiple ways to demonstrate their learning.</i></p> <p><b>[Students are asked to collaborate, draw, write, speak, and sing (if applicable), and this lesson is so multimodal that it essentially covers all the bases. Students are able to display their strengths and strengthen their weaknesses in this project. The assessment meets all of the targets through the way it is presented: formative and summative.]</b></p> <p><i>Explain <b>HOW</b> the accommodations/modifications provided meet the needs of the students with special learning needs.</i></p> <p><b>[This lesson is based on a fictional classroom, and so the classroom context is unknown. However, using prior knowledge and current experience, the teacher can expect that there will be struggling students, students who are advanced, on-target students, and students who may engage in behavioral issues. The teacher should also take into account cultural differences. Using</b></p>
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<p>understanding the vocabulary related to the story on meekness will be provided with support like a list of vocabulary words to use when they are drawing the pictures. For the question-asking assessment, the teacher will allow students to have a list of sentence stems they can use as a reference. The questions will come at the halfway point of the lesson and will be collected in written form. They will be asked various questions verbally throughout the lesson, as well, as listed below:</p> <ol style="list-style-type: none"> <li>1. What is meekness?</li> <li>2. How is meekness displayed in the story?</li> <li>3. How is meekness displayed in my life?</li> <li>4. How can I portray meekness in the play I write?</li> </ol> <p>Students who have behavior issues will be placed in groups where they are surrounded by positive influences. The next form of assessment is summative and holds equal importance to the formative assessments. This type</p>	<p>the knowledge of her classroom, the teacher can provide different accommodations for different students. For the students on different levels, the teacher can create heterogeneous groups in which the students can work with other students who are at a different learning level than they are; the teacher can also apply this to students with different learning styles, too. This way, the teacher can evaluate and assess students' needs while also keeping track of their learning. Further, the students who engage in behavioral issues can be given extra attention and assistance from the teacher, and since this is a student-led project, there is more room for the teacher to work on a one-on-one basis. Finally, the teacher can be culturally appropriate by reminding students that the Bible is diverse in many different ways, from life experiences to ethnicity, race, and nationality.]</p> <p><i>Explain HOW biases are minimized in the assessment.</i>  [By allowing students many facets through which they can explain their thinking, the teacher is minimizing bias and keeping the end goal in mind: the final collaborative project. The teacher will understand that there are many different ways that a student could reach a particular objective or learning target, and she should appreciate this using the rubric and checklist. Additionally, by asking each student similar questions, the teacher is minimizing bias.]</p> <p><i>Articulate HOW you plan to examine the assessment and other performance data to understand each learner's progress and to guide planning.</i>  [The teacher should know students' strengths and weaknesses before this lesson, and keeping those in mind, she should plan the assessment around</p>
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<p>of evaluation is the rubric, the checklist, and of course, the final performance. The students will be able to view their results on the rubric, which will be explained more in the feedback portion of this plan. The purpose of the summative assessment is for students to showcase all of the work they have put into the project in a comprehensive final publication. The students will know that the work they do along the way to prepare for the performance is equally as important as the final play itself, and that they will not be evaluated solely on the performance since all students have different strengths. The teacher will evaluate these students based on the aforementioned assessments, but she will also collaborate with others, teachers and students, by inviting them to watch the final performance. The students and teachers in the audience will be able to give their feedback, both written and oral. The teacher will</p>	<p><b>this. The assessment, especially the formative assessment, is adjustable, and so the teacher should always push to challenge her students. The teacher will evaluate the assessments and understand where students succeeded and where they need to continue to work.]</b></p> <p><i>If used, explain <b>HOW</b> technology is used to support assessment practices, engages students, and adds value to the assessment</i></p> <p><b>[Technology is not a necessary part of this lesson’s assessment. There is the option for it, though, in the instruction portion.]</b></p> <p><i>Articulate <b>HOW</b> you will use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.</i></p> <p><b>[By including several different forms of assessment, the teacher is giving students many opportunities to show their knowledge. Through asking questions, using rubrics and checklists, and evaluating the entire performances as a whole, the teacher is using a plethora of information to inform her grading. Using the results, she will continue to refine this lesson, and lessons like it, year by year and will discover what works and what doesn’t work. The teacher will take the advice and evaluation from the other teachers who watch the performance.]</b></p>
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<p><b>compare this feedback to the feedback given by her students.]</b></p>	
<p style="text-align: center;"><b>ACTIVATING STRATEGY</b></p> <p>Describe the activating strategy (set/hook/motivator or advance organizer). Include your plan to engage students actively. Provide the driving question(s) that students will be able to answer after this lesson. Identify how you will connect it to prior knowledge. Be sure that it aligns with the learning targets/objectives and promotes anticipation and curiosity.</p>	
<p><b>[The activating strategy is simple. The students will be given a brief synopsis of the story and will read through it</b></p>	<p><i>Articulate <b>HOW</b> the activating strategy is imaginative, creative and how it raises anticipation and connects with objective(s).</i></p>

once with their groups. Then, they will write a letter to the figure of their choosing in the Bible story. For example, they could choose Jesus, Peter, or any of the disciples. In this letter, they can ask questions, restate part of the story, congratulate the person on an accomplishment or good news, or tell him something they thought was interesting about the story. When the students have completed the letter, the teacher will use a name generator and ask a few students from each group to share their letters. Since it is a brief letter, about 5-8 sentences, the teacher will allow time for three students to share. For further evaluation, the teacher will look over each individual letter and give students the letters with feedback. Students will have learned how to write a letter, and because of this, they will activate their prior knowledge to complete this task.

**Driving question:**

1. What is meekness?]

[Putting their newly-formed writing skills to use, the students are given the opportunity to imagine what it would be like to get to talk to someone in the Bible. They are also getting to be creative because as each student has a different thought process, they will all come up with questions to ask and parts of the story that they find interesting. The main objective is for students to understand what meekness is, and by connecting with the characters in this way, the teacher is allowing the students to reach that objective in a fun and engaging way.]



## INSTRUCTION

Based on your knowledge of your students, provide specific procedures and strategies that you will use to engage students in the learning tasks. Provide a detailed timeline for each part of your lesson, including transitions. Include your plan to differentiate the learning for your students. Include essential questions you will ask to promote thinking and check for understanding. Describe how you will engage students actively in the lesson. Include where and how you will formatively assess students during the instruction.

**[Week 1, Day 1: 48 minutes:**  
**Beginning/Study Day**

**15 minutes:** The teacher will ask students what they think meekness means or how it could be used in a sentence. The teacher will collect student answers and then will explain what meekness is. Once the students have a grasp of what it means, the teacher will ask them to use it in a sentence or give an example of meekness. If she notices that students are still not completely understanding, the teacher will reexplain and will give examples.

**1 minute:** The teacher will use a call-and-response tactic and ask students to

*Articulate **HOW** the teaching strategies are appropriate with respect to content, context, and the students identified in the context for learning.*

**[This lesson is extremely student-facilitated, and the teacher has a small role. Since this is done mostly by students, and the teacher trusts the students to do what they need to, a play is perfect for this classroom. With the appropriate support in place such as sentence stems, one-on-one time, group work, templates, checklists and rubrics, and other things, the students will be able to complete this project. If the teacher is diligent in tracking the students' progress and assisting where needed, this will be successful in regards to content and context of students. ]**

*Explain **HOW** the timeline is appropriate for all components of the lesson plan.*

**[Giving students 2 weeks to write, practice and perform a play allows them space and time to do well with it. Because the teacher is also giving students an hour a day at least to do these things, they are able to ask questions and gain clarification if needed. Further, the teacher has overestimated the time in order to provide a space for interruptions or revisitations.]**

*Articulate **HOW** the essential questions align with the objectives, promote critical thinking, and guide rather than direct student thinking.*

<p>move into the groups of ten she assigns them.</p> <p><b>10 minutes:</b> After the teacher assigns students to their pods based on groups explained in the modification and grouping section, she will provide a brief synopsis of John 13:1-17. The teacher will then explain that the students will be performing a play that they write, based on their assigned perspective Bible story.</p> <p><b>12 minutes:</b> The teacher will allow students to write their “Dear ____” letters in their writing journals, using a character from the perspective they are assigned. The teacher will explain that this letter will be a creative way to summarize major portions of the Bible story, and that they can ask questions to the person, commend them, or just comment on something they did. They will also be told that the letter should only be 5-8 sentences. Once the students are finished with this, they</p>	<p>[The essential questions ask students about their learning processes, and do not only ask students about content knowledge. They are asked to use meekness in an example, explain what it means, and are asked to apply it, in context, to the story they are reading. They are also asked to peer evaluate, which meets the standard of collaboration. Since students are asked to think about meekness in context, the teacher will realize that each student’s application could be different and that this is directing them to think critically.]</p> <p><i>Explain HOW you will elicit students’ ideas so they are visible to you and others in the class.</i></p> <p>[The idea of prewriting, writing, and performing the play is a way to elicit student ideas. Also, by asking questions and using this as a form of assessment, the teacher is allowing other students to listen to questions and ask their own. Further, the students will receive feedback from their peers, both in their class and in other classes, from the teacher, and will be able to provide feedback to others. These are all ways to elicit student thinking <i>throughout</i> the lesson.]</p> <p><i>Explain HOW you will monitor students’ different ways of thinking, and how you will select which ideas to highlight in class.</i></p> <p>[The teacher will use formative and summative assessment. By allowing students to choose their own roles (character, costume designer, and prop creator), she is allowing students to either strengthen their already existing skills, or challenge themselves to do something that may not come as easily to them. The teacher will be able to recognize that and will give the students</p>
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<p>will share with a partner. The partner will provide constructive feedback, and then vice versa.</p> <p><b>10 minutes:</b> The teacher will again use the name generator to give a few students the opportunity to read their letters to the class. This activating strategy will end the first day.</p> <p><b><u>Week 1, Day 2: 1 hour and 25 minutes: Study Day</u></b></p> <p><b>45 minutes:</b> The teacher will give students 45 minutes this day to study the Scripture. She will provide them with a template of what kinds of things to write down during their read-through and will allow them to use computers and other supplementary resources, such as devotionals and commentaries, to use as research supports.</p> <p><b>30 minutes:</b> The teacher will meet with the group writing the play from Jesus'</p>	<p>positive feedback on their decision. She will also understand that some students will be able to, for instance, answer questions well, but that they may struggle with the activating strategy. It all just depends on the student, and the teacher will recognize this. The name generator will be extremely helpful in choosing whose ideas to highlight, and so will small group and one-on-one sessions.]</p> <p><i>Explain HOW you will build on students' ideas towards worthwhile disciplinary ideas</i></p> <p>[Students are learning, through the example of the Bible, how meekness is put into practice. They are taking on the roles of the characters, and by immersing themselves in the story, they are doing a sort of method acting (only to a lesser extent. They are learning how they can shape their characters, not only by learning and applying meekness to their lives, but by learning how to ask questions, work with others, be creative, and think critically.)]</p>
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perspective, asking them the essential questions below to get them thinking about how they are going to write their play. The teacher will also encourage students to ask clarifying questions and to share their ideas for the play. The other group will continue to work on their research.

1. What does meekness mean?
2. What are some examples of meekness in your life?
3. How is meekness displayed by Jesus in the story?
4. How is this an example of Jesus' humility?

**10 minutes:** The teacher will allow the students time to clean up their stations and reset to do the same thing the next day.

**\*Throughout the lesson, the students will be completing their checklists.\***

**Week 1, Day 3: 1 hour and 30 minutes:**  
**Study Day**

**45 minutes: The teacher will give students 45 minutes this day to study the Scripture. She will provide them with a template of what kinds of things to write down during their read-through and will allow them to use computers and other supplementary resources, such as devotionals and commentaries, to use as research supports.**

**30 minutes: The teacher will meet with the group writing the play from the disciples' perspective, asking them the essential questions below to get them thinking about how they are going to write their play. The teacher will also encourage students to ask clarifying questions and to share their ideas for the play. The other group will continue to work on their research.**

- 1. What does meekness mean?**
- 2. What are some examples of meekness in your life?**

3. **How is meekness displayed to the disciples, by Jesus, in the story?**
4. **How is this an example of Jesus' humility?**

**10 minutes:** The teacher will allow the students time to clean up their stations and reset to begin writing the play the next day.

**Week 1, Day 4: 1 hour and 5 minutes:**  
**Prewriting/drafting**

**1 hour:** The teacher will give students a prewriting/drafting template and will ask them to fill out the template. All students will be participating in this writing. It will have blanks for students to fill in, including a place for writing out the setting, characters, main events, and an entire section for students to begin writing their play.

**5 minutes:** The teacher will tell students to clean up and wrap up their thoughts.

**Week 1, Day 5: Writing: 1 hour and 35 minutes**

**2 minutes: The teacher will designate one writer from each group to begin writing the final script. The teacher will pass out copy paper for students to write on.**

**1 hour and 18 minutes: The students will begin writing their final scripts. They will have a conversation, including all students and soliciting the ideas of everyone. During this time, the teacher will be working with each group, splitting up her time between the two groups. She will clarify any confusion and provide ideas if students are struggling.**

**10 minutes: Since this is a student-facilitated lesson, the teacher will allow the students to assign themselves to play parts, costume prep, and prop**

**creation. The teacher will approve of these parts.**

**5 minutes: The teacher will tell students to clean up and wrap up their thoughts so they can pick up where they left off tomorrow.**

**Week 2, Day 1: Writing: 1 hour and 25 minutes**

**1 hour and 20 minutes: The students will continue writing their final scripts. They will continue the conversation, including all students and soliciting the ideas of everyone. During this time, the teacher will be working with each group, splitting up her time between the two groups. She will clarify any confusion and provide ideas if students are struggling. The teacher will inform the students that their play should be 8-12 minutes long.**

**5 minutes: The teacher will tell students to clean up and finalize their scripts so they can begin play practice.**



**Week 2, Day 2: Practice: 1 hour and 5 minutes**

**1 hour: Students will be given one hour to begin practicing their play. The students who are creating the costumes and props will begin creating these things. The teacher will remind the students that their play needs to be 8-12 minutes. If it's longer or shorter than this, they will need to delete or add certain aspects, respectively.**

**5 minutes: The teacher will ask students to clean up, wrap up their scene, and get things ready to finish practice the next day.**

**Week 2, Day 3: Practice: 1 hour and 30 minutes**

**1 hour: Students will be given another hour to continue practicing their play. The students who are creating the costumes and props will finish creating these things.**

**30 minutes: Each group will do a full run-through of their plays. The teacher aid will take one group to another room and the teacher will stay in the classroom with the other group. Each group will do a “dress rehearsal.” The teacher will let the students know that they do *not* have to memorize their lines.**

**5 minutes: The students will clean up and prepare for one more day of practice.**

**Week 2, Day 4: Practice: 1 hour and 40 minutes**

**1 hour: Students will be given another hour to continue practicing their play. The students who are creating the costumes and props will finalize their creation of these things.**

**30 minutes: Each group will do one last full run-through of their plays. The teacher aid will take one group to another room and the teacher will stay**

**in the classroom with the other group. Each group will do a “dress rehearsal.”**

**10 minutes: The teacher will tell the students to wrap up their practice and make sure they have everything in line for the performances.**

**Week 2, Day 5: Performance/Debrief:  
About 1 hour and 45 minutes**

**7 minutes: The teacher will welcome all of the other second grade classes to the gym/auditorium, and the principals/headmasters if they are able to come. She will explain the purpose of the plays they are about to watch. She will provide a short definition of what meekness is and how the Bible story exemplifies meekness.**

**5 minutes: The group writing the play from Jesus’ perspective will get ready to perform.**

**8-12 minutes: the group writing the play from Jesus' perspective will perform their play.**

**10 minutes: The teacher will ask students in the audience to speak out and give their thoughts, questions, and opinions. This time slot will allow for 4 students to speak.**

**5 minutes: The group writing the play from the disciples' perspective will get ready to perform.**

**8-12 minutes: The group writing the play from the disciples' perspective will perform their play.**

**10 minutes: The teacher will ask students in the audience to speak out and give their thoughts, questions, and opinions. This time slot will allow for 4 students to speak. The teacher will call on different students than last time.**

**5 minutes: The teacher will thank everyone for coming and will allow the teachers to take their classes back to their rooms.**

**7 minutes: The teacher will let her students clean up, collect their things, and head back to the classroom for a debrief.**

**25 minutes: The teacher will facilitate a Socratic-seminar type of discussion to debrief and provide students with an opportunity to give feedback to their classmates. They will be given sentence stems like the ones below.**

- 1. What is one thing your group did successfully?**
- 2. What is one thing you can improve upon for next time?**
- 3. What is one thing that the other group did successfully?**
- 4. What is one thing that the other group can improve upon for next time?**

<p><b>7 minutes: The students will finalize their checklists and turn them in. *Throughout the lesson, the teacher will be filling out the rubric based on student performance, and they will receive feedback on it after the final debrief.*]</b></p>	
<p><b>CLOSURE</b></p> <p>Explain your plan for reviewing the learning targets/objectives. Explain how you will actively engage the students in reflection and articulation of their learning. Identify your plan for checking for understanding. Indicate your plan for modeling and structuring a process for students to examine their own thinking as well as the performance of others.</p>	
<p><b>[The closure comes in the form of a large group discussion, Socratic seminar-style. As explained in the instruction section, the teacher will facilitate a conversation and the students will be able to debrief. During this conversation, the teacher will ask</b></p>	<p><i>Explain <b>HOW</b> the closure requires students to reflect on and articulate their learning.</i></p> <p><b>[The students are asked to name one thing they did well and one thing they can improve upon, and are asked to do the same for their classmates; this is a great way to reflect on learning, especially since they are required to verbalize it. If the students are struggling to find something to say, the teacher will suggest different aspects of the process, prewriting, writing,</b></p>

the questions listed above, and the students will be given sentence stems in order to respond to their fellow classmates. The teacher will remind students of their learning targets and objectives, and they will answer how they met these criteria as they are answering the essential questions. This will be a brief and quickly-moving conversation, so students should be engaged for the entirety of the closure portion. The students will be told that they are to critique others, positively and in an encouraging way, and to self-reflect as they are speaking. The teacher will give an example of how students can compliment each other and how they can suggest improvements. This conversation acts as a reflection and a review, so all of the objectives are covered.]

practicing, group work collaboration, performing, etc., in hopes that this will be a catalyst for student thinking.]

*Explain **HOW** you plan to model and structure a process for students to examine their own thinking as well as the performance of others.*

[By explaining to students what a Socratic seminar is and how it works, the teacher is modeling a way for students to share their ideas. Further, as stated above, if students are having difficulties understanding or answering a question, the teacher will ask the question in more detail, and students should be able to understand it. This is allowing them to think critically, which is something that all teachers should promote.]

#### **JUSTIFICATION FOR EVIDENCE-BASED PRACTICES**

Provide justification for using evidence-based practices in your lesson that are supported by theory and research from 4 -5 course readings. Provide a justification for the assessment(s) chosen that is supported by theory and research.

[There are a few different aspects of this lesson which need justification from external sources. The first is the use of drama in the educational realm. Children, from a very early age, pretend to be different characters like parents, police officers, ninjas, and chefs, and this type of dramatic play is helpful to their critical thinking skills. By taking on another role, students are having to think about how other people different from them act, think, and speak. An article from WaoAcademy.com says that along with fostering critical thinking skills, dramatic play also helps students explore different ideas, and it also strengthens their communication and literacy skills (Wao Academy, n.d.). This is what the lesson is attempting to accomplish, and it takes it a step further because students are asked to write their own play, not just act it out. Group work is another element in this lesson that has proven benefits in the classroom. According to an article in

*Articulate HOW instruction is justified through theory and research from course readings.*

[The strategies of group work and allowing students to choose certain aspects of the assignment fit perfectly into this sort of lesson and in a student-centered classroom. The limited lecturing and maximum student work time are beneficial, and when students are able to have agency over their decisions, this allows the classroom to be a place where student learning is valued and where it truly matters to the teacher. Through these justifications, the reader is able to understand the reasoning behind the teacher's use of these instructional strategies.]

*Explain HOW the assessment is justified through theory and research from course readings.*

[The use of drama and Socratic seminars are great ways for students to be evaluated on their performances. By letting them have a creative outlet through moving their bodies and speaking aloud, the teacher is assessing students in a unique way. By allowing them to think critically and use their communication skills with classmates, the teacher is evaluating students on how well they can explain their thinking AND evaluate their fellow students. These justifications allow the reader to see WHY the teacher chooses to implement these tactics and how they fit into the lesson. These evaluation devices are the best way that the students can be fully assessed according to their skills and effort.]



**the Journal of Effective Teaching, Alison Burke says that in groups, students are more involved as active members of the class, rather than being passive members. They are able to contribute in a smaller setting, and the teacher can form these groups based on level or other factors. The author continues and says that groups of people possess more information and collective life experience than one singular person does, and so is beneficial (Burke, 2011). There are also some disadvantages in this article, such as the fact that some students may become lazy and think that other students will do the work for them. While this may happen, in this lesson, the teacher will closely monitor the students to ensure that everyone is contributing equally. The third justification proves the effectiveness of allowing students to choose some aspects of the assignments they are given. Obviously, the teacher has final say and initial planning of the lessons,**

**but research shows that if students are given some agency over even a small portion of the assignment, they are more motivated to do it. However, this freedom can become too much, with the same article claiming that when students are given too much choice, they can experience “decreased motivation and satisfaction” (ResearchMap.org, n.d.). In order to ensure that students are given an appropriate amount of freedom, the teacher will allow students to choose their own roles during the playwriting and practicing process, but will place them in groups herself. The final justification comes from the James G. Martin Center, and the article highlights the importance of the Socratic seminar’s usage in classical education. The article talks about how the method is used in a couple different classroom settings, and then later in the article, it claims that this type of conversation style allows students to become active learners, a benefit that**

<p>also comes with group work. It also “encourages intellectual humility” in both teachers and students, which fits perfectly in this lesson about meekness (James G Martin Center, n.d.). Students are forced to listen to differing viewpoints and respond to them, which requires a certain level of humility. Each of these strategies, both instructional and those pertaining to assessments, has credible research to prove their effectiveness.]</p>	
<p><b>MODIFICATIONS /GROUPING</b></p> <p>Identify the accommodations, modifications, and/or interventions that will be provided to support the learning needs of your diverse students (ELL, IEP, 504, struggling students, high performing, etc.), including extensions. Identify your plan for preparing your students for and differentiating the assessment to meet the needs of your diverse students.</p>	
<p>[The classroom is fictional, so there are no true students involved with this lesson. The students, however, will sit at different achievement levels and will carry a different set of life experiences. Although they are young, these students will all interpret what meekness means once it is explained to them. Students who have different ethnic or racial backgrounds will</p>	<p>Articulate <i>HOW</i> your plan for differentiating instruction meets the needs of the learners identified in the context for learning.</p> <p>[There are many different levels of achievement at which students will be sitting, and because of this, the teacher will accommodate. By using the instructional strategies of heterogeneous grouping, one-on-one time, and large-group discussion, the teacher is allowing her students several different ways to articulate their knowledge. They are also being given supports like sentence structures and worksheets, which are beneficial for all students.]</p>

**understand that according to the Bible, the Gospel is for all people, and the teacher will emphasize this. If students are not understanding what meekness is or how it is displayed through Hosea and Joseph, the teacher will work with these students one-on-one, will provide extra supports such as other examples of meekness, and will strategically place students in groups so that they can learn from others and contribute to conversations in heterogeneous settings. The students will all be asked to reach the same objectives, learning targets, and standards, and because this may be a large ask, students will be given the proper support, as listed above, to assist them in achieving these goals. They will all have a role in the creation of the final play, and because they are able to choose them, the teacher is differentiating her assessment.]**

**Articulate *HOW* your plan for preparing the students for and differentiating the assessment meets the needs of the learners identified in the context for learning. [The students will be evaluated according to the same rubric, checklist, and performance. However, their performance is also based on how well they work with groups and how participatory they are in the process of writing, practicing, performing, and debriefing. Because students have different strengths and achievement levels, the teacher will accommodate accordingly, perhaps by evaluating students according to areas of strength while encouraging them to continue to improve in areas of weakness.]**

### ACADEMIC LANGUAGE

Identify the language function and academic language associated with this lesson (vocabulary, discourse, and syntax). Explain the supports for learning academic language that you will provide. Include the language function(s) that identify how the students will learn the content/skills.

#### [Vocabulary

- Meekness
- Play
- Prewriting
- Play practice
- Run-through
- Supplemental resources
- Research
- Socratic seminar

Each student will receive a list of vocabulary words and sentence stems to which they can refer throughout the lesson.

#### Function:

Students will use these words to describe their processes and explain the writing, prewriting, and performing aspects of the assignment. They will use them internally to

*Explain **HOW** the language supports will meet the needs of the students with language learning needs.*

**[The students who are struggling with these words or with the concept of meekness in general will find that the worksheets, conversations, checklists, and group work are helpful. The students will be able to see AND hear the words they are learning, and this is beneficial to all types of learners. This is also helpful to the teacher as she can have plenty of material for students to use as supports, like the sentence stem and vocabulary worksheets, and she has plenty of resources for assessment.]**

<p><b>understand their objectives and learning targets.</b></p> <p><b><u>Discourse</u></b>  <b>Students will verbally be using these words as they are having a conversation with their group members, and also while they are in the final Socratic seminar. They will also read their worksheets and checklists that have these words included in them.</b></p> <p><b><u>Syntax</u></b>  <b>The syntax will include students' ability to fill out the checklists, worksheets, and also to know in which context to use these particular words.]</b></p>	
<p><b>MATERIALS / RESOURCES / TECHNOLOGY</b></p> <p>Identify the key instructional resources and materials that will be used to engage students in learning. Include source of materials, reference list, and links.</p>	
<p><b><u>[Materials</u></b></p> <ul style="list-style-type: none"> <li>● <b>Journals</b></li> <li>● <b>Pens</b></li> <li>● <b>Pencils</b></li> <li>● <b>Markers</b></li> </ul>	<p><i>Explain <b>HOW</b> the multiple materials and resources will be used to meet the needs of the students identified in the context for learning.</i></p> <p><b>[Students assign themselves to roles, and if they are the costume makers, they have plenty of materials to make clothing items. If they are prop creators, they are given materials like pipe cleaners, construction paper, and</b></p>

<ul style="list-style-type: none"> <li>● Worksheets (in references and appendices)</li> <li>● Pipe cleaners</li> <li>● Construction paper</li> <li>● Various clothing items</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● The Holy Bible</li> <li>● Biblegateway.com</li> <li>● The internet (with a kid-friendly browser)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Class laptops]</li> </ul>	<p>other items that they may need. Also, by giving students the chance to use books as supplemental resources to the Bible, they are able to research and use other resources to amplify what the Bible says. Not that the Bible needs clarification or addition, but supplements may make things easier to understand.]</p> <p><i>Explain HOW technology use adds value to the lesson.</i></p> <p>[The students are using technology as a supplement. They are researching different aspects of the story to give them more information about a particular topic, if they so wish. By giving them access to the internet using a kid-friendly browser, the teacher is giving students the chance not only to research for their plays, but also helping to build their technological fluency skills.]</p>
<p><b>ACADEMIC FEEDBACK</b></p> <p>Explain your plan to provide feedback that is academically focused, aligns with the expectations for learning, and includes both written and oral aspects.</p>	
<p>[Students will receive feedback, both oral and written, throughout the lesson. The oral feedback will be given by the teacher during the one-on-one sessions and during the group meetings with the teacher. The teacher will give the students positive feedback on things they are doing well, and on things they need to improve, the</p>	<p><i>Explain HOW the academic feedback you will provide will promote student thinking, will be used to assess individual students, and monitor and adjust instruction.</i></p> <p>[When students are given feedback, even about things they have done well, they are required to think about their thought process and about why they did what they did. The students will be making their own decisions based on what they desire their outcome to be, and they are able to shift their thinking to how they want to improve. This allows the teacher to understand each student and how their thought processes work. Finally, if the teacher</p>

<p>teacher will provide suggestions. This will allow the students to be redirected and will give them an idea of how to improve their performance and process. The teacher will also provide written feedback on the rubrics and checklists, and possibly on the worksheets. Other feedback will come in from other students, other classmates, and other teachers. Each piece of feedback, especially from the teacher, will be specific and will be beneficial; they will be comments that will be “fixable” for students. The comments will pertain to the students’ academic aspects of the assignment, not necessarily about technical things. This will ensure that the goals students have are academically focused and that they are measurable and achievable.]</p>	<p>understands that the students are still not completely grasping it, she will provide more specific feedback and give them specific examples of ways they can improve.]</p> <p><i>Address HOW students will be provided with opportunities to provide feedback to one another.</i></p> <p>[The students will be given the opportunity to do this, not only during the writing and practicing processes as they are talking with their fellow students, but they are also given the opportunity to talk and give feedback during the final Socratic seminar. The purpose of the Socratic is to give students the chance to critically think about their own performances and the performances of their peers, and this is a great way for students to provide feedback to one another.]</p> <p><i>Articulate HOW you plan to engage learners in understanding and identifying quality work and how you will provide effective descriptive feedback to guide student progress toward that work.</i></p> <p>[Students will understand that a good play is engaging, informative, entertaining, and that it appeals to the emotions. Because this will be their own research, the teacher will allow students to apply this knowledge however they wish to their processes. That being said, the students will also understand that this play will be written in the span of several classes, so if they were given more time, it would be of higher quality. However, they should still put forth their best effort. The teacher understands this, and in her feedback, will provide students with specific comments and written statements that are helpful, encouraging, and appropriate given the</p>
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students' timeframe. In their written feedback, students will receive specific comments about specific aspects, not just a "good job." The students will be given guidelines and specific things they should be looking for in their peers' work, which will allow them to understand what quality work is.]

#### REFERENCES

Use APA format to list and include references for justifications for instructional practices, assessment(s), and instructional materials.

#### References for Instructional Practices and Assessments:

#### References for Instructional Practices and Assessments:

- Template for writing a play for kids. <https://fisasyd.initiativeblog.com/template-for-writing-a-play-script-for-kids-14167pk.html>
- Advantages of Drama In Education for Teachers – WAO Academy. (2020, June 19). <https://waoacademy.com/advantages-of-drama-in-education-for-teachers/>
- Burke, A. (2011). Group Work: How to Use Groups Effectively. [https://uncw.edu/jet/articles/vol11\\_2/burke.pdf](https://uncw.edu/jet/articles/vol11_2/burke.pdf)
- Robinson, C. Does offering students a choice in assignments lead to greater engagement?. [https://researchmap.digitalpromise.org/ask\\_a\\_researcher/offering-students-choice-assignments-lead-greater-engagement/](https://researchmap.digitalpromise.org/ask_a_researcher/offering-students-choice-assignments-lead-greater-engagement/)

- Watkins, S. (2019, October 21). The Benefits of Renewing Education with the Socratic Method.  
<https://www.jamesgmartin.center/2019/10/the-benefits-of-renewing-education-with-the-socratic-method/>

**References for Instructional Materials:**

- John 13:1-20. Jesus Washes His Followers' Feet. Bible Gateway.  
<https://www.biblegateway.com/passage/?search=john+13%3A1-20&version=ICB>.
- Morgan, R. J. (2000). *The International Children's Bible*. Nelson Bibles.

**Peace Activity Overview:**

Activity: The lesson will begin with children watching a YouTube video about peace and writing down things they notice. Then they will participate in a whole-group discussion to share their findings. Then, the children will create their own questions about peace to use in a Socratic Seminar. Then, they will get into small groups and will compare similar questions with their peers and will consolidate them into one question. Then they will participate in a Socratic Seminar. After the Socratic seminar, children will write a 3x reflective summarization, which is a series of summaries in which they will write one in 10-15 words, one in 30-50 words, and one in 75-100 words.

Scripture: 1 Samuel 25

<b>TEACHER CANDIDATE</b>	<b>Amanda Macklin Zehr</b>
<b>DATE</b>	<b>06/12/2022</b>
<b>GRADE / CLASS</b>	<b>2nd Grade</b>
<b>UNIT</b>	<b>The Beatitudes</b>
<b>LESSON TITLE</b>	<b>Peace</b>
<b>DURATION</b>	<b>2 days</b>

<b>CO-TEACHING MODEL</b>	<b>No co-teaching</b>	
<b>LESSON OVERVIEW</b>		
Identify the central focus and purpose of the lesson, as well as how it is addressed by the standards. Include the content understandings/ core concepts and skills students will learn. Provide a summary of the lesson, length of the lesson, and the scope and sequence (learning progression).		
<p><b>[In this lesson, students will be participating in a Socratic seminar about the story of Abigail, David, and Nabal, found in 1 Samuel 25, with the central focus being the students’ understanding of what peace is. It will last about two days, with the first day being the reading of the story and coming up with questions, and the second day will be the Socratic seminar. The lesson on meekness also features a Socratic seminar, but in this lesson, it will not be the closing, but the whole lesson. The lesson will begin with students watching a YouTube video about peace and writing down things they notice. Then they will participate in a whole-group discussion to share their findings. Additionally, the students will be tasked with creating</b></p>	<p><i>Explain <b>WHY</b> this/these standard(s) are appropriate for this lesson.</i></p> <p><b>[These standards are extensive, but they line up with the goal of assuring that students understand what peace is, while also strengthening their conversation skills. The teacher is allowing the students choice over what questions they ask while giving them guidelines. Since they are reading a Bible story, comprehending it, and summarizing it both verbally and in written form, these standards are appropriate for the Socratic-seminar style conversation in which students will be participating. ]</b></p> <p><i>Explain <b>HOW</b> the standards address the central focus.</i></p> <p><b>[The central focus of the lesson is for students to understand what peace is as conveyed through the story of Abigail, Nabal, and David. Through everyday activities like speaking, reading, and writing, students are able to display their knowledge of the Bible. The teacher is giving them familiar things to do, and because they are comfortable doing so, they will succeed. The teacher kept the standards appropriate and focused for the lesson, allowing the students to grasp the concept easily.]</b></p>	

**the questions that will be asked during the discussion. As students are creating these questions, they will be asked to do this alone. After the teacher evaluates the individual questions students come up with, the teacher will ask the students to give a thumbs up, thumbs down, or a thumb in the middle so she can gauge how the students are doing/if they understand. The teacher will allow the students who do understand to get into partner groups, and the students who need more help will work with the teacher. Then, they convene with their classmates and compare questions, get into partner groups, which will switch several times, and will compare similar questions with their peers and will consolidate them into one question. This will eliminate repeating the questions during the final Socratic seminar. When students are finished finalizing questions, the teacher will have them transition into a Socratic seminar style circle, and will begin the**

<p><b>discussion. It will last about half an hour, and the teacher will facilitate so students are getting an equal opportunity to speak and respond. After the Socratic seminar, students will write a 3x summarization, which is a series of summaries in which they will write a summary in 10-15 words, one in 30-50 words, and one in 75-100 words. With each progressive summary, students will give a more detailed account of how they came up with their questions, how they contributed to the Socratic seminar, and how they feel they did. The students will reflect on the lesson and their participation throughout it using these summaries.]</b></p>	
<p><b>CONTEXT FOR LEARNING</b></p> <p>Describe to whom the lesson will be taught: students with specific learning needs, class demographics, cultural and community assets, and special circumstances. Identify the data sources used to identify each student’s needs.</p>	
<p><b>[[Since this lesson plan is based on a fictional scenario, there is no actual class to which this lesson will be taught. However, it will be utilized in the future, likely in private school settings</b></p>	<p><i>Explain <b>HOW</b> you used multiple types of data to identify each student’s learning needs and to develop differentiated learning experiences.</i></p> <p><b>[Because of the rules surrounding what can and cannot be taught in public schools, this lesson and its corresponding lessons are best suited for private schools and churches.]</b></p>

<b>and as Sunday school activities. There will be 20 students in this fictional class.]</b>				
<b>LESSON ALIGNMENT</b>				
List each component of your lesson below connecting across the row. This section will help you map out and visualize direct alignment from Standards to Assessment. Consider this section as an umbrella, mapping the next sections for alignment. Each component will be written again in subsequent sections to add in justifications.				
Standards (including subject, number and wording)	Objectives	Learning Targets	Criteria for Mastery	Assessment /Evaluation
<b>[TN Bible Standard B: Select and use appropriate study and research skills and tools according to the type of information being gathered or</b>	<b>[The student will be able to participate in a Socratic seminar with his/her peers, displaying good listening skills: active listening, making eye contact, and waiting his/her turn.  The student will be able to write at least</b>	<b>[I can write a summary about the story of David, Abigail, and Nabal, and can use this summary to participate in a Socratic seminar about peace while asking at least two strong questions.]</b>	<b>[The students will need to complete 4 of the 4 objectives on the checklist found in Appendix G.]</b>	<b>[The students will turn in a worksheet with their Socratic Seminar questions on it found in Appendix F. They will also be evaluated according to a checklist found in Appendix G.</b>

<p><b>organized, including almanacs, print and digital publications, internet news sources, and information services.</b></p>	<p><b>two questions to ask his/her peers during the Socratic seminar: How is peace portrayed in the story of Abigail, David, and Nabal? How does peace apply to our lives today?</b></p>			
<p><b>2.W.TP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.</b></p>	<p><b>The student will be able to write a summary of the story of Abigail, David, and Nabal in two or more paragraphs: students write 3 different summaries, each one getting progressively more detailed.</b></p>			



<p><b>2.SL.PKI.6</b>  <b>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b></p> <p><b>2.SL.PKI.4</b>  <b>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in</b></p>	<p><b>The student will be able to read and make comments about his/her peers' summaries: "you explained Nabal's actions really well in this paragraph."]</b></p>			
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<p><b>coherent sentences.</b></p> <p><b>2.SL.CC.3</b> <b>Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</b></p> <p><b>2.SL.CC.1</b> <b>Participate with varied peers and adults in collaborative conversations in small or large groups</b></p>				
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<p>about appropriate 2nd grade topics and texts.</p> <p>2.RL.RRTC. 10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.]</p>				
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**OBJECTIVES/LEARNING TARGETS /CRITERIA FOR MASTERY**

Provide clear, specific, and measurable learning targets that are aligned to content/ competency standards. Use student-friendly language - "I can" statements (not activities). Include the criteria for mastery.

<p><b>[Objectives:</b></p> <ul style="list-style-type: none"> <li>● The student will be able to participate in a Socratic seminar with his/her peers, displaying good listening skills: active listening, making eye contact, and waiting his/her turn.</li> <li>● The student will be able to write at least two questions to ask his/her peers during the Socratic seminar: How is peace portrayed in the story of Abigail, David, and Nabal? How does peace apply to our lives today?</li> <li>● The student will be able to write a summary of the story of Abigail, David, and Nabal in two or more paragraphs: students write 3 different summaries, each one getting progressively more detailed.</li> <li>● The student will be able to read and make comments about his/her peers' summaries: "you</li> </ul>	<p><i>Explain <b>HOW</b> the learning targets/objectives align with the standards, are appropriate for the subject area and developmental needs of the students, <b>HOW</b> they are measurable, and <b>HOW</b> they communicate student mastery.</i></p> <p>[The learning targets and objectives are appropriate for these standards and this lesson because the teacher is giving her students the chance to understand the targets and standards, and gives them a few different ways to prove their knowledge. By providing opportunities to both comprehend and express their understanding, like teacher conferences and written summaries, the teacher is giving her second graders the chance to understand what peace truly is. Further, the students are evaluated summatively by the checklist, the worksheet, and the summaries, and if they meet their goals, they are able to be measured in a letter grade or number score. If students are able to communicate their understanding through at least one of the assessment types, the teacher knows that her students are grasping the content.]</p> <p><i>Articulate <b>HOW</b> the applicable domains of learning are imbedded in the objectives</i></p> <p>[The cognitive domain is addressed because the teacher is requiring the students to use their knowledge of peace to write the summaries. The affective domain is addressed because the students are using their own emotional knowledge and life experiences to relate to the story and to come up with their questions. Finally, the psychomotor domain involves the students using their fine motor skills to write their summaries, and their gross motor skills to create the Socratic seminar circle.]</p>
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explained Nabal’s actions really well in this paragraph.”

**Learning Targets:**

- **I can write a summary about the story of David, Abigail, and Nabal, and can use this summary to participate in a Socratic seminar about peace while asking at least two strong questions.**

**Criteria for Mastery:**

**The students will need to complete 4 of the 4 objectives on the checklist found in Appendix G.]**

**ASSESSMENT /EVALUATION**

Explain your plan for formatively and summatively (if applicable) assessing using multiple ways for the students to demonstrate their knowledge and skills in relation to the learning targets/objectives. Include the assessment questions/tasks. Include the accommodations/modifications for the students with special learning needs. Identify your plan to use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

<p>[The assessment in this lesson will be about 25% formative and 75% summative. Normally, it is more beneficial to the students and the teacher to emphasize formative assessment over summative assessment, but in this lesson, it makes the most sense for students to be evaluated toward the end. The students will be given formative assessments like their journal entries from the YouTube video and the small group meetings with the teacher after the students create their Socratic seminar questions. This will allow the students who have extensive receptive vocabulary to succeed, as well as students who have expressive vocabulary skills. The journal entry will be beneficial for students who have strong receptive vocabulary skills, and the small group meeting will be beneficial for students whose strength is in expressing their vocabulary knowledge. These are two simple ways that the teacher can gauge where her</p>	<p><i>Articulate <b>HOW</b> the assessment is appropriate to verify, document, and support student learning.</i></p> <p>[The teacher is equally weighing both the formative and summative assessment, even though there is more summative involved with this lesson. The students are being evaluated based on how well they understand the concept of peace using the tools they are given, not necessarily on their ability to excel in every aspect of the lesson. The teacher understands that it isn't feasible that every student succeeds in everything, and she understands that students will need extra support in some areas. Knowing this, she will provide all of these forms of assessment in order to properly gauge students' multiple intelligences.]</p> <p><i>Identify <b>HOW</b> the assessment aligns with the learning targets/objectives and allows students multiple ways to demonstrate their learning.</i></p> <p>[Students are asked to work alone, together, and are also asked to write summaries based on what they have learned. These assessments cover several different types of learning, and because of this, the teacher understands that students will need these methods in order to display their findings. The students are able to reach the learning targets because of the ability of the teacher to provide several facets of the same lesson.]</p> <p><i>Explain <b>HOW</b> the accommodations/modifications provided meet the needs of the students with special learning needs.</i></p> <p>[This lesson is based on a fictional classroom, so while there are no real students with special learning needs, the teacher can create accommodations that are appropriate for all students who need extra support. The students</p>
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<p>students' understanding is <i>during</i> the lesson. As forms of summative assessment, the teacher will collect a checklist, a worksheet (shown in the Appendixes), and a series of summaries students will complete after the lesson is over. Each of these assessments will be collected toward the end of the lesson, since they are summative. The checklist will act as a tool that students can use to make sure they have completed each element of the lesson. This will also allow the teacher the chance to revisit the checklist if there is any confusion about completion. The worksheet on which the students will write their Socratic questions will also be collected at the end. The teacher will be able to evaluate students' thought processes as they will have other questions to answer on the sheet. The teacher will also get to see the comparisons that students make between their questions and the questions of others. Finally, the teacher will collect students' individual</p>	<p>who may experience behavioral issues and students who are lower achieving may need some extra peer support, and research shows that when these students are actually paid attention to by the teacher and by their peers, they are more apt to be motivated to do the work that is before them. That being said, the positive peer influences and the one-on-one time with the teacher will be beneficial to these students for the aforementioned reason.]</p> <p><i>Explain HOW biases are minimized in the assessment.</i>  [The teacher provides several different assessment strategies and uses the same checklist for all students, so because of this, biases are being minimized. The students are not being evaluated by a written or standardized test, but are being asked to creatively express their thoughts verbally and through written means, all while being given the support they need to succeed.]</p> <p><i>Articulate HOW you plan to examine the assessment and other performance data to understand each learner's progress and to guide planning.</i>  [As a teacher, she will understand that all kinds of assessments are crucial to evaluating a student's performance and understanding of a particular topic. Using this knowledge, the teacher will use many different strategies to assess her students, from informal means like question-asking, to formal means like a checklist. She will use this to guide her next steps and gauge the students' understanding so she can put the proper supports in place for the students to continue their learning.]</p>
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summaries they write about their experience with the Socratic seminar. There will be specific prompts which will be outlined below.

**Assessment questions/tasks**

**Questions:**

1. What is peace?
2. How is peace displayed in the story of Nabal, Abigail, and David?
3. How is peace displayed in the video?
4. How is peace displayed in my life?
5. What did I do to participate in the Socratic seminar?
6. Did I respond to others nicely and use my manners?
7. Did I agree and disagree with others while using evidence from the story?

**Tasks:**

*If used, explain **HOW** technology is used to support assessment practices, engages students, and adds value to the assessment*

**[Technology is not utilized in this lesson for the assessment portion.]**

*Articulate **HOW** you will use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.*

**[By using students' participation, both in the group discussion and by themselves, along with the summation of the assignment, which includes the checklist and the summaries they write, the teacher will use many different forms of data to assess her students. She will use these different tactics and collaboration with other teachers to improve her teaching strategies. The other teachers may have experience that this teacher does not have with teaching a specific way, and they may be able to offer insight.]**



- 1. Students will be asked to complete a checklist of the items they have finished.**
- 2. Students will be asked to complete a worksheet with Socratic seminar questions on it.**
- 3. Students will be asked to turn in three summaries that outline their experience with the Socratic seminar.**

**Students who have particular needs will also be able to participate in this activity. Students who may engage in behavioral issues, students who are lower-achieving, and students who may just be uninterested in the lesson will be paired with positive peer influences and will be given extra time with the teacher. If the teacher realizes that these students are struggling, then she will have one-on-one conferences with them and give them extra support, like sentence stems they can use to form questions and use during the Socratic seminar. The teacher will weigh both**

<p><b>the formative and the summative assessments equally, and will encourage students with this if they become discouraged about not performing well in a particular area. The teacher will realize that students have different areas of strength, and allowing them to be evaluated according to their strengths is important. Regarding using colleagues as a point of reference for assessment, the teacher will collaborate with her fellow teachers to think of best practices when it comes to differentiating and accommodating for certain students.]</b></p>	
<p><b>ACTIVATING STRATEGY</b></p> <p>Describe the activating strategy (set/hook/motivator or advance organizer). Include your plan to engage students actively. Provide the driving question(s) that students will be able to answer after this lesson. Identify how you will connect it to prior knowledge. Be sure that it aligns with the learning targets/objectives and promotes anticipation and curiosity.</p>	
<p><b>[In the activating strategy in this lesson, students will watch a YouTube video about peace. To begin, students</b></p>	<p><i>Articulate <b>HOW</b> the activating strategy is imaginative, creative and how it raises anticipation and connects with objective(s).</i></p>

**will watch the video and take notes about the content. As they are taking notes, they will write down things they notice, and then they should be able to identify what peace is and how it applies to their daily lives. At the end of the video, the students will get up and find a partner to share one of their findings. Then they will switch partners and then share a different piece of information. When they are finished, they will go back to their seats and the teacher will conduct a brief whole-group discussion in which a few students will share what they learned. Students will have heard of peace before, maybe from their parents telling them to “give me some peace,” but when they are in the classroom, they will learn more about what it truly is and how they can apply it to their lives. When this is over, the teacher will begin the main portion of the lesson.**

**Driving questions:**

- 1. What is peace?**

**[This activating strategy involves technology, conversation, writing, and movement, so as students are gathering information, they are also being introduced to a multimodal method of learning. Although it is brief, it is quickly paced, and students will be engaged the whole time because they will be constantly doing something. By the end of this, they will have an idea of what peace is, but they will be wanting to learn more by the time the activating strategy is over.]**

<p>2. <b>How does peace apply to our lives?]</b></p>	
<p><b>INSTRUCTION</b></p> <p>Based on your knowledge of your students, provide specific procedures and strategies that you will use to engage students in the learning tasks. Provide a detailed timeline for each part of your lesson, including transitions. Include your plan to differentiate the learning for your students. Include essential questions you will ask to promote thinking and check for understanding. Describe how you will engage students actively in the lesson. Include where and how you will formatively assess students during the instruction.</p>	
<p><b>[Essential questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What is peace?</b></li> <li>2. <b>How is peace displayed in the Bible story?</b></li> <li>3. <b>How is peace displayed in my life?</b></li> <li>4. <b>Can I be better about displaying peace in my life?</b></li> </ol> <p><b>Day 1: About 1 hour and 50 minutes</b></p> <p><b>15 minutes: During this portion of the lesson, the teacher will explain what peace is, and will call on students to explain what they think peace could mean. The teacher will use a name generator to assure that her students</b></p>	<p><i>Articulate <b>HOW</b> the teaching strategies are appropriate with respect to content, context, and the students identified in the context for learning.</i></p> <p><b>[The teaching strategies, which include small group, whole group, and partner instruction, are appropriate for the lesson because they are extremely multimodal. The teacher is implementing several different practices, and the students, at their age, are benefitting from the fast-paced nature of this lesson. The students who engage in behavioral issues will benefit from this because there are several opportunities that they can take advantage of to work with positive peer influences.]</b></p> <p><i>Explain <b>HOW</b> the timeline is appropriate for all components of the lesson plan.</i></p> <p><b>[The timeline is quick, and the students are being asked to constantly participate in something. They are given two days because the teacher understands that they will need as much time as they can to plan for the Socratic seminar. The teacher allows students an entire day to plan and prepare, and assigns them 45 minutes for a whole-group discussion. This</b></p>

are being given an equal opportunity to speak. The teacher will write all of the students' answers on the white board, then explain what peace is.

**1 minute:** The teacher will use a transition song to get students to shift to the next portion of the lesson.

**20 minutes:** The students will watch a YouTube video, that is referenced in the end of this lesson plan, that describes what peace is and how it applies in the story of Nabal, David, and Abigail. As the video is playing, the teacher will ask the students to write down anything they notice or things they have learned. The teacher will ask the students to move back to their seats and will be asked to participate in a whole-group discussion in which they will share their findings and discoveries about peace. The teacher will use a name generator during this portion, as well.

timeline is appropriate because students are given equal time to plan and present.]

*Articulate **HOW** the essential questions align with the objectives, promote critical thinking, and guide rather than direct student thinking.*

[The essential questions align with the targets and objectives because the entire focus of the lesson is for students to understand what peace is and why it applies to their lives. Because of this and because they are being asked essential questions, the students are required to think about their thought processes, which is promoting critical thinking. Additionally, because all of the questions are open-ended with the exception of the first one, the students are being guided and are given direction on what their answers could be without forcing them to give a specific answer.]

*Explain **HOW** you will elicit students' ideas so they are visible to you and others in the class.*

[Students are being asked to share their ideas in one-on-one sessions with the teacher, partner groups, small groups, and through two different whole-group discussions, one of which is the main focus of this lesson. Because of this, the teacher is providing several different opportunities for students to share their ideas and their questions. They will be asked to respond to their classmates, which is another way to elicit students' thoughts.]

*Explain **HOW** you will monitor students' different ways of thinking, and how you will select which ideas to highlight in class.*

<p><b>1 minute:</b> The teacher will use a transition song to get students to shift to the next portion of the lesson. The students will receive a worksheet that has the directions and sentence lines for students to write down their questions for the Socratic seminar.</p> <p><b>20 minutes:</b> The teacher will read aloud the story of Nabal, Abigail, and David. After this, the class will participate in a choral reading of the story.</p> <p><b>25 minutes:</b> The students will be given time to properly cultivate questions they can use for the Socratic seminar. The teacher will be walking around the classroom and having short, one-on-one meetings with students. In the middle of this portion, the teacher will ask the students to indicate their understanding using a thumbs up, thumbs down, and thumbs in the middle. For the students who need extra help, the teacher will use this</p>	<p>[The teacher will use a name generator, which will keep the “playing field even,” so to speak. The teacher will also monitor students’ different learning styles by paying attention to who is speaking the most during discussion, who is not speaking at all, and who seems as if they want to speak, but for some reason, are not. Additionally, the teacher will understand that some of the students perform well at speaking, and some are better at writing, so she will monitor how students are performing in the area in which they struggle using written means.]</p> <p><i>Explain HOW you will build on students’ ideas towards worthwhile disciplinary ideas</i></p> <p>[Students are learning about peace, which is something that objectively, our world needs more of. Since this is a Biblically-based character lesson plan, the teacher understands that using the Bible to guide one’s life is critical if one desires to live a Holy life that is honoring to the Lord. The teacher will emphasize the Bible story, its importance, and the importance of applying it to their lives, both through the reading of the story (twice) and the explanation of the lesson. Because the class will read the story twice, the students will understand that it is extremely important to grasp.]</p>
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**time to work with these students individually or in small groups.**

**5 minutes: The teacher will read through each student's questions.**

**1 minute: The teacher will use a transition song to get students to shift to the next portion of the lesson.**

**20 minutes: The students will get into several different partner groups to compare questions. To reduce the chance of students repeating questions, the teacher will ask them to consolidate their questions together and combine, indicating these combinations on their worksheets.**

**Day 2: About 1 hour and 45 minutes**

**10 minutes: The teacher will outline the guidelines for the Socratic seminar and provide students with strategies to practice active listening.**

**45 minutes: The teacher will facilitate a Socratic seminar and ask the students to participate, to the best of their ability. The teacher will let the students lead the conversation, asking questions to one another and letting them respond.**

**10 minutes: The teacher will share what a proper summary looks like.**

**10 minutes: The teacher and students will do an interactive writing activity in which they will collectively write a summary based on another subject.**

**20 minutes: The students will write their 3x summaries, utilizing the teacher for assistance if needed.**

**10 minutes: The teacher will ask the students to fill out the checklist to assure that they have completed every element of the checklist.]**



## CLOSURE

Explain your plan for reviewing the learning targets/objectives. Explain how you will actively engage the students in reflection and articulation of their learning. Identify your plan for checking for understanding. Indicate your plan for modeling and structuring a process for students to examine their own thinking as well as the performance of others.

**[The closure of this lesson will involve the students' writing of the 3x summaries. The first summary is 10-15 words, the second is 30-50 words, and the last is 75-100 words. This means that they will get progressively more detailed. They will be asked to make a bulleted list of the main points they would like to include in their final summaries, and use that as a prewriting piece to their final assessment. The students will be able to write these summaries and will display their knowledge based on what they have learned and how they can express it. The students will have already filled out the checklist right before this, and this is how they know that they have completed the objectives. To further allow students the chance to review their objectives and learning targets, they will be given prompts that involve**

*Explain **HOW** the closure requires students to reflect on and articulate their learning.*

**[By asking students to write summaries about the lesson, the teacher is asking students to recount their experience and express their knowledge. The teacher is allowing them to use their cognitive and emotional skills to display what they have learned, and they are reflecting on it because they are asked to write *three* different summaries. The teacher is challenging students' abilities to express themselves because they are asked to get progressively more detailed with each summary.]**

*Explain **HOW** you plan to model and structure a process for students to examine their own thinking as well as the performance of others.*

**[The students will be asked to write three summaries, and in this lesson, the students will receive written feedback from the teacher on their summaries; they will get comments on things they did well and on things they can improve upon. They will also receive feedback from their peers during the partner activity. Before all of this, though, the teacher will ask students to look for specific elements in their writing before they turn in their summaries and share with a partner. These will be things like asking students if they are including their knowledge of peace in their summary, if they are using vocabulary associated with the lesson, and if they are using**

**the targets. This way, students can understand how the targets connect to the learning they just absorbed during the lesson. Students will be able to be engaged in this portion of the lesson because it is time consuming, and because they are using their own thoughts, feelings, and knowledge about peace to inform their writing. To check for understanding, the teacher will evaluate the summaries and see if students have used language and vocabulary associated with peace, and see if students are able to properly articulate how peace is displayed through the Bible stories. The teacher will model what a proper summary looks like by providing an example of one based on another subject. The teacher will do an interactive writing activity with students to further model what a summary looks like, breaking it down and displaying all the parts. Once students have written their summaries, the teacher will ask them to participate in a partner activity and**

**proper mechanics and punctuation.]**

<p>choose their favorite summary to share with a peer. Finally, each partner will provide a piece of verbal feedback to his/her classmate.]</p>	
<p><b>JUSTIFICATION FOR EVIDENCE-BASED PRACTICES</b></p> <p>Provide justification for using evidence-based practices in your lesson that are supported by theory and research from 4 -5 course readings. Provide a justification for the assessment(s) chosen that is supported by theory and research.</p>	
<p>[There are several elements in this lesson that require justification, and there are four specifically, two instruction practices and two assessment practices, that are proven by research to be effective in the classroom. The first of these is the usage of group discussion. This was covered in the last lesson plan, but this justification focuses more on how group work benefits individual students rather than the whole group. An article from K.R. Mangalam Blogs states that group discussion strengthens students’ communication skills, their critical thinking skills, and “widens horizons of knowledge” (KRM, 2019). Through group work, students are not only gaining</p>	<p><i>Articulate <b>HOW</b> instruction is justified through theory and research from course readings.</i></p> <p>[The teacher uses the strategies of group discussion and asking questions to build a sense of community in the classroom. Through these justifications, it is evident that the teacher wants her students to be comfortable with one another before they all begin a conversation on character traits. By using group work and question asking, the teacher is pushing students to open up to one another and work together to create a productive conversation.]</p> <p><i>Explain <b>HOW</b> the assessment is justified through theory and research from course readings.</i></p> <p>[The strategies used for assessment are justified because while they are both summative assessments, the teacher is implementing these so that they can be monitored throughout the lesson. The teacher can gauge writing skills as the students are writing the questions, and this can be an indicator of how they will write their summaries. The teacher can also gauge the students’ speaking and conversational skills as they are working with their partners, and this may be an indication of how they participate in the Socratic</p>

knowledge about a particular topic, in this situation, peace, but they are also learning how to speak and communicate with others more effectively. This is extremely crucial to students' development and their ability to be participatory members of society. The next justification for instructional practices is from Columbia International University and highlights the importance of allowing students to ask questions. A Christian university, the article illustrates a scenario in which students are rewarded in the author's Sunday school class for answering questions (Sobey, n.d.). While extrinsic rewards are not always the most beneficial to students, it is important that they are given explicit feedback and praise for answering questions. The article also says that we should ask God questions, which is another thing teachers should emphasize in the lesson and in their classrooms. Next are the assessment justifications, which include the use of Socratic seminars and of summaries as summative assessments. Socratic

seminar. Both of these assessment methods have research to back their effectiveness, and because of this, the teacher should feel confident in using them in the classroom. The students are benefitting from these methods because they are being evaluated with several tactics, not just one.]

**seminars, named for the philosopher Socrates, are a wonderful way for students to ask and answer questions to one another. Socratic seminars, as outlined by the George Lucas Educational Foundation, Edutopia, are a “method of student inquiry rather than teacher lecture” (Davenport, 2016). As the article continues, it provides benefits to using Socratics in the classroom, and these include “student ownership, deep thinking, critical questioning, academic vocabulary usage, and a rooted sense of community.” All of these things are extremely important in honing in on students’ ability to communicate effectively, which is why Socratics are used in this lesson. Finally, the use of written summaries as a form of assessment is justified through an excerpt of a journal by Ho’omana Nathan Horton and Paul Sims. The excerpt outlines the use of a summary by claiming that they help improve understanding by allowing the writer to “internalize the subject undergoing summary,” meaning it allows them to**

<p><b>immerse themselves in the topic (Horton and Sims, n.d.). They also are used to display knowledge, which is exactly what the teacher desires in this lesson. Each of these justifications gives warrant to the teacher’s actions and practices throughout the lesson.]</b></p>	
<p><b>MODIFICATIONS /GROUPING</b></p> <p>Identify the accommodations, modifications, and/or interventions that will be provided to support the learning needs of your diverse students (ELL, IEP, 504, struggling students, high performing, etc.), including extensions. Identify your plan for preparing your students for and differentiating the assessment to meet the needs of your diverse students.</p>	
<p><b>[There will be modification for students who are in need of extra support, for lower-achieving students, and for students who engage in behavioral issues. The teacher will know her students well enough to be able to provide specific accommodations for them. For students who are lower achieving, they will be given supports such as sentence stems to use during the Socratic seminar. During the lesson, the teacher will choose students who perform at an average level to be paired with students who perform at a lower level, so they</b></p>	<p><i>Articulate <b>HOW</b> your plan for differentiating instruction meets the needs of the learners identified in the context for learning.</i></p> <p><b>[The teacher will allow her students to use one another for support during this lesson. The students who are lower achieving and the students who engage in behavioral issues both may not have positive influences around them outside of school. When the teacher gives them examples of how students should act at school, they are able to modify their behavior and understand that a happy, harmonious classroom is one in which all students are actively participating. By giving these students the chance to be positively influenced by their peers, they are able to contribute to the classroom.]</b></p> <p><i>Articulate <b>HOW</b> your plan for preparing the students for and differentiating the assessment meets the needs of the learners identified in the context for learning.</i></p>

<p>can work together on a problem. The teacher will also strategically give these students extra one-on-one time. For the students who may engage in behavioral issues, the teacher will allow them to be paired/placed next to positive peer influences, or students that display leadership skills. This will give all levels of students a sense of security as they are getting and giving assistance. The teacher will give these students extra supports like the sentence stems mentioned above to allow them assistance as they are being evaluated, and the students will understand that these are in place to help them succeed. They will be strongly encouraged to use them during the Socratic seminar.]</p>	<p>[The teacher is giving the students the chance to use sentence stems as they are participating in a Socratic seminar, and by doing this, she is allowing them to have a starting point for their thoughts. While they are being given this support, they are able to use them as a catalyst for building and strengthening their critical thinking skills. The teacher provides these supports to allow students to become more independent in their thinking and in their responses to others.]</p>
<p><b>ACADEMIC LANGUAGE</b></p> <p>Identify the language function and academic language associated with this lesson (vocabulary, discourse, and syntax). Explain the supports for learning academic language that you will provide. Include the language function(s) that identify how the students will learn the content/skills.</p>	
<ul style="list-style-type: none"> <li>● [Peace</li> <li>● Contentment</li> <li>● Practical</li> <li>● Apply</li> </ul>	<p><i>Explain <b>HOW</b> the language supports will meet the needs of the students with language learning needs.</i></p> <p>[The language supports such as the explicit vocabulary instruction, the definition sheet, and the sentence stems (that some students will use) are all</p>

- **Relate**
- **Summary**

**In order to best support students' vocabulary acquisition, the teacher will use an explicit instruction technique. She will use a method of direct instruction, and the students will be asked to use these words throughout the lesson and in the Socratic seminar. The teacher will also give the students a sheet with the vocabulary words on it so they can reference it throughout the lesson. Finally, the students who need the sentence stems will also benefit because they will use these as a tool for the Socratic seminar conversation.**

**Function:**

**The students will use these words in the final Socratic seminar. They will be asked to use and explain what they mean if asked. They will also use some of them in their final summaries.**

**Discourse:**

**specific ways that students can be aided during this assignment. Because they are explicitly taught, they are seeing what words mean, and being given the definition sheet will be beneficial because they are able to see how these words could be used in context. Seeing and using the vocabulary in context is essential to students' building of their word knowledge, and by using these supports, the teacher is assisting her students in doing so.]**



<p>Students will be able to use these words both orally and in written ways. They will utilize what expressive and receptive vocabulary they have to display their knowledge of the words.</p> <p><b>Syntax:</b> The syntax includes students' abilities to create two Socratic seminar questions, fill out the checklists, and know when to use specific words in the correct context.]</p>	
<p><b>MATERIALS / RESOURCES / TECHNOLOGY</b></p> <p>Identify the key instructional resources and materials that will be used to engage students in learning. Include source of materials, reference list, and links.</p>	
<p><b>[Materials</b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Notebooks</li> <li>● Pencils</li> <li>● Pens</li> <li>● Worksheets (for the Socratic Seminar questions, and sheets with the Bible story used for choral reading)</li> <li>● Checklists</li> <li>● Definition sheet</li> </ul>	<p><i>Explain <b>HOW</b> the multiple materials and resources will be used to meet the needs of the students identified in the context for learning.</i></p> <p><b>[The students who are lower-achieving, students who are advanced, and students who engage in behavioral issues will all benefit from the multiple resources and materials used in this lesson. It is multimodal, meaning they are writing, speaking and thinking, which is beneficial for all students, especially the aforementioned students.]</b></p> <p><i>Explain <b>HOW</b> technology use adds value to the lesson.</i></p> <p><b>[Technology is used in the activating strategy, which is crucial to students' interest in the lesson overall. Because we live in a technologically-based</b></p>

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• The Holy Bible</li> <li>• Biblegateway.com</li> <li>• <a href="https://www.youtube.com/watch?v=7epdv01lx10">https://www.youtube.com/watch?v=7epdv01lx10</a></li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Teacher computer</li> <li>• YouTube.com]</li> </ul>	<p>world. The students are getting an overview of the story of Nabal, David, and Abigail, in a fun, engaging, animation short, which is what keeps them entertained. They may not even realize that they are learning!]</p>
<p><b>ACADEMIC FEEDBACK</b></p> <p>Explain your plan to provide feedback that is academically focused, aligns with the expectations for learning, and includes both written and oral aspects.</p>	
<p>[The students will be given oral and written feedback throughout and at the end of this lesson about peace. The oral feedback will be given during group discussion, partner work, and through one-on-one conversations with the teacher. The students will receive this feedback from their peers and from the teacher. The written feedback will come in the form of specific and “fixable” comments on students’ worksheets with the Socratic questions, and on their summaries. Students will be informed that it is important for them to desire to improve, and by</p>	<p><i>Explain <b>HOW</b> the academic feedback you will provide will promote student thinking, will be used to assess individual students, and monitor and adjust instruction.</i></p> <p>[Because students are given written and oral feedback, they will know specific ways they can improve. By providing both kinds of feedback, they will be able to think about <i>what</i> they can improve and <i>how</i> they can do it. The teacher knows that students will not be able to just read feedback and improve immediately, so she will work with students to guide them and allow them to come up with their own ways to improve. The teacher will also understand that if the students aren’t grasping the concept of the lesson by feedback alone, they may need extra individual time or supports, such as sentence stems, to guide them to improving.]</p> <p><i>Address <b>HOW</b> students will be provided with opportunities to provide feedback to one another.</i></p>

receiving and applying feedback, they can do so. They can also learn from other students and how their peers complete their assignments, which is a good way for them to be influenced positively. Feedback will also come in the responses students make to one another during the Socratic seminar.]

[The students are specifically asked to give feedback to each other after reading one another's summaries. They are asked to respond with at least one comment, so this is a way that students can provide feedback to their peers. Additionally, throughout the Socratic seminar, the students are asked to respond to their peers, either by asking a question or by making a statement, which is a form of feedback in itself.]

*Articulate **HOW** you plan to engage learners in understanding and identifying quality work and how you will provide effective descriptive feedback to guide student progress toward that work.*

[Students will understand that as they are actively engaging in conversation, they will use active listening techniques and will formulate responses that are well thought out. They will understand that a quality conversation is between two or more people and does not include one person talking over another. Students will be given strategies to practice active listening and will be reminded throughout the lesson to implement these, no matter if it is during the Socratic or during a one-on-one conversation. The teacher will give specific, measurable goals for students to reach, and will suggest that they take small steps in order to improve.]

#### REFERENCES

Use APA format to list and include references for justifications for instructional practices, assessment(s), and instructional materials.

**References for Instructional Practices and Assessments:**

- *David And Abigail I Old Testament I Animated Bible Story For Children | Holy Tales Bible Stories.* (2018, January 10). [Www.youtube.com. https://www.youtube.com/watch?v=7epdy01lx10](https://www.youtube.com/watch?v=7epdy01lx10)
- Davenport, M. (2016, September 22). *Socratic Seminars: Building a Culture of Student-Led Discussion.* Edutopia; George Lucas Educational Foundation. <https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>
- *Why is it important to hone the group discussion skills of children? | K.R. Mangalam Blog.* (2019, November 4). Krmangalam.com. <https://krmangalam.com/blogs/why-is-it-important-to-hone-the-group-discussion-skills-of-children/>
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- Sobey, A. (n.d.). *The Importance of Asking Questions.* Columbia International University. Retrieved June 22, 2022, from <https://www.ciu.edu/content/importance-asking-questions>

- **References for Instructional Materials:**

- 1 Samuel 25. David and Nabal. Retrieved from <https://www.biblegateway.com/passage/?search=1+Samuel+25&version=ICB>.
- Morgan, R. J. (2000). *The International Children.* Nelson Bibles

**Purity Activity Overview:**

Activity: First, the group will read the chapter in the Bible, with the teacher once and with their peers once, and discuss what they think purity is based on what the chapter says. Additionally, the teacher will explain what the Old Testament laws were regarding eating meat, and what we, as Christians, believe now. This is what their narratives will be written about. Children will be answering the following questions: 3 things that interest me about the topic, 2 things I'd like to know more about the topic, 1 idea I have about the topic. After this activity, the class will do a think-pair-share, having completed the think portion, and will share the ideas they came up with. There will be a whole class discussion so that partner groups can share their findings. Children will write a narrative using the characteristic of purity as the teacher is walking them through the steps of the writing process.

Scripture: Matthew 15

<b>TEACHER CANDIDATE</b>	Amanda Macklin Zehr
<b>DATE</b>	7/2/2022

<b>GRADE / CLASS</b>	<b>2nd Grade</b>
<b>UNIT</b>	<b>The Beatitudes</b>
<b>LESSON TITLE</b>	<b>Purity</b>
<b>DURATION</b>	<b>1 week (5 days)</b>
<b>CO-TEACHING MODEL</b>	<b>No co-teaching</b>
<b>LESSON OVERVIEW</b>	
<p>Identify the central focus and purpose of the lesson, as well as how it is addressed by the standards. Include the content understandings/ core concepts and skills students will learn. Provide a summary of the lesson, length of the lesson, and the scope and sequence (learning progression).</p>	

**[In this lesson, students will write a narrative using the characteristic of purity. They will also be involved in large and partner group discussions about purity. Since students are in second grade, they will focus more on what it means to live a pure life as a Christian, not necessarily on sexual purity. The teacher will emphasize the fact that purity comes in many forms: one’s intentions, actions, and thoughts can be pure. It will last about one week to provide ample time to students to complete each step of the writing process. The lesson will be based on Matthew 15, specifically this excerpt: “So Jesus said, ‘Are you also still without understanding? Do you not yet understand that whatever enters the mouth goes into the stomach and is eliminated? But those things which proceed out of the mouth come from the heart, and they defile a man. For out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies.**

*Explain WHY this/these standard(s) are appropriate for this lesson.*

**[The standards chosen are appropriate for this lesson because the students are able to strengthen their reading and writing skills while also strengthening their speaking and listening skills. By talking, reading, and writing about purity, students will be able to immerse themselves in the ideas and thoughts that define purity. The standards align with this lesson because they are specific and measurable, and the students are able to easily understand how they can reach the goals set before them.]**

*Explain HOW the standards address the central focus.*

**[The central focus of the lesson is for students to grasp the idea of what it means to live a pure life through the reading of a Bible story, and by proving this knowledge by writing a short narrative. Since the standards are specifically about reading and writing, along with speaking and listening, they very clearly and effectively address the central focus. Students should be able to read Matthew 15, discuss with their classmates, and write about what purity means, using the standards as their goal.]**

These are the things which defile a man, but to eat with unwashed hands does not defile a man.” First, they will read the chapter, with the teacher once and with their peers once, and discuss what they think purity is based on what the chapter says. Additionally, the teacher will explain what the Old Testament laws were regarding eating meat, and what we, as Christians, believe now. This is what their narratives will be written about. Next, as an activating strategy, the students will complete a 3-2-1 activity, which is as follows: “Students respond to the following related to a particular topic: 3 things that interest me about the topic, 2 things I'd like to know more about the topic, 1 idea I have about the topic.” This will help their brains begin to work and think about what purity could mean. After this activity, they will do a think-pair-share, having completed the think portion, and will share the ideas they came up with. There will be a whole class discussion



so that partner groups can share their findings. After this, the students will begin to write the narrative, from the first person perspective, and will have ample time to begin this writing process. The teacher will walk the students through prewriting, drafting, revising, and editing. They will write the narrative, and as they are, the teacher will have one on one conversations with students to gauge their understanding. As the closure, the teacher will conduct an activity called a “parent hotline,” in which students will think of one thing that they can tell their parents/guardians about what they learned about purity. The results will be written by the students and turned in the next day for written feedback.]

### CONTEXT FOR LEARNING

Describe to whom the lesson will be taught: students with specific learning needs, class demographics, cultural and community assets, and special circumstances. Identify the data sources used to identify each student's needs.

**[Since this lesson plan is based on a fictional scenario, there is no actual class to which this lesson will be taught. However, it will be utilized in the future, likely in private school settings and as Sunday school activities. There will be 20 students in this fictional class.]**

*Explain **HOW** you used multiple types of data to identify each student's learning needs and to develop differentiated learning experiences.*

**[Because of the rules surrounding what can and cannot be taught in public schools, this lesson and its corresponding lessons are best suited for private schools and churches.]**

### LESSON ALIGNMENT

List each component of your lesson below connecting across the row. This section will help you map out and visualize direct alignment from Standards to Assessment. Consider this section as an umbrella, mapping the next sections for alignment. Each component will be written again in subsequent sections to add in justifications.

Standards (including subject, number and wording)	Objectives	Learning Targets	Criteria for Mastery	Assessment /Evaluation
<b>[TN Bible Standard B: Select and use appropriate study and research</b>	<b>[The student will be able to read a Bible story and state what purity means: purity of speech, purity of</b>	<b>[I can understand what it means to live a pure life and write a narrative based on what purity is.]</b>	<b>[Students will meet every objective and complete the writing process.]</b>	<b>[The 3-2-1 and think, pair, share activities will act as formative assessments, and the narrative and the parent hotline activities will be summative assessments. There is a rubric for the final narrative in Appendix H, and an example of the 3-2-1 sheet in Appendix I.]</b>

<p>skills and tools according to the type of information being gathered or organized, including almanacs, print and digital publications, internet news sources, and information services.</p> <p><b>2.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with</p>	<p>thought, purity of actions.</p> <p>The student will complete a 3-2-1 activity based on the Bible story: 3 things that interest him/her, 2 things he/she would like to know more, and 1 idea he/she has.</p> <p>The student will be able to share with his/her classmates his/her ideas from the 3-2-1 activity: this objective is not quantifiable.</p> <p>The student will be able to complete all the steps of the</p>			
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<p>purpose and understanding.  <b>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</b></p> <p><b>2.FL.SC.6 Demonstrate command of the conventions</b></p>	<p><b>writing process: drafting, prewriting, revising/editing, and publishing.</b></p> <p><b>The student will be able to write a fictional narrative based on the idea of purity, making sure it is at least one page, three paragraphs, and is using at least three characters: one page, three paragraphs, three characters.</b></p> <p><b>The student will complete a parent hotline activity, sharing with his/her parents/guardians one thing</b></p>			
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<p>of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns,</p>	<p>he/she learned about purity. He/she will write down his/her idea, ask a parent/guardian to sign it, and submit it the next day: “I learned that purity means that I live my life for God’s glory, not wishing to get anything in return.”]</p>			
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<p>such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunction. h. Capitalize holidays, product names, and geographic names. i. Use</p>				
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<p><b>commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives.</b></p> <p><b>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</b></p> <p><b>2.RL.KID.2</b> <b>Recount stories, including fables and</b></p>				
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<p><b>folktales from diverse cultures, and determine their central message, lesson, or moral.</b></p> <p><b>2.SL.CC.1</b> <b>Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</b></p> <p><b>2.W.TTP.3</b> <b>Write narratives recounting</b></p>				
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<p><b>an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.]</b></p>				
<p><b>OBJECTIVES/LEARNING TARGETS /CRITERIA FOR MASTERY</b></p> <p>Provide clear, specific, and measurable learning targets that are aligned to content/ competency standards. Use student-friendly language - “I can” statements (not activities). Include the criteria for mastery.</p>				
<p><b>[[Objectives:</b></p> <ul style="list-style-type: none"> <li><b>The student will be able to read a Bible story and state what purity means: purity of speech, purity of thought, purity of actions.</b></li> </ul>	<p><i>Explain <b>HOW</b> the learning targets/objectives align with the standards, are appropriate for the subject area and developmental needs of the students, <b>HOW</b> they are measurable, and <b>HOW</b> they communicate student mastery.</i></p> <p><b>[The learning targets and objectives align with the standards because they are hands-on ways that the students can get involved and immersed in the lesson. By allowing students the freedom of writing their own stories, with</b></p>			

<ul style="list-style-type: none"> <li>• The student will complete a 3-2-1 activity based on the Bible story: 3 things that interest him/her, 2 things he/she would like to know more, and 1 idea he/she has.</li> <li>• The student will be able to share with his/her classmates his/her ideas from the 3-2-1 activity: this objective is not quantifiable.</li> <li>• The student will be able to complete all the steps of the writing process: drafting, prewriting, revising/editing, and publishing.</li> <li>• The student will be able to write a fictional narrative based on the idea of purity, making sure it is at least one page, three paragraphs, and is using at least three characters: one page, three paragraphs, three characters.</li> <li>• The student will complete a parent hotline activity, sharing</li> </ul>	<p>the only guidelines being page/paragraph length, completing the steps of the writing process, and the number of characters, the teacher is giving the students the chance to complete their assignment in the way they want. This also means that it is appropriate for this character-based lesson plan, and that these second-grade students are able to reach their goals. It is proven that students, when given freedom in assignments, are more motivated to do it. They are measurable because there will be a rubric that students can preview before they complete and turn in their assignment. Finally, the learning targets and objectives communicate student mastery because the teacher is able to use the conversations and the narrative to assess students' understanding of purity.]</p> <p><i>Articulate HOW the applicable domains of learning are imbedded in the objectives</i></p> <p>[The students are using their cognitive skills to read and think of ways that purity is evident in the story. They are also remembering the steps of the writing process. Students are using the affective domain because they are using their own experiences to inform the narrative they write. Students are doing the act of writing, using their fine motor skills, and are moving around the classroom during partner work, which involves their psychomotor domain.]</p>
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**with his/her parents/guardians one thing he/she learned about purity. He/she will write down his/her idea, ask a parent/guardian to sign it, and submit it the next day: “I learned that purity means that I live my life for God’s glory, not wishing to get anything in return.”**

**Learning Target**

- **I can understand what it means to live a pure life and write a narrative based on what purity is.**

**Criteria for Mastery**

- **Students will meet every objective and complete the writing process.]**

**ASSESSMENT /EVALUATION**

Explain your plan for formatively and summatively (if applicable) assessing using multiple ways for the students to demonstrate their knowledge and skills in relation to the learning targets/objectives. Include the assessment questions/tasks. Include the accommodations/modifications for the students with special learning needs. Identify your plan to use a variety of

data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

[This lesson will be equal parts formative and summative assessment, with the main form of assessment being summative, a narrative paper. There are five total assessments: a 3-2-1 activity, a think-pair-share, one-on-one conferences, a written narrative, and a parent hotline assignment. The first three are formative, and the last two are summative. The 3-2-1 activity will allow the teacher to gauge the students' understanding of what purity means. By giving them the chance to write down THREE things that interest them, TWO they have questions about, and ONE idea they have about the topic, the teacher will know what to ask each particular student when she has one-on-one conversations with them. It will also allow the teacher to pair the students up into heterogeneous groups if needed. The think-pair-share

*Articulate HOW the assessment is appropriate to verify, document, and support student learning.*

[The assessment is appropriate in all aspects because it is gradual and simple. The students will not be overwhelmed and the teacher will not be overwhelmed with the number of things they have to grade. The teacher will only have to grade two things. By keeping the assessment tasks simple, the teacher will be able to easily adjust the tasks if needed, and the students will be able to ask questions, which helps support student learning.]

*Identify HOW the assessment aligns with the learning targets/objectives and allows students multiple ways to demonstrate their learning.*

[The assessment aligns with the learning targets because the students are able to see the objectives and understand how they apply to the assignments. The assignments ask the students to use both kinds of vocabulary knowledge, and because of this, the students are reaching the targets. The teacher will use these objectives to inform her grading of the assessments.]

*Explain HOW the accommodations/modifications provided meet the needs of the students with special learning needs.*

[The accommodations are appropriate for this lesson because they are simple, yet effective, and the teacher is able to put them into place quickly. The students who are of higher and lower-leveled achievement will benefit

activity will also be effective in allowing the students to express their ideas and ask questions they may have to their fellow students. The teacher can use this information as students are working together to understand how effective the conversations can be, and can reference them in large-group discussion. The one-on-one conferences that will be conducted during the students' writing time will be effective because the students will be able to verbally express their knowledge, and the teacher is able to write down anything she needs to in order to help the students in the writing process. These conferences will act as a gauge, as they will take place toward the beginning, and the teacher will be able to hear what the students plan to write in their narratives. The summative assessments will be the bigger portions of the assignment. The narrative is the largest part because this is what the students will display their knowledge of purity through. They will use a

from being paired with middle-level students because they are able to see how something is done by direct observation. Peer-to-peer teaching has been proven to be effective, and incorporating this with these students is beneficial to the whole class. The teacher will also work closely with students who engage in behavioral issues, and by doing this, the students are learning what they need to since they are more focused. These accommodations are great for meeting the needs of every student.]

*Explain HOW biases are minimized in the assessment.*

[Students are being given the freedom to write their narratives however they wish, with just a few guidelines in place. Besides the fact that there is a rubric, which is a great way to minimize bias, the teacher is letting students choose what they write about, and because this assignment is so open, the students have more agency over their work. Additionally, because the teacher is gauging students' abilities and knowledge based on a series of assessments rather than one singular assessment, she is allowing space for all learners to thrive. The teacher also understands the possibility that not all students may have parents. Because of this, the parent hotline will be called the parent/guardian hotline; it is called this in the lesson plan for the sake of space.]

*Articulate HOW you plan to examine the assessment and other performance data to understand each learner's progress and to guide planning.*

[The teacher will examine the assessments as the lesson is happening and after. She will compare where the students began in their prewriting/drafting process, to where they finished with their final draft.

fictional scenario to portray a real subject, and the teacher will be able to understand if students grasp purity if they use it correctly within specific scenarios. Finally, the teacher will conduct a parent hotline, in which students will be asked to write down and share with their parents/guardians one thing that they learned about purity. The next day, the students will turn into the teacher their written statement with a guardian's signature. This is a great way to end the lesson as the teacher will be able to use it as closure, and through this, students will display their knowledge of purity. The students are reaching their objectives through this lesson because they are able to read, write, and speak, which is beneficial to all kinds of learners.

**Assessment questions:**

The questions are as follows:

1. What is purity?
2. What does the Bible say purity is?

She will also evaluate the parent hotline summary to gauge if students understand purity. Assuming the teacher has other writing samples from students, she will compare these to pinpoint what students have improved upon most and what they still need help with, and this will inform her future planning for these particular students.]

*If used, explain HOW technology is used to support assessment practices, engages students, and adds value to the assessment*

[Technology is not used in this lesson.]

*Articulate HOW you will use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.*

[The teacher will hold all the assessments with equal weight, and will spend time with students to truly work on their writing processes. The teacher will use the process as a teaching opportunity, and students will be able to see *how* and *why* they are being evaluated. The teacher, through this lesson, will be able to see what works and what doesn't and during PLC meetings, the teacher will be able to confer with other teachers about what is effective in their classes. The teacher will use other teachers' experience and knowledge to adjust her own planning of this lesson.]

3. **How is purity displayed in my narrative?**
4. **How is purity displayed in my life?**

**This lesson plan is based on a fictional classroom, but for the purpose of this lesson plan, the teacher will assume that there will be lower-level and higher-level students, and students who engage in behavioral issues. For the lower and higher level students, the teacher will pair them with average students, and for the students who engage in behavioral issues, the teacher will have an extended conference with them.**

**The teacher will weigh equally the summative and formative assessments, and by giving the students a chance to display their knowledge through speaking and writing, the teacher is collecting data based on several different forms of knowledge that students may possess. Further, if needed, the teacher will evaluate the**

<p><b>students' assessments in collaboration with other teachers, gaining wisdom and asking for advice from them.]</b></p>	
<p style="text-align: center;"><b>ACTIVATING STRATEGY</b></p> <p>Describe the activating strategy (set/hook/motivator or advance organizer). Include your plan to engage students actively. Provide the driving question(s) that students will be able to answer after this lesson. Identify how you will connect it to prior knowledge. Be sure that it aligns with the learning targets/objectives and promotes anticipation and curiosity.</p>	
<p><b>[For the activating strategy, the teacher will conduct two different “hooks.” The first one is a 3-2-1</b></p>	<p><i>Articulate <b>HOW</b> the activating strategy is imaginative, creative and how it raises anticipation and connects with objective(s).</i></p>



activity, which is described as this: “Students respond to the following related to a particular topic: 3 things that interest me about the topic, 2 things I'd like to know more about the topic, 1 idea they have about the topic.” In this case, purity. The teacher will have already read the chapter of the Bible, Matthew 15, so the student answers should be based on what they just learned. The text will be in front of them, printed out, so they can reference it. When students have completed this portion of the opener, the teacher will place them in pre-assigned groups according to level (heterogeneous groups). In their groups, students will discuss their findings, sharing them with a partner. After both partners have shared, the teacher will call the class altogether to share out their ideas in a whole-group discussion. Once one person from each partner group has shared, the teacher will begin explaining the writing process and how students will

[The activating strategy comes after the story is read, so students are already in “learning mode.” Because of this, the teacher is able to keep her students on track. This activity is engaging because they will be able to apply what they already know while also admitting there is more to learn. They also will get to work with fellow students, which most children enjoy. It is creative because it connects prior knowledge to current knowledge, to knowledge they have yet to obtain. It raises anticipation because it allows students to understand that their questions will likely get answered as the lesson goes on, through one-on-one conferences to peer discussions. Finally, it connects with the objective of completing a 3-2-1 activity, while also allowing students to work together on an assignment.]

**incorporate purity into their narratives.**

**The teacher will begin by asking students if they know what the word “pure” means. She will then gather student answers, and if students are still not understanding what this means, the teacher will ask students a question like “if you put food coloring into white frosting, will it still be white, or will it be another color?” This will allow students to connect their prior knowledge to understand that pure could mean “wholesome and untainted by immorality” or it could also mean that it is undefiled, and when one has pure intentions, they do things with the best possible outcome in mind.**

**Obviously, students will not be thinking of these exact situations or definitions, but they will eventually grasp what purity is by the end of the lesson through these examples. By the end of this, students should be able to answer the question, “What is purity?.”]**

## INSTRUCTION

Based on your knowledge of your students, provide specific procedures and strategies that you will use to engage students in the learning tasks. Provide a detailed timeline for each part of your lesson, including transitions. Include your plan to differentiate the learning for your students. Include essential questions you will ask to promote thinking and check for understanding. Describe how you will engage students actively in the lesson. Include where and how you will formatively assess students during the instruction.

### [Essential Questions:

1. **What is purity?**
2. **How is purity displayed in the Bible?**
3. **How did I emphasize purity in my story?**
4. **In what ways does purity showcase itself through my characters?**

### Day 1: 1 hour and 13 minutes

**5 minutes:** The teacher will explain what will take place in this lesson. Students will be able to ask questions and the teacher will answer them.

**1 minute:** The teacher will use a transition song to signal the next portion of the lesson.

*Articulate **HOW** the teaching strategies are appropriate with respect to content, context, and the students identified in the context for learning.*

[The idea of purity can be difficult for students to grasp, and so allowing students to have the opportunity to work with their peers and their teacher gives them many chances to ask for help. The students who need assistance are given, *at minimum*, one meeting with the teacher, and those who need additional assistance are given it, according to time. Having a multifaceted teaching approach is beneficial to all kinds of learners.]

*Explain **HOW** the timeline is appropriate for all components of the lesson plan.*

[The students will be told at the beginning of the lesson that they will be given a week to write this paper. This is a pretty quick timeline for a writing project. However, since they only have to write one page/three paragraphs, it is appropriate for this lesson. They will know that if they were given more time, they would be able to spend more time revising and editing, but since they are given one week, they will do their best work in this allotted time. This will prepare them for later in life when they will be tasked with timed writing assignments. Further, they are given about an hour for each step, and this should be plenty of time for a task such as this.]

<p><b>20 minutes:</b> The teacher will pass out a printed out copy of Matthew 15 to each student, complete with commentary. Then, the teacher will read the chapter while students follow along. The students will read through the text <i>twice</i>, once with the teacher and then with their table groups. The teacher will explain that purity is the main idea of this lesson, and that the only way we can be truly pure is through Christ.</p> <p><b>1 minute:</b> The teacher will use a transition song to signal the next portion of the lesson.</p> <p><b>15 minutes:</b> The students will engage in an activity called “3-2-1.” It is as follows: “Students respond to the following related to a particular topic: 3 things that interest me about the topic, 2 things I'd like to know more about the topic, 1 idea I have about the topic.” This lesson will assist students in connecting their current, past, and future knowledges about purity</p>	<p><i>Articulate <b>HOW</b> the essential questions align with the objectives, promote critical thinking, and guide rather than direct student thinking.</i>  <b>[The essential questions allow students to think about their thinking, and therefore, strengthening their metacognition. Simplistic questions like “what is purity?” act as a catalyst for the rest of the questions. Each student will likely have a similar answer for what purity is, but they may have different interpretations for how it is displayed in the Bible and people’s lives. This will allow them the freedom to answer these questions based on their own experiences. Obviously, the Bible is truthful and this truth comes from God; the students are just applying their own life experience to what they read in Matthew 15.]</b></p> <p><i>Explain <b>HOW</b> you will elicit students’ ideas so they are visible to you and others in the class.</i>  <b>[The students will be able to display their ideas to the teacher during the one-on-one meetings. The teacher will allow the students to guide these conferences, asking them what difficulties they are having with the writing process and what ideas they are planning to put in their final papers. The students will be able to share their ideas with their classmates through partner work and through the whole-group discussion. The teacher has provided students many opportunities to share their ideas with others.]</b></p> <p><i>Explain <b>HOW</b> you will monitor students’ different ways of thinking, and how you will select which ideas to highlight in class.</i>  <b>[The teacher will be taking written notes during the one-on-one meetings. She will be referencing these notes throughout the lesson and will pay</b></p>
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<p>together. Students will complete this portion alone, but the teacher will be walking around the classroom to help students as needed. If students are struggling alone, the teacher will work with them to help them think of ideas. This is one form of formative assessment that the teacher will use to evaluate students.</p> <p><b>1 minute:</b> The teacher will use a transition song to signal the next portion of the lesson.</p> <p><b>12 minutes:</b> The students will complete a think-pair-share activity. The teacher will explain that the students have already completed the “Think” portion, and that they will be put in pairs chosen by the teacher (2 minutes). Once students are paired, the teacher will ask them to share the results from their 3-2-1 activity with their partner (10 minutes).</p>	<p>specific attention to students’ progress in the specific areas in which they show weakness. The teacher will also highlight student ideas by using equity sticks with their names on them during group discussions. During the initial discussion following the think-pair-share activity, the teacher will use the equity sticks. During the final discussion, the students will be leading the discussion, but the teacher will use the equity sticks to call on students who are not speaking up or who are getting spoken over.]</p> <p><i>Explain HOW you will build on students’ ideas towards worthwhile disciplinary ideas</i></p> <p>[The students are learning about how to live pure lives, which is an important characteristic to cultivate as Christians. This being said, allowing students to be immersed in a project in which they are taking a characteristic like purity and thinking of a creative way to write about it is a great way for them to apply it to their personal lives. While learning about purity, students are able to strengthen their writing skills. The teacher is preparing them for the future, both academically and in their personal lives.]</p>
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**1 minute:** The teacher will use a transition song to signal the next portion of the lesson.

**12 minutes:** The class will gather together again, and one person from each pair will share one thing that their *partner* said with the class. This means that 10 students total will share.

**5 minutes:** The teacher will set up tomorrow's activities. She will describe the writing process (at this point, students will already have knowledge about the process). The teacher will inform students that tomorrow, they will be completing the prewriting step.

**Day 2: 1 hour and 13 minutes**

**1 minute:** The teacher will use a transition song to signal the start of the lesson.

**5 minutes:** The teacher will describe the guidelines for the lesson, including number of characters, paragraphs, and

**the page length, and will remind students what a narrative paper is.**

**7 minutes: The teacher will pass out a sheet that explains what prewriting is and how the process works. The students will be able to ask questions to gain clarification.**

**1 hour: With guidance from the worksheet, students will be able to complete the prewriting process. In this step, students will be using the details from the passage and organizing their ideas to put into a graphic organizer.**

**Day 3: 1 hour and 10 minutes**

**1 minute: The teacher will use a transition song to signal the start of the lesson.**

**7 minutes: Like yesterday, the teacher will pass out a sheet that explains what drafting is and how the process works.**

**The students will be able to ask questions to gain clarification.**

**1 hour: With guidance from the worksheet, students will be able to complete the drafting process. During this step, students will be creating the foundation for their final papers. They will be establishing how they want their main ideas to be organized.**

**\*The teacher will bring home the students' drafts and meet with those whose work needs the most adjustment on day 4.**

**Day 4: 1 hour and 25 minutes**

**1 minute: The teacher will use a transition song to signal the start of the lesson.**

**7 minutes: The teacher will pass out a sheet that explains what revising and editing is and how the process works. The students will be able to ask questions to gain clarification.**



**1 hour and 15 minutes: With guidance from the worksheet, students will be able to complete the revising and editing process. During this step, the students will be making their final edits. They will be correcting any grammar mistakes, making sentences clearer, and asking the teacher for help if needed. Their worksheet will have questions like “Did I include enough detail?” that they will need to answer.**

**1 minute: The teacher will use a transition song to signal the end of the lesson.**

**\*During the independent writing portion of days 2-4, the teacher will be having individual meetings with students to discuss their writing process. She will also offer assistance during this time. On Day 2, the teacher will meet with 6 students, on Day 3, she will meet with 6 students, and on Day 4, she will meet with 8 students; the students she meets with will depend on**

**whose work needs correction. Each meeting will last about 10 minutes, will be student-led, and the teacher will work with students multiple times if needed and if time allows; they are not confined to this one meeting. Since students will use a portion of their writing time to meet with the teacher, they will be given extra time at the end of the day.**

**Day 5: 1 hour and 20 minutes**

**30 minutes: At this time, students will have finished, or almost finished, their papers. The teacher will meet with students who show signs of needing additional assistance while other students make any final changes. The teacher may also choose to implement partner groups to give students the chance to provide feedback to one another. This dynamic allows for the teacher to differentiate instruction.**

**30 minutes: The teacher will guide a whole group discussion in which**

**students can share their struggles, triumphs, and discoveries they experienced during the writing process. This will be Socratic-seminar style as it will be student-led, and students can build their answers upon the answers of other students.**

**5 minutes: Students will turn in their final papers.**

**15 minutes: The teacher will explain the parent/guardian hotline task, the last form of summative assessment. The teacher will explain that students will be writing one thing they learned about purity and sharing it with their parents/guardians. They will turn this in the next day.**

**This lesson moves pretty quickly, and because of its fast-paced nature, the students do not have much room to be bored. They are able to work with partners, groups, individually, with the whole class, and with the teacher. The**

<p>teacher is allowing students to be engaged in the lesson because they have the freedom to choose how they want to write their own story.]</p>	
<p style="text-align: center;"><b>CLOSURE</b></p> <p>Explain your plan for reviewing the learning targets/objectives. Explain how you will actively engage the students in reflection and articulation of their learning. Identify your plan for checking for understanding. Indicate your plan for modeling and structuring a process for students to examine their own thinking as well as the performance of others.</p>	
<p>[This lesson will end with students' participation in a Socratic seminar-style conversation and an at-home assignment. The teacher will guide the conversation, only interrupting to call on students who aren't talking and to bridge any gaps in conversation with</p>	<p><i>Explain <b>HOW</b> the closure requires students to reflect on and articulate their learning.</i></p> <p>[The final discussion allows students to verbally express their thoughts, and the parent hotline activity allows students to share what they learned verbally <i>and</i> in written form. They are asked to use the objectives and targets placed in front of them at the beginning of the lesson to inform their</p>

probing questions. The teacher will ask students to reflect on what they have learned and the students will use the learning targets and objectives to guide their answers. If they need help with this, the teacher will remind them of their goals and why they completed the assignment the way they did. This will help students evaluate not only their own processes, but also the processes of others. They will be engaged in the activity because this will be their time to socialize with their fellow students while also reflecting on their thinking. The teacher will take written notes about student responses, and this is how she will evaluate student understanding. Another way that the teacher will be able to evaluate the students' understanding is through their responses to the parent hotline task. Students will be asked to share with a parent or guardian something they learned about purity, and then they will turn it back into the teacher for assessment. This will allow the

answers. Both of these activities are beneficial to students because they are tasked with connecting their ideas to the ideas of other students.]

*Explain **HOW** you plan to model and structure a process for students to examine their own thinking as well as the performance of others.*

[The students will see the teacher's example of question-asking, and they will use this as a catalyst to form their own questions. Sometimes, all students need is a push to formulate and answer questions, and the teacher modeling how a conversation is supposed to happen will be helpful in this situation.]

<p>teacher to understand what the students deemed worthwhile to share with a parent/guardian. Both of these closure activities allow the students to reflect on their thinking and the teacher to see what students have learned about purity.]</p>	
<p><b>JUSTIFICATION FOR EVIDENCE-BASED PRACTICES</b></p> <p>Provide justification for using evidence-based practices in your lesson that are supported by theory and research from 4 -5 course readings. Provide a justification for the assessment(s) chosen that is supported by theory and research.</p>	
<p>[Both the instructional and the assessment practices are in need of justification. This ensures that the practices teachers are using are proven by research. The think-pair-share and 3– 2–1 activities represent a classroom that practices cooperative learning. In an article by Wendy Jolliffe, the excerpt claims that by promoting group and partner work, the teacher is creating a more inclusive environment for all students. This type of learning allows students to become more independent, but it also allows them to support one another in their learning (Jolliffe, 2007), by using the think-pair-</p>	<p><i>Articulate <b>HOW</b> instruction is justified through theory and research from course readings.</i></p> <p>[The large group discussion is the main instructional strategy in this lesson. As the article explains, allowing students to be involved in organized, collaborative conversation where everyone has a voice is beneficial to developing their social and academic skills. The research justifies this because it provides many ways that discussions in classrooms can become more organized and efficient. Another instructional practice is the cooperative learning technique, and the research proves this practice by claiming that when students are put in a situation where they can help their fellow peers, they are building their social skills. Clearly this lesson has a large focus on student socioemotional awareness, which is emphasized in both articles.]</p> <p><i>Explain <b>HOW</b> the assessment is justified through theory and research from course readings.</i></p>

share and 3-2-1 activities, The teacher is allowing the students to collaborate and learn to be problem solvers. The next source highlights the importance of allowing students to write, whether it be in a creative sense, like in this lesson, or just in general. Blanka Klimova writes in this journal excerpt that writing has many benefits. On a personal level, it promotes creativity and fosters one's thinking skills. On a professional level, it allows students to prepare for the real world, such as writing college essays or reports in the workplace (Klimova, 2013). The teacher's goal in this classroom is to differentiate the instruction. In the journal article, the author says the following: "It [creative writing] requires a willingness to play with the language; and concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are

[The assessment practices, the final narrative writing and the usage of parental involvement are justified in their respective research articles by the emphasis that is placed on students taking agency over their own work and their own knowledge. Parental involvement, in the situation of this lesson, allows students to choose what aspects of the lesson about purity they want to share with their parents or guardians. Regarding the narrative, the article explains that when students are given the chance to express themselves through writing, they are able to see how they can turn their knowledge into their own unique expression. The fact that both of these assessment practices are catalysts for students' freedom over their work is why they were chosen for this particular lesson.]

therefore often at a disadvantage (Klimova (2013). The students are earning the benefit of getting to express themselves while also learning in a non-traditional way. The third justification and one of the assessment practices is the benefits of parental involvement in the lives of students. The parental involvement in this lesson is the parent/guardian hotline activity. An article written by Gina and Ronel Sapungan claims that parents and guardians play a large role in a child's "educational and environmental transformation" (Sapungan & Sapungan, 2014). Since this lesson is best suited for a private school, it can be expected that parental involvement is prevalent in the lives of these students. However, it is important that it is emphasized anyway, which is why the students are required to bring their summaries home for a parent or guardian to sign. The article also says that there are some barriers to parental involvement, including



**logistical and systemic barriers. The authors suggest that promoting learning at home is a great way for parents to be involved, including encouraging them to track their child’s progress educationally. This is why the parent hotline is one of the final assessments; it allows the teacher to see what the student has learned, the students the chance to showcase their learning, and the parents the chance to be involved in their child’s academic life. The final justification is for group discussion. An article from Northern Illinois University says that group discussion can sometimes be difficult because of lack of interest, or because a few talkative students tend to dominate the conversations (Northern Illinois University, n.d.). The authors say that allowing students to understand the “why” behind their group discussions gives them a clearer picture of why group discussions happen. Often all students need is a little bit of clarification, and when they get it, they**

<p>become more engaged in the lesson overall. Another piece of advice that the article offers is to establish some “rules“ for the discussions. By providing students with specific guidelines to follow, they will thrive in knowing how they are able to have a conversation productively. Each of these justifications is proven by research, and each practice contributes to the success of the lesson overall.]</p>	
<p><b>MODIFICATIONS /GROUPING</b></p> <p>Identify the accommodations, modifications, and/or interventions that will be provided to support the learning needs of your diverse students (ELL, IEP, 504, struggling students, high performing, etc.), including extensions. Identify your plan for preparing your students for and differentiating the assessment to meet the needs of your diverse students.</p>	
<p>[The teacher will modify this lesson in a few simple ways, mostly through intervention. The students will already have the opportunity to meet with the teacher in a one-on-one setting, and they will also be paired with partners and will work by themselves. But, the students who require extra assistance will be granted extended conference time in order to better their assignments. The teacher will be taking</p>	<p>Articulate <i>HOW</i> your plan for differentiating instruction meets the needs of the learners identified in the context for learning.</p> <p>[By having one-on-one conferences and offering extra time during these meetings to students, the teacher is allowing the students to feel as though they have a say in the classroom and are able to voice their concerns and need for help. The teacher will assure the students that if they need help, they can schedule another conference. By allowing students one-on-one conferences, partner work, and alone time, the teacher is providing students with many opportunities they can use to display their knowledge.]</p>

written notes throughout the entire lesson so she can refer to these to know what type of accommodations she needs to make. Further, the teacher will spend extra time with the students who engage in behavioral issues and will pair them with positive peer influences. This will allow the positive peer influences to be student leaders to the students who engage in behavioral issues. Finally, the teacher will pair students together based on achievement level. She will not adhere to homogenous grouping, but will rather place high and lower-level students with students who perform at an average rate, so they can all use their different skill sets together. Each of these accommodations will come as needed. The final assessment, the narrative, will be modified by giving students an extension, if needed, but this will only happen in specific circumstances deemed appropriate by the teacher.]

Articulate *HOW* your plan for preparing the students for and differentiating the assessment meets the needs of the learners identified in the context for learning. [The students will be required to write a narrative, but they will receive the accommodations they need in order to complete this. The summative assessments can be modified by the teacher's specific pairing of students, and she can ensure that students from different levels work together. This helps students because those who engage in behavioral issues may otherwise be disinterested in the lesson, and the same goes for students who perform at a lower level. However, once they are paired with a peer, they are apt to be more engaged in the lesson. The deadline extension will only be used in dire situations, but this is helpful because it is important for students to understand that their mental health is not worth sacrificing for an assignment; it is perfectly alright to ask for help if they are simultaneously putting forth the effort needed to complete the assignment.]

### ACADEMIC LANGUAGE

Identify the language function and academic language associated with this lesson (vocabulary, discourse, and syntax). Explain the supports for learning academic language that you will provide. Include the language function(s) that identify how the students will learn the content/skills.

#### [Vocabulary:

- Purity
- Narrative
- Conference
- Prewriting
- Drafting/draft
- Revising
- Editing

At this point, students will have already been exposed to the steps of the writing process. However, they will still need assistance when it comes to the specifics of each step. The words “purity” and “narrative” will be taught explicitly, but prewriting, drafting, revising, and editing will all be learned through context. The teacher will provide each student with a worksheet that corresponds with the step they are completing. Each sheet will have the definition of the step,

*Explain **HOW** the language supports will meet the needs of the students with language learning needs.*

**[The language supports are beneficial to all students, but especially for those who have language learning needs. The sheets that have descriptors and specifics about each step of the writing process act as a sort of crutch if students are struggling at any specific point. Additionally, the students will be asked to use the vocabulary as they are speaking, so this will help them become accustomed to the words, and if they are unsure about how to use them, the teacher can reference this in the one-on-one conferences.]**

**what the step entails, and what the students will be doing during the step.**

**Function:**

**The students will be using these words orally and in written form. They will be required to use them in the correct context and at the appropriate times. They will use the words referencing the steps of the writing process as they are talking to the teacher, and they will use the other words as they are writing their parent hotline summary and in their conferences.**

**Discourse:**

**As was mentioned in the function section, the students will use these words orally and in written form. They will use their expressive vocabulary orally and their receptive vocabulary as they are reading the writing process information sheets.**

**Syntax:**

<p>The syntax includes the students' abilities to write their narratives, parent hotline summaries, and when they are participating in the partner activities.]</p>	
<p><b>MATERIALS / RESOURCES / TECHNOLOGY</b></p> <p>Identify the key instructional resources and materials that will be used to engage students in learning. Include source of materials, reference list, and links.</p>	
<p>[Materials:</p> <ul style="list-style-type: none"> <li>● Equity sticks for name generator</li> <li>● Paper</li> <li>● Pens</li> <li>● Pencils</li> <li>● Worksheet for 3-2-1 activity (App. I)</li> <li>● Information sheets for stages of writing process (App. J)</li> <li>● Matthew 15 sheet</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● The Holy Bible</li> <li>● Biblegateway.com</li> </ul> <p>Technology:</p> <p>No technology]</p>	<p><i>Explain <b>HOW</b> the multiple materials and resources will be used to meet the needs of the students identified in the context for learning.</i></p> <p>[Each of the resources is intended to be a catalyst to help the students become more engaged and knowledgeable about the lesson. The students who may need extra help will benefit from the resources that explain each step of the writing process, and all students will benefit from having the text in front of them. Because these supplies will be provided for them, the teacher will not have to worry about students not performing well due to lack of materials, and students will not have to worry about not having the proper supplies.]</p> <p><i>Explain <b>HOW</b> technology use adds value to the lesson.</i></p> <p>[Technology is not utilized in this lesson.]</p>

### ACADEMIC FEEDBACK

Explain your plan to provide feedback that is academically focused, aligns with the expectations for learning, and includes both written and oral aspects.

**[The students will be able to receive feedback during and after the lesson. Their oral feedback will be given to them during the one-one-one conferences, from fellow peers during the partner activities, and during the whole-group discussion. Written feedback will come from the teacher; it will be on their 3-2-1 sheets, their final narratives, and on their parent hotline summary. These feedback comments will be academically focused because they will be specific pieces of advice that are fixable by students. The teacher will orally explain what the feedback means to students so they can fully understand what they need to improve upon. The students know that they should be constantly improving, and receiving and applying feedback is a way to do this.]**

*Explain **HOW** the academic feedback you will provide will promote student thinking, will be used to assess individual students, and monitor and adjust instruction.*

**[By giving each individual student specific feedback, the teacher is allowing the students to understand what they need to work on individually. It promotes student thinking because they are required to continually improve their narratives with every successive writing step. The teacher will be able to see the connections between feedback she gives students to understand how she can adjust her own instruction.]**

*Address **HOW** students will be provided with opportunities to provide feedback to one another.*

**[The students will be able to provide oral feedback to one another during the 3-2-1 and think-pair-share activities as they are asked to converse about what their partners wrote. They are also able to give feedback during the final group discussion to each other as it will act as a Socratic seminar.**

*Articulate **HOW** you plan to engage learners in understanding and identifying quality work and how you will provide effective descriptive feedback to guide student progress toward that work.*

**[Students will be able to see what quality work looks like as they are reading the information sheets and applying it to their writing. The feedback will give students suggestions on how they can improve, which is an example of**

**modeling. Without telling students exactly what to change, the teacher can give guiding statements. They will also be able to improve their work with each step of the writing process, and they will have the satisfaction of knowing that they are gradually improving. The written feedback is crucial in this situation, and this coupled with specific comments will be what helps students improve the most.]**

## REFERENCES

Use APA format to list and include references for justifications for instructional practices, assessment(s), and instructional materials.

### References for Instructional Practices and Assessments:

- Jolliffe, W. (2007). *Cooperative Learning in the Classroom: Putting it into Practice*. SAGE.
- Klimova, B. F. (2013, January). (PDF) The Importance of Writing. Retrieved July 8, 2022, from [https://www.researchgate.net/publication/274925223\\_The\\_Importance\\_of\\_Writing](https://www.researchgate.net/publication/274925223_The_Importance_of_Writing)
- Sapungan, G. M., & Sapungan, R. M. (2014, April). (PDF) Parental Involvement in Child. Retrieved July 8, 2022, from [https://www.researchgate.net/publication/283539737\\_Parental\\_Involvement\\_in\\_Child-](https://www.researchgate.net/publication/283539737_Parental_Involvement_in_Child-)
- Classroom Discussion-Northern Illinois University. Retrieved July 9, 2022, from <https://www.niu.edu/citl/resources/guides/instructional-guide/classroom-discussions.shtml>.

### References for Instructional Materials:

- Morgan, R. J. (2000). *The International Children*. Nelson Bibles.
- Matthew 15 ICB - That Which Defiles - Then some - Bible Gateway. Retrieved July 4, 2022, from <https://www.biblegateway.com/passage/?search=Matthew+15&version=ICB>



**Mercy Activity Overview:**

Activity: The lesson will begin with a short introduction into mercy and what it means for us. Then there will be a quick read-through of the Bible stories. After this, the children will participate in a quick write in which they will describe a time that their teacher or another friend had mercy on them. Students will be split into groups and will go around to five different stations with various scenarios with each child completing a role; the children will view the picture or read a short paragraph describing a scenario, discuss how they could show mercy, and write down their group’s final answer. Once the children have completed all the stations, they will debrief, and the teacher will ask students to share if they experienced any disagreements with their group members, and then the teacher will ask how they showed mercy in that situation.

Scripture: Matthew 15, 26, 27, and 28; Luke 15; Philippians 2; Genesis 22.

<b>TEACHER CANDIDATE</b>	<b>Amanda Macklin Zehr</b>
<b>DATE</b>	<b>07/11/2022</b>
<b>GRADE / CLASS</b>	<b>2nd Grade</b>
<b>UNIT</b>	<b>The Beatitudes</b>
<b>LESSON TITLE</b>	<b>Mercy</b>

<b>DURATION</b>	<b>2 days</b>
<b>CO-TEACHING MODEL</b>	<b>No co-teaching</b>
<b>LESSON OVERVIEW</b>	
Identify the central focus and purpose of the lesson, as well as how it is addressed by the standards. Include the content understandings/ core concepts and skills students will learn. Provide a summary of the lesson, length of the lesson, and the scope and sequence (learning progression).	
<p><b>[This lesson is a fairly simple one as compared to the other four. The crux of the assignment is for students to understand the basics of grace and mercy. As taught in Matthew chapters 15, 26, 27, and 28 as well as in Luke 15, Philippians 2, and Genesis 22, mercy and grace are pillars of the Christian faith that cannot be neglected. Through this lesson, the reading of different scenarios, and a look into their own lives, students will understand that both grace and mercy come from God. According to Compellingtruth.org, mercy is God <i>not</i> giving us what we <i>do</i> deserve (death), and grace is God giving us what we <i>don't</i> deserve (salvation). The main focus of this lesson is on mercy, but grace is also relevant to this</b></p>	<p><i>Explain WHY this/these standard(s) are appropriate for this lesson.</i></p> <p><b>[The standards are appropriate in this lesson because they focus mainly on the speaking and listening aspect of group work. Obviously, this lesson is more academically focused, but academic and socioemotional skills go hand-in-hand. These standards allow students to make sense of why they are doing this assignment, including the group work and the quick write assignments. The teacher chose these standards because they encompass group work and storytelling.]</b></p> <p><i>Explain HOW the standards address the central focus.</i></p> <p><b>[The central focus of the lesson is for students to understand what mercy is from a Biblical perspective. The standards address this because they emphasize group work, which is a large portion of this lesson. They also allow students to become more focused on the purpose of the lesson since one of the standards is to discuss appropriate second grade topics in conversation. Finally, the standards address the central focus because as students are in their groups learning about what mercy is, they are seeing how it is used in many different contexts.]</b></p>

**conversation. The lesson will begin with a short introduction into mercy, what it means, and how it applies to our lives, including a quick read-through of the Bible passages mentioned above. Then, students will participate in a quick write in which they will describe a time that the teacher or another student had mercy on them. The teacher will allow a few students to share using equity sticks. After the activating strategy, the teacher will explain to students that they will be doing an activity that involves flashcards and stations. They will be split into five heterogeneous groups of four students each. The groups consist of the following: one student who performs at a lower level, one student who performs at a higher level, and two students who perform at an average level. If there are more than four total lower or higher-level students, the teacher will place them in different groups; this is just general categorization. The teacher will model the task by using an example card that has the following picture: a boy**

**standing next to a broken toy with another boy looking on. The teacher will ask a student to explain what is going on in the picture, and when she does, the teacher will call on different students to explain how they would show mercy in this situation. The teacher will explain that students will go around to five different stations with various scenarios and each student will complete a role that will be explained to them. The students will view the picture or read a short paragraph describing a scenario, discuss how they could show mercy, and write down their group's final answer. This will repeat five times. After the students have completed every station, the teacher will call everyone to a whole-group discussion. This is where they will debrief, and the teacher will ask students to share if they experienced any disagreements with their group members, and then the teacher will ask how they showed mercy in that situation. The class will review what mercy is by direct instruction and a final discussion.]**

### CONTEXT FOR LEARNING

Describe to whom the lesson will be taught: students with specific learning needs, class demographics, cultural and community assets, and special circumstances. Identify the data sources used to identify each student's needs.

**[Since this lesson plan is based on a fictional scenario, there is no actual class to which this lesson will be taught. However, it will be utilized in the future, likely in private school settings and as Sunday school activities. There will be 20 students in this fictional class.]**

*Explain **HOW** you used multiple types of data to identify each student's learning needs and to develop differentiated learning experiences.*  
**[Because of the rules surrounding what can and cannot be taught in public schools, this lesson and its corresponding lessons are best suited for private schools and churches.]**

### LESSON ALIGNMENT

List each component of your lesson below connecting across the row. This section will help you map out and visualize direct alignment from Standards to Assessment. Consider this section as an umbrella, mapping the next sections for alignment. Each component will be written again in subsequent sections to add in justifications.

Standards (including subject, number and wording)	Objectives	Learning Targets	Criteria for Mastery	Assessment /Evaluation
<b>[TN Bible Standard B: Select and use appropriate study and</b>	<b>[The student will be able to write at least one sentence about a time he/she was shown mercy: "One time, I wasn't</b>	<b>[I can work with my peers to explain how mercy can be shown in</b>	<b>[There will be a rubric that evaluates students' group participation found in appendix</b>	<b>[Quick write paragraph and group worksheet.]</b>

<p>research skills and tools according to the type of information being gathered or organized, including almanacs, print and digital publications, internet news sources, and information services.</p> <p><b>2.RI.IK1.7</b> Identify and explain how illustrations and words contribute to and clarify a text.</p>	<p>listening, and instead of taking away recess, my teacher gave me a warning.”</p> <p>The student will be able to effectively work together in groups, fulfilling one of the following roles: behavior management, note-taker, final writer, interpreter.</p> <p>The student will be able to understand what mercy is and explain it orally and in written form: the quick write activity and the group rotations activity.</p> <p>The student will be able to explain what disagreements</p>	<p>different situations.]</p>	<p>K. They will have to receive at least a 3 out of 4 in each category.]</p>	
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<p><b>2.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p> <p><b>2.SL.PKI.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in</p>	<p>he/she may have had with other students: “Sam said that this picture looks like someone broke the toy on purpose, but I told him that I thought the little boy broke the toy by accident.”]</p>			
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coherent sentences.]				
<b>OBJECTIVES/LEARNING TARGETS /CRITERIA FOR MASTERY</b> Provide clear, specific, and measurable learning targets that are aligned to content/ competency standards. Use student-friendly language - “I can” statements (not activities). Include the criteria for mastery.				
<p><b>[Objectives:</b></p> <ul style="list-style-type: none"> <li>• The student will be able to write at least one sentence about a time he/she was shown mercy: “One time, I wasn’t listening, and instead of taking away recess, my teacher gave me a warning.”</li> <li>• The student will be able to effectively work together in groups, fulfilling one of the following roles: behavior management, note-taker, final writer, interpreter.</li> <li>• The student will be able to understand what mercy is and explain it orally and in written form: the quick write activity and the group rotations activity.</li> <li>• The student will be able to explain what disagreements</li> </ul>	<p><i>Explain <b>HOW</b> the learning targets/objectives align with the standards, are appropriate for the subject area and developmental needs of the students, <b>HOW</b> they are measurable, and <b>HOW</b> they communicate student mastery.</i></p> <p><b>[The targets and objectives align with the standards because they focus on students' accomplishments in how they work with other students. The students are asked to understand what mercy is when they are given different situations, and are asked to do this in collaboration with their peers. The standards focus on group work, and so do the objectives. The idea of working together is beneficial in this group because it prepares students to work together in the real world and develops their social skills. The standards are measurable because a rubric will be used, and they communicate student mastery because students are required to fulfill these objectives both individually and in collaboration with others, orally and in written form.]</b></p> <p><i>Articulate <b>HOW</b> the applicable domains of learning are imbedded in the objectives</i></p> <p><b>[Students are using their cognitive skills because they are required to think of ways they would apply mercy in specific instances, times when they were shown mercy, and are asked to analyze a picture or statement. Students use the affective domain because they are applying their own experiences with</b></p>			



he/she may have had with other students: “Sam said that this picture looks like someone broke the toy on purpose, but I told him that I thought the little boy broke the toy by accident.”]

**Learning Targets:**

**I can work with my peers to explain how mercy can be shown in different situations.**

**Criteria for Mastery:**

**There will be a rubric that evaluates students’ group participation found in appendix K. They will have to receive at least a 3 out of 5 in each category.]**

**being shown mercy to situations in which they would be the one showing mercy. The students are physically transitioning from station to station, which involves the psychomotor domain.]**

**ASSESSMENT /EVALUATION**

Explain your plan for formatively and summatively (if applicable) assessing using multiple ways for the students to demonstrate their knowledge and skills in relation to the learning targets/objectives. Include the assessment questions/tasks. Include the accommodations/modifications for the students with special learning needs. Identify your plan to use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

[The assessment will be simple in this lesson. The teacher will assign a quick write assignment at the beginning of the lesson. This will be a formative assessment because it will gauge what students' understanding of mercy is before the lesson begins. This will help the teacher in knowing how to adjust instruction so all students can grasp the concept of mercy, and it will help the students because they are able to strengthen their socioemotional skills by relating a concept to something they have personally experienced. Another form of formative assessment will be informal, involving the teacher's direct observation of students' behavior and understanding. The teacher will spend one group rotation time with each group, observing students and prompting them to ask questions. The teacher will have conversations with students who seem confused or may not be understanding mercy completely. The next forms of assessment are both summative, the first being the rubric with which students will be evaluated. The

*Articulate HOW the assessment is appropriate to verify, document, and support student learning.*

[The assessment covers both academic and socioemotional skills, both formative and summative, and informal and formal. The students will be evaluated with participation grades and by how well they understand the concept of mercy. This being said, the students are able to display their ability to work well with others while they are also displaying their knowledge. Not every student performs highly in academics, so the teacher's willingness to evaluate other aspects of the lesson is a way she can support students as they are learning.]

*Identify HOW the assessment aligns with the learning targets/objectives and allows students multiple ways to demonstrate their learning.*

[The objectives and learning targets all boil down to one concept: students' ability to explain and understand what mercy is. They do this by working in groups, working on a quick write, and in having conversations with others, sometimes in disagreement. The students are able to be evaluated in these things, which is how the assessment aligns with the targets and objectives. They are working together and alone and are being evaluated throughout the lesson, which is providing them many opportunities to demonstrate their learning.]

*Explain HOW the accommodations/modifications provided meet the needs of the students with special learning needs.*

[Accommodations and modifications include the grouping technique the teacher uses and the chances students receive to work on their

categories in this rubric will be things like how well students participated in their groups, their quick write criteria, and the final worksheet they turn in as a group. The final assessment is the group worksheet. This is another summative assessment, but it is the only group evaluation. They will be able to meet the objectives and targets through this worksheet.

**Assessment questions:**

1. What is mercy?
2. How have I shown mercy before?
3. How is mercy shown through the Bible stories?
4. How can mercy be shown in these situations?

**Modifications are made by the teacher in how she chooses to place students in groups. As described in the lesson overview section, students will be placed in heterogeneous groups; they will be in groups of four, and students who perform at different levels will be asked to work together. This will help**

**understanding of mercy with the teacher. By allowing students to work together with their peers who think differently than they do, they are able to look at the assignment from a different perspective. The students who engage in behavioral issues are the ones who are making sure that other students are on task, and so by doing this, they are able to stay on task themselves.]**

*Explain **HOW** biases are minimized in the assessment.*

**[The rubric is the largest way that biases are minimized since it is standardized. Other ways that biases are minimized are in the group assessments and through the way that students are evaluated. The teacher does not use bias to assess her students based on group because the intention is that *all* students will benefit from their placements. Also, the participation and the creativity that students show is a way they are assessed, and neither of these relies on academics, which is beneficial to the students who perform at a lower-level.]**

*Articulate **HOW** you plan to examine the assessment and other performance data to understand each learner's progress and to guide planning.*

**[The teacher will be able to assess individual students' understanding of mercy through their quick write responses, and can evaluate them in a group setting in their rotations. This will allow the students to display their knowledge in multiple ways and for the teacher to understand how individual students learn. It will also help the teacher understand which students work well together and which ones do not.]**

the students who engage in behavioral issues to have positive peer influences, and for the students who perform at a higher level to have a chance to be a peer leader. Every student has something to contribute, no matter their academic performance, so the teacher should hone in on these various strengths by placing students in heterogeneous groups. Because the teacher is using both formative and summative assessment, in both oral and written forms, she is collecting data about student performance in a variety of ways, focusing on more than just academics. Additionally, in this lesson, the teacher will call on fellow teachers to help her think of different scenarios or situations she can use for the rotation activity, as each person has a different life experience than another. If the teacher realizes that students are not understanding what mercy is, she will adjust her instruction by providing more examples of mercy in familiar situations.]

*If used, explain **HOW** technology is used to support assessment practices, engages students, and adds value to the assessment*

**[No technology is used in this lesson.]**

*Articulate **HOW** you will use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.*

**[The students will be evaluated based on participation, knowledge, and application of life skills. Because these students are young, their socioemotional skills are still developing, and because of this, the teacher will provide specific examples that are appropriate for second graders. If students are not understanding the concept of mercy, the teacher will call on colleagues to help her adjust instruction and will provide more practical examples to students of situations in which mercy can be shown.]**

### ACTIVATING STRATEGY

Describe the activating strategy (set/hook/motivator or advance organizer). Include your plan to engage students actively. Provide the driving question(s) that students will be able to answer after this lesson. Identify how you will connect it to prior knowledge. Be sure that it aligns with the learning targets/objectives and promotes anticipation and curiosity.

**[In this activating strategy, students will be participating in a quick write activity. The teacher will give them the following prompt: “Write about a time that you have been shown mercy or grace in the classroom.” An example could be “One time, I broke the pencil that Kimmy let me borrow, and instead of telling our teacher, she just gave me a new one.” At this point, the class will have already read the Bible passages together, and the teacher will have led a discussion based on the stories. Students will be given a specific amount of time to connect their experiences to mercy and write about it. After this strategy, students will be able to answer this question: “How have I been shown mercy?” This will connect to prior knowledge because students are asked to write about *their* experiences with being shown mercy,**

*Articulate HOW the activating strategy is imaginative, creative and how it raises anticipation and connects with objective(s).*

**[The activating strategy is imaginative and creative because it is asking students to connect a specific instance that happened in the past to a concept they are learning currently. They may not have understood that they were being shown mercy, but by applying this concept to the Bible, they will be able to understand that it is something they should strive to do. Further, students will be engaged in this lesson and will anticipate the rest of the lesson because they will be given the chance to use their own experience to connect to the lesson as a whole. This will make them feel as though they have agency over their own learning. It connects to the objectives because for example, one of them is for students to complete a quick write based on their experience with mercy. It also connects with students’ ability to explain what mercy is.]**

<p><b>and in this, they will remember how they felt when this happened to them.]</b></p>	
<p><b>INSTRUCTION</b></p> <p>Based on your knowledge of your students, provide specific procedures and strategies that you will use to engage students in the learning tasks. Provide a detailed timeline for each part of your lesson, including transitions. Include your plan to differentiate the learning for your students. Include essential questions you will ask to promote thinking and check for understanding. Describe how you will engage students actively in the lesson. Include where and how you will formatively assess students during the instruction.</p>	
<p><b>[Essential questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What is mercy?</b></li> <li>2. <b>How is mercy described in the Bible passages?</b></li> <li>3. <b>How have I been shown mercy?</b></li> <li>4. <b>Who provides the ultimate form of mercy?]</b></li> </ol> <p><b><u>Day 1: 1 hour and 10 minutes</u></b></p> <p><b>5 minutes: The teacher will set up the lesson by describing what students will be doing. She will outline the schedule, including the Bible readings, the quick write, the rotations, and the final discussion. The students will understand that this lesson will not last</b></p>	<p><i>Articulate <b>HOW</b> the teaching strategies are appropriate with respect to content, context, and the students identified in the context for learning.</i></p> <p><b>[The teaching strategies are appropriate for this age and for this specific class because the lesson is focused on the whole concept of mercy, yet it is split up in a way that is digestible. The teacher lets students work together, in groups, and as a whole class, and because of this diversity in teaching techniques, the students are able to continue to be engaged in the lesson.]</b></p> <p><i>Explain <b>HOW</b> the timeline is appropriate for all components of the lesson plan.</i></p> <p><b>[The subject material is split up between two days so that students are not overwhelmed by the amount of work, but also so the lesson is not unnecessarily long. The first day is for students to get introduced and accustomed to the concept of mercy. This is also when the students are given the maximum amount of assistance from the teacher. On day two, the teacher will let the students work in groups, knowing what mercy is, with little assistance from the teacher (unless needed). This timeline is</b></p>

as long as the others did as it only lasts 2 days.

**1 minute:** The teacher will use a transition song to signal the next portion of the lesson.

**35 minutes:** The teacher and students will read the Bible stories. They will read portions of Matthew chapters 15, 26, 27, and 28, Luke 15, Philippians 2, and Genesis 22. The teacher will provide a brief overview of each passage and then the students and teacher will complete a choral reading of select portions of the passages and to discuss how mercy was displayed or described. Some students may need enlarged text, and some students who engage in behavioral issues may need to have the teacher in close proximity so they can stay on task; this is a way the teacher can differentiate the instruction. Since mercy can be a difficult concept for students to grasp, the teacher will provide the driving questions listed above.

appropriate because the students need a day of assistance before they are expected to do it on their own.]

*Articulate **HOW** the essential questions align with the objectives, promote critical thinking, and guide rather than direct student thinking.*

[The essential questions, with the exception of the first one, are open-ended and their answers can vary based on the individual experiences of the students. Further, they align with the objectives because they point back to the main purpose of students understanding what mercy is; these questions allow them to apply their knowledge and what they have learned to what they know about mercy. The students are forced to think critically because they are using their individual experiences with mercy to inform their answers rather than using a typical textbook definition.]

*Explain **HOW** you will elicit students' ideas so they are visible to you and others in the class.*

[The purpose of the final class discussion is for students to display their knowledge of mercy before the teacher and their fellow peers. The teacher will allow students to speak in this discussion, only interrupting to ask questions or rephrase statements. They will use the popsicle stick name generator to promote fairness. Additionally, the teacher and students will be able to hear other students' ideas during the rotations.]

*Explain **HOW** you will monitor students' different ways of thinking, and how you will select which ideas to highlight in class.*

<p><b>1 minute:</b> The teacher will use a transition song to signal the next portion of the lesson.</p> <p><b>2 minutes:</b> The teacher will explain that students will complete a quick write of a time that they were shown mercy in the classroom, either from their teacher or from a fellow student.</p> <p><b>10 minutes:</b> The students will complete the quick write activity individually. This is a formative assessment.</p> <p><b>10 minutes:</b> The teacher will use equity sticks to call on students to share their experiences with mercy.</p> <p><b>6 minutes:</b> The teacher will wrap up the lesson for the day and set up the next day. She will explain that on day 2, students will be doing their group rotations and completing the activity about mercy.</p> <p><b><u>Day 2: 1 hour and 11 minutes</u></b></p>	<p>[The teacher will use equity sticks to minimize biases and to let everyone have the opportunity to speak. The teacher understands that some students will thrive better working alone, some thrive in group settings, and that some students have strength in writing and others in speaking. The teacher will monitor these different strengths and assign students roles based on their strengths. The teacher will also understand that some students are visual learners, others auditory, and others kinesthetic. Fortunately, all learners are accommodated in this lesson because there are elements of reading, writing, speaking, and moving. The teacher can see who thrives where and will emphasize these strengths in the way she highlights ideas.]</p> <p><i>Explain <b>HOW</b> you will build on students' ideas towards worthwhile disciplinary ideas</i></p> <p>[The ultimate goal for this lesson plan is that students understand the concept of mercy and how it applies to their lives. Because of this, the teacher will place a heavy emphasis on the understanding and application of mercy. Students will be taught that the ultimate form of mercy comes from God and that we cannot be merciful without having been shown mercy by Him first. If the teacher realizes that students are not grasping the concept, they will put into place different modifications and grouping techniques so that they can understand, including effective modeling strategies. The teacher will redirect student thinking so that they are using definitions correctly and so that they can fully grasp what mercy is.]</p>
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**1 minute: The teacher will use a transition song to signal the beginning of the lesson.**

**5 minutes: The teacher will read the names of each student and which group they will be placed in. The groups will be formed according to level, and the template below will be followed:**

- **Student at higher level: This student will hold up the flashcard, say what he/she notices, and explain what he/she thinks is happening.**
- **Student at lower level: This student will keep order and keep his/her peers on task while contributing to the conversation.**
- **Student at middle level: This student will be writing ideas as the students are discussing.**
- **Student at middle level: This student will be writing the final answer.**

**7 minutes: The students will complete their first group rotation.**

**1 minute: The teacher will use a transition song to signal the next rotation.**

**7 minutes: The students will complete their second group rotation.**

**1 minute: The teacher will use a transition song to signal the next rotation.**

**7 minutes: The students will complete their third group rotation.**

**1 minute: The teacher will use a transition song to signal the next rotation.**

**7 minutes: The students will complete their fourth second group rotation.**

**1 minute: The teacher will use a transition song to signal the next rotation.**

**7 minutes: The students will complete their last group rotation.**

**1 minute: The teacher will use a transition song to signal the next portion of the lesson.**

**During the group rotations, the teacher will walk around the classroom to make sure that students are on task and that everyone is grasping the idea of mercy. She will work specifically with groups that have students who may be struggling, rephrasing questions and prompting students to answer them according to their personal experiences. This is a formative assessment. Although there will be one student who initially describes the photo or scenario, the students will be working collaboratively to think of a final answer. The teacher will be assessing students according to the rubric in the appendix below.**

**Additionally, if students need extra time at any of the stations, the teacher will provide this.**

<p><b>25 minutes: The students and teacher will participate in a final discussion about mercy, how they answered each scenario, and how they were shown mercy. Since the concept can be difficult to grasp, the teacher will lead this discussion, however, students' participation depends on how well they respond to fellow peers' comments. The teacher will use the equity sticks as a name generator. The following questions will be used in the discussion:</b></p> <ol style="list-style-type: none"> <li><b>5. Can you share the way you would show mercy in one of the scenarios?</b></li> <li><b>6. Did anyone disagree with a friend?</b></li> <li><b>7. How did you show mercy to that friend?</b></li> </ol> <p><b>5 minutes: The teacher will collect each group's answer sheets.]</b></p>	
<p><b>CLOSURE</b></p> <p>Explain your plan for reviewing the learning targets/objectives. Explain how you will actively engage the students in reflection and articulation of their learning. Identify your plan for checking for understanding. Indicate your plan for modeling and structuring a process for students to examine their own thinking as well as the performance of others.</p>	

[The closure in this lesson will come in the form of a final discussion amongst the students and the teacher. This is different from the discussions in the past because the teacher is the leader of the talk, not just a facilitator. The teacher will model this discussion by first using an example that was used in the rotations and give an example of how *she* would show mercy in that situation. In this discussion, the teacher will pose the following questions:

1. Can you share the way you would show mercy in one of the scenarios?
2. Did anyone disagree with a friend?
3. How did you show mercy to that friend?

This discussion will also include a comprehensive review of what mercy is, and the teacher will ask students how they applied mercy in each situation. The teacher will use equity sticks in this portion to make sure that everyone's experience is heard. This portion of the discussion reviews the objectives and targets because it allows

*Explain HOW the closure requires students to reflect on and articulate their learning.*

[The students are asked to provide examples of how they were shown mercy and are asked to reflect on the answers their groups provided during the lesson. Because of this, they are articulating what they learned about mercy and how it applies to their lives. The main goal in these character-based lesson plans is for students to understand these concepts and use them in their lives. By giving the students the opportunity to connect hypothetical situations to real ones, they are more apt to understand and apply it to their lives. This allows them to articulate what they've learned and reflect on it, as well.]

*Explain HOW you plan to model and structure a process for students to examine their own thinking as well as the performance of others.*

[The teacher will model what examining thinking looks like by showing the students herself how she examines thinking. The teacher will allow the students to share their experience after she herself has done so. The teacher will give examples of how she answers the questions in the closure section and the students will be able to examine their thinking in the same way. Further, the students will be able to examine the thinking of other students because they will be having a conversation with other students about their different experiences and are asked to respond to and question their peers. This will help them gain clarity of their peers' thinking and their own thinking.]

<p>students to define what mercy is and see what it looks like in different situations. The teacher will notice who is speaking and who is not, and if students are not speaking up, she may rephrase the questions so they are more understandable. The students will be able to examine their own thinking because they have been given the opportunity to see how the teacher would answer these questions <i>and</i> they get to look back on the lesson to see how they, and their peers, were given or had given mercy.]</p>	
<p><b>JUSTIFICATION FOR EVIDENCE-BASED PRACTICES</b></p> <p>Provide justification for using evidence-based practices in your lesson that are supported by theory and research from 4 -5 course readings. Provide a justification for the assessment(s) chosen that is supported by theory and research.</p>	
<p>[The instructional and assessment strategies used by the teacher are proven by research to be effective. The first strategy is the teacher’s use of heterogeneous grouping when collaboration is used in the classroom. According to an article on TheEdvocate.org, heterogeneous grouping is when students are grouped based on various ability levels. (Lynch,</p>	<p><i>Articulate <b>HOW</b> instruction is justified through theory and research from course readings.</i></p> <p>[The teacher chooses the techniques of heterogeneous grouping and real-world application to students’ personal lives because both of these tactics are student-centered. They also allow the teacher to be more of a facilitator rather than a lecturer. The teacher uses the heterogeneous grouping to assure that her students are being placed in situations in which they will thrive. The second article justifies prompting students to make connections from mercy to their real lives because if the teacher’s goal is for students to</p>

2021). The teacher uses this form of grouping because she wants *all* of her students to have an equal opportunity when it comes to educational access to material. By allowing students to work together to accomplish one goal, the teacher is promoting a classroom that is accepting and inclusive of all students, no matter their academic level. The next justification is for assessment and is about allowing students to have a healthy debate with one another within the classroom context. This article from WeAreTeachers.com says that students should learn how to debate with others, because there will always be disagreement. Teaching students how to disagree, rather than teaching them how to argue for the sake of arguing is beneficial because it teaches them patience, creativity, and respect (WeAreTeachers.com, 2017). Further, the teacher uses the disagreement tactic in the final discussion to teach students that it is possible to disagree with someone while simultaneously working together to accomplish a

understand a concept, it is important for them to be able to apply it to their own lives, which is what this lesson is doing.]

*Explain HOW the assessment is justified through theory and research from course readings.*

[The teacher uses the tactics of healthy debate/disagreements and assigning specific roles to students within groups as assessments; there are two different texts that justify this. First, the use of healthy disagreements in the final discussion is so that students will be able to see the perspective of others, which the article says will make them more respectful and will allow them to understand that it is possible to defend oneself without insulting someone else. The other justification is for the teacher's choice to assign students to specific roles within groups, which the article says is important because the students need to be assigned to roles in which they can thrive. It also emphasizes that this tactic helps improve the quality of learning for all students, which is what the teacher wants.]

**shared goal. This is a large part of what character-based lesson plans hope to achieve. The instructional strategy of prompting students to connect real-world concepts, in this case, mercy, to their personal lives is supported by an article from Ideaedu.org. The article outlines the idea that when students make connections to their personal lives, it makes the content more digestible and understandable (Ideaedu.org, n.d.). The teacher uses this strategy as she asks students to use their personal experiences with mercy so that they understand that mercy is better. This also promotes “learner-centered teaching,” which is another goal of teacher-facilitated classrooms and character-based lessons. The final justification comes from a journal article from St. John Fisher College and covers the topic of assigning roles within groups in the classroom. The article, written by Bonnie Coggeshall, outlines the idea that “assigning roles to individuals within groups during cooperative learning activities could**



<p>improve the overall learning” (Coggeshall, 2010). Coggeshall continues to elaborate on this, claiming that assigning roles improves the learning experience of all students. The teacher uses this tactic because she knows her students the best, and in order to create the most productive environment for each student, choosing their roles within groups is beneficial in this situation. Each of these justifications is appropriate for the goals the teacher has for this character-based lesson.]</p>	
<p><b>MODIFICATIONS /GROUPING</b></p> <p>Identify the accommodations, modifications, and/or interventions that will be provided to support the learning needs of your diverse students (ELL, IEP, 504, struggling students, high performing, etc.), including extensions. Identify your plan for preparing your students for and differentiating the assessment to meet the needs of your diverse students.</p>	
<p>[The students will be placed in specific groups with those who perform at different levels than them. The teacher places the two students at an average level with one student at a higher-level and one student at a lower-level, and these groups collaborate in order to complete the assignment. This is a specific grouping technique and is</p>	<p>Articulate <i>HOW</i> your plan for differentiating instruction meets the needs of the learners identified in the context for learning.</p> <p>[There are students who perform at all different levels, and because of this, it is important for the teacher to diversify her teaching strategies. By integrating all students together, the teacher is giving her class the opportunity to work with those who may have different strengths than them. The teacher will be able to adjust her instruction by providing more attention to the students who perform at a lower-level. She will know to encourage her students who perform at a higher level to be student leaders</p>

<p>beneficial to all students because each student has a different learning style. The teacher is able to differentiate her assessment in this way because students are receiving a group grade as well as an individual grade. The group grade allows them a sort of buffer if they do not perform well individually. Additionally, the students will be given extra one-on-one time with the teacher if they need it so they can describe what they need help with. The teacher will also provide a time extension to the groups who need it during the rotations. Additionally, the teacher will have the definition of mercy written on the white board so that students can refer to it throughout the lesson.]</p>	<p>to their peers, which is a form of adjusting instruction. Each student will need something different from the teacher, and so the strategic grouping is a great way for the teacher to know what to provide and to whom.])</p> <p>Articulate <i>HOW</i> your plan for preparing the students for and differentiating the assessment meets the needs of the learners identified in the context for learning. [The teacher’s plan for differentiating the assessment allows the students to understand that they are not evaluated solely according to their knowledge. They are also evaluated according to their willingness and ability to work with others and contribute to a conversation. The students get the opportunity to work with others, students who perform at a lower level are able to thrive in a group setting, and students who perform at a higher level are able to become student leaders. The assessment is not only based on knowledge of mercy, but application of it as well, and the teacher understands that when she sees this in action, it is much more important than textbook knowledge.]</p>
<p><b>ACADEMIC LANGUAGE</b></p> <p>Identify the language function and academic language associated with this lesson (vocabulary, discourse, and syntax). Explain the supports for learning academic language that you will provide. Include the language function(s) that identify how the students will learn the content/skills.</p>	
<p><b>[Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Mercy</li> <li>• Grace</li> <li>• Rotations</li> <li>• Partner work</li> </ul>	<p><i>Explain HOW the language supports will meet the needs of the students with language learning needs.</i></p> <p>[By having both the definition of mercy and the schedule visible, the teacher is giving the students who perform at a lower level the access to modifications that they need in order to succeed in this lesson. Giving them</p>

<ul style="list-style-type: none"> <li>• Quick write</li> <li>• Whole-group discussion</li> </ul> <p>As an element of support, the teacher will post the definition of mercy on the board for students to refer to throughout the lesson. Keeping this definition visible is important so that students can easily see it and so that the lesson can continue to move smoothly. The teacher will also write the schedule on the board so students can spend their time wisely.</p> <p><b><u>Function:</u></b> Students will use the first two words throughout the lesson orally, and the teacher will use the last three when describing the elements of the lesson. The last three words will also be described with the objectives and standards.</p> <p><b><u>Discourse:</u></b> Students will use “grace” and “mercy” as they are writing down their final answers for their worksheets. They will also use them in their quick write paragraphs. Because of their knowledge of the last three vocabulary</p>	<p>the basis of the lesson in written form will provide them with confidence; they will be more motivated to complete the lesson if they are prompted with a little bit of support. Further, having the schedule on the board will be beneficial to students who engage in behavioral issues because they will be able to take agency over their learning since they are in charge of how they manage their time.]</p>
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<p>words, they will know what supplies to collect and how to assemble when the teacher gives specific directions.</p> <p><b><u>Syntax:</u></b> The syntax for this lesson includes the students’ ability to write using “mercy” and “grace” in their quick writes and their ability to move from one portion of the lesson to another because of their vocabulary knowledge.]</p>	
<p><b>MATERIALS / RESOURCES / TECHNOLOGY</b></p> <p>Identify the key instructional resources and materials that will be used to engage students in learning. Include source of materials, reference list, and links.</p>	
<p><b><u>[Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Quick write worksheet</li> <li>• Group Worksheet</li> <li>• Pencils</li> <li>• Notebook paper</li> <li>• Equity sticks</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Biblegateway.com</li> <li>• The Holy Bible</li> </ul> <p><b><u>Technology:</u></b> No technology]</p>	<p><i>Explain <b>HOW</b> the multiple materials and resources will be used to meet the needs of the students identified in the context for learning.</i></p> <p>[This lesson involves many different paper materials, including worksheets with prompts. The students may not initially understand the concept of mercy, and so they will need some prompting at the beginning of the lesson. Direct instructions are beneficial to all students, but they are especially beneficial to students who engage in behavioral issues. The popsicle sticks will be used as a name generator so as to prompt <i>all</i> students to speak up, not just those who perform well. By encouraging students to speak, the teacher is making her classroom a safe space for all students to share their ideas.]</p> <p><i>Explain <b>HOW</b> technology use adds value to the lesson.</i></p>

	[No technology is used in this lesson.]
<b>ACADEMIC FEEDBACK</b> Explain your plan to provide feedback that is academically focused, aligns with the expectations for learning, and includes both written and oral aspects.	
<p>[Students will receive feedback throughout the lesson from peers and from the teacher. Oral feedback will be provided during the choral reading of the Bible stories; the teacher will tell students to speak up or lower their voices. Oral feedback will also be provided as the students are in groups; the students will be “bouncing ideas” off one another to think of the best final answer for each scenario. The teacher will be observing the groups during one rotation each and will use this observation as a way to create oral feedback to individual students about their participation. The final form of oral feedback will be during the final discussion as students are conversing among one another, recollecting their experiences and knowledge. Written</p>	<p><i>Explain <b>HOW</b> the academic feedback you will provide will promote student thinking, will be used to assess individual students, and monitor and adjust instruction.</i></p> <p>[The feedback given to students will be comments that they can use to adjust their writing strategies. The teacher will promote student thinking by asking students prompting questions, like “why did you put this answer for this scenario?” and asking students to explain their thought process. The individual students are being asked questions, and so the teacher can use their answers to guide her instruction. The written feedback will be used in the same way, except the feedback will not be asking questions, it will be praising students for work well done and providing suggestions.]</p> <p><i>Address <b>HOW</b> students will be provided with opportunities to provide feedback to one another.</i></p> <p>[The students being placed in groups will allow them to provide feedback to one another. They will be able to agree, disagree, and encourage one another based on their comments. The teacher will remind students periodically that they need to be responding to each other with kind comments and</p>

feedback will be provided on students' quick writes and on their rubrics. The teacher will hand these back to students after the lesson is over. The assessments with feedback are based on the objectives and targets, so the teacher's specific comments will refer back to the standards.]

encouraging suggestions. Further, during the final discussion, the students will be giving each other feedback on their performances as groups.]

*Articulate **HOW** you plan to engage learners in understanding and identifying quality work and how you will provide effective descriptive feedback to guide student progress toward that work.*

[The teacher will engage the learners by allowing them to provide feedback to each other; of course the teacher's opinions matter, but often, students want to hear comments from fellow students. By allowing them to "grade" one another, the teacher is allowing them to have agency over their work. Further, the teacher will model what quality work looks like through many examples and detailed explanations of the assignment's expectations. Finally, the teacher will provide descriptive feedback through the written comments that students will receive. The teacher can provide this feedback by taking into account the students' strengths, weaknesses, and learning styles. Using these will help inform her feedback.]

#### REFERENCES

Use APA format to list and include references for justifications for instructional practices, assessment(s), and instructional materials.

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- *Bible Gateway passage: Matthew 15 - International Children's Bible*. (n.d.). Bible Gateway. Retrieved July 15, 2022, from <https://www.biblegateway.com/passage/?search=matthew+15&version=ICB>
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- *Bible Gateway passage: Genesis 22 - International Children's Bible*. (n.d.). Bible Gateway. Retrieved July 15, 2022, from <https://www.biblegateway.com/passage/?search=Genesis+22&version=ICB>

**Godliness Activity Overview:**

Activity: The lesson will begin with students engaging in a matching activity. They will be given a chart that says “godly actions” on one side and “ungodly actions” on the other. They will be asked to place flashcards of godly and ungodly actions in the correct category. There would be eight different scenarios, both in the form of written scenarios and cartoon pictures, and students would sort them. Then, children will be creating a group project to explain what godliness looks like practically, while also referencing the godly actions from the figures in the Bible stories they read. The final result will be a presentation that students will give to their friends through a gallery walk, using either a computer presentation or a poster board presentation. This lesson will last three days and at the end, students will have done research, worked together with their peers, presented their findings, and strengthened their knowledge of practical godliness.

Scripture: Esther 2:19-8:17, Ruth 3-4, and Acts 16:16-40

<b>TEACHER CANDIDATE</b>	<b>Amanda Macklin Zehr</b>
<b>DATE</b>	<b>4/16/2022</b>
<b>GRADE / CLASS</b>	<b>2nd Grade</b>
<b>UNIT</b>	<b>The Beatitudes</b>



<b>LESSON TITLE</b>	<b>Godliness</b>
<b>DURATION</b>	<b>3 Days</b>
<b>CO-TEACHING MODEL</b>	<b>No co-teaching</b>
<b>LESSON OVERVIEW</b>	
Identify the central focus and purpose of the lesson, as well as how it is addressed by the standards. Include the content understandings/ core concepts and skills students will learn. Provide a summary of the lesson, length of the lesson, and the scope and sequence (learning progression).	
<p><b>[In this lesson, second grade students will be able to establish and understand what the characteristic of godliness looks like in their lives and in the lives of others. Since this standard is based on the Beatitudes as outlined by Jesus Christ in Matthew chapter 5, this is the basis for the lesson. This specific characteristic comes from verse 6, which reads, “Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.” There are, however, standards that align with this lesson. Since students in second grade are learning about morality and how to view the world around them, this lesson is perfect for teaching them how to live, especially as Christians. The</b></p>	<p><i>Explain WHY this/these standard(s) are appropriate for this lesson.</i>  <b>[These standards are appropriate for this lesson because as students are learning about what godliness is, they are also learning about how this applies to them and how they can implement it into their daily lives. Students in second grade are capable of using texts from the Bible, drawing out the main idea of it, and working with others to create a final project.]</b></p> <p><i>Explain HOW the standards address the central focus.</i>  <b>[The central focus of the lesson is to teach students to understand how godliness applies to their lives and how they can find practical ways to be godly in their own lives. The standards include being able to use research skills to pull information from Bible stories and to work together with other students, and the standards allow students the freedom to be able to reach them to the best of their ability.]</b></p>

<p>students will understand that through working with others and in doing their own research, they will be able to create a project, with their classmates, to explain what godliness looks like practically, while also referencing the godly actions from the figures in the Bible stories they read. These Bible stories are found in Esther 2:19-8:17, Ruth 3-4, and Acts 16:16-40. The final result will be a presentation that students will give to their fellow classmates through a gallery walk, using either a computer presentation or a poster board presentation. This lesson will last three days and at the end, students will have done research, worked together with their peers, presented their findings, and strengthened their knowledge of practical godliness.]</p>	
<p><b>CONTEXT FOR LEARNING</b></p> <p>Describe to whom the lesson will be taught: students with specific learning needs, class demographics, cultural and community assets, and special circumstances. Identify the data sources used to identify each student’s needs.</p>	
<p>[Since this lesson plan is based on a fictional scenario, there is no actual class to which this lesson will be taught.</p>	<p><i>Explain <b>HOW</b> you used multiple types of data to identify each student’s learning needs and to develop differentiated learning experiences.</i></p>

<p><b>However, it will be utilized in the future, likely in private school settings and as Sunday school activities. There will be 20 students in this fictional class.]</b></p>	<p><b>[Because of the rules surrounding what can and cannot be taught in public schools, this lesson and its corresponding lessons are best suited for private schools and churches.]</b></p>
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**LESSON ALIGNMENT**

List each component of your lesson below connecting across the row. This section will help you map out and visualize direct alignment from Standards to Assessment. Consider this section as an umbrella, mapping the next sections for alignment. Each component will be written again in subsequent sections to add in justifications.

<b>Standards</b> (including subject, number and wording)	<b>Objectives</b>	<b>Learning Targets</b>	<b>Criteria for Mastery</b>	<b>Assessment /Evaluation</b>
<p><b>[TN Bible Standard B: Select and use appropriate study and research skills and tools according to the type of</b></p>	<p><b>[The student will be able to list at least three ways that godliness was shown in the selected Bible passages: Esther in her lifestyle, Ruth in her obedience to God, and Paul in his</b></p>	<p><b>[I can effectively work with my peers to think of and present ways that I can practice godliness in my life.]</b></p>	<p><b>[Students must accomplish <i>all</i> items on the checklist found in appendix B, and must achieve a score of 8/12 on their group’s rubric found in Appendix C.]</b></p>	<p><b>[Students will be assessed using the checklist in appendix B, and their presentations will be evaluated according to the rubric found in appendix C.]</b></p>

<p><b>information being gathered or organized, including almanacs, print and digital publications, internet news sources, and information services.</b></p> <p><b>2.RL.KID:.2</b></p> <p><b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b></p>	<p><b>willingness to share the Gospel.</b></p> <p><b>The student will discuss how godliness applies to our daily lives: how we speak, think, and act.</b></p> <p><b>The student will be able to use two different Bible stories to refer to within his/her final project: Paul's arrest and imprisonment, Ruth's faithfulness, and Esther's protection of her people.]</b></p>			
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<p><b>2.SL.CC.1</b> <b>Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</b></p> <p><b>2.W.TTP.3</b> <b>Write narratives recounting an event or short sequence of events. a. Include details to describe actions,</b></p>				
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<p>thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.]</p>				
<p><b>OBJECTIVES/LEARNING TARGETS /CRITERIA FOR MASTERY</b></p> <p>Provide clear, specific, and measurable learning targets that are aligned to content/ competency standards. Use student-friendly language - “I can” statements (not activities). Include the criteria for mastery.</p>				
<p><b>[Objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>The student will be able to list at least three ways that godliness was shown in the selected Bible passages: Esther, her lifestyle, Ruth in her obedience to God, and Paul in his willingness to share the Gospel.</b></li> <li>● <b>The student will discuss how godliness applies to our daily lives: how we speak, think, and act.</b></li> </ul>	<p><i>Explain <b>HOW</b> the learning targets/objectives align with the standards, are appropriate for the subject area and developmental needs of the students, <b>HOW</b> they are measurable, and <b>HOW</b> they communicate student mastery.</i></p> <p><b>[By keeping these objectives simple, yet effective, they are able to line up with the standards. Since the students will be reading the objectives and learning targets, it is good that they are digestible since the standards are complex. Students are asked to pull from the stories they read and explain what godliness is, and the standards coupled with the objectives are attainable for students. Each student is different and will have different ideas of what godliness is, and yet the objectives give a streamlined goal for students to accomplish. They are measurable because they exemplify what the student should be able to do, how they should do it, and a few examples of how they can accomplish these objectives. Finally, they communicate</b></p>			

<ul style="list-style-type: none"> <li>• The student will be able to use two different Bible stories to refer to within his/her final project: Paul's conversion, Ruth's faithfulness, and Esther's protection of her people.</li> </ul> <p><b><u>Learning Target</u></b></p> <ul style="list-style-type: none"> <li>• I can effectively work with my peers to think of and present ways that I can practice godliness in my life.</li> </ul> <p><b><u>Criteria for Mastery</u></b></p> <ul style="list-style-type: none"> <li>• Student must meet <i>all</i> items on the checklist found in appendix A. ]</li> </ul>	<p>mastery because if the students are able to reach all of these goals, they have shown that they know what godliness is and how they can display it.]</p> <p><i>Articulate HOW the applicable domains of learning are imbedded in the objectives</i></p> <p>[The cognitive domain of learning is addressed through the reading of the stories, the application to their lives, and the listing of the ways the story showed the godliness of the figures in it. These all require students to think critically. The affective domain is applied when students think about their lives and how they are godly/ways they can improve. The students are using their own lived experiences (what they have noticed in their short years), and are using that as their data. And finally, the students are activating their psychomotor domain because they are moving around to different stations and reading Bible stories, and they are working together at different areas around the room to create their presentations.]</p>
<p style="text-align: center;"><b>ASSESSMENT /EVALUATION</b></p> <p>Explain your plan for formatively and summatively (if applicable) assessing using multiple ways for the students to demonstrate their knowledge and skills in relation to the learning targets/objectives. Include the assessment questions/tasks. Include the accommodations/modifications for the students with special learning needs. Identify your plan to use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	

[The assessment in this lesson will be equal parts formative and summative. This is a lesson that is mostly student-facilitated, so assessment is a major portion since this is how the teacher will track students' progress. Formative assessment will come in the form of asking questions, turn-and-talks, partner work, and the activating strategy. Summative assessment will come in the form of the final project, the checklist, and the rubric that will be used to score the presentations. This lesson follows more of a lenient approach, so there is not a large emphasis on students performing well based on their knowledge. Character-based lessons test students' abilities to apply their personal lives to characteristics they see displayed in the Bible. That being said, the rubric and checklists act as a sort of guideline for students; while they are required to meet each of the components of both assessment tools, they are not required to meet them all in the *same way*.

*Articulate HOW the assessment is appropriate to verify, document, and support student learning.*

[Since the assessment is mostly formative, it is appropriate for this type of lesson. Because of the nature of this character-based instruction, students are evaluated based on their personal experiences, which is not always something that can be quantified. However, the teacher is able to see, through the formative and summative assessments, that students are picking up on what the teacher is teaching in how they respond to applying godliness in their lives. The teacher is able to see how students begin the lesson by evaluating the activating strategy. She can then compare it to the final project and notice the differences between the two elements of the lesson. The teacher may notice that she should re-teach certain aspects of the lesson on godliness if students show little or no improvement from the beginning to the end. Having multiple forms of assessment is crucial in this situation.]

*Identify HOW the assessment aligns with the learning targets/objectives and allows students multiple ways to demonstrate their learning.*

[Because the students are working by themselves, with partners, and in large and small groups, the teacher can notice if students work better by themselves, or if they work better in groups. Because there are both forms of assessment in this lesson, students are able to display their learning and their knowledge of godliness in several ways. As stated at the beginning of this lesson plan, there are a plethora of ways they are evaluated. The learning targets involve students being able to work together with others to create a presentation about godliness while also being assessed over how they apply this to their individual lives. Since the objectives are pretty



Students are given the creative liberty to think for themselves and to answer the checklist questions based on their lived experiences. Using turn-and-talks, group assignments, and question asking (both peer-to-peer and teacher-to-student) promotes community engagement and a healthy, comfortable classroom environment. When a student is given the opportunity to share their ideas with another student and with a few students in group work, they are more likely to be comfortable sharing in front of the entire class. This process of pushing students toward presenting comfortably is effective in building their confidence.

Assessment questions:

1. What are examples of godliness you see in the Bible stories?
2. What are examples of godliness you see in others?
3. What are examples of godliness you see in yourself?

Although there are no real students on which this is based, it would be naïve to

straightforward, it is easy to assess students based on a singular rubric and checklist.]

*Explain HOW the accommodations/modifications provided meet the needs of the students with special learning needs.*

[This is a fictional class, but the teacher can expect that there will be some students who will need accommodations. These are helpful and meet the needs of students who may have IEPs or behavioral problems because they are continuing to be held to a high standard while getting extra support, like peer tutoring and strategic partnerships.]

*Explain HOW biases are minimized in the assessment.*

[The rubric and checklist are exact and all students are held to the same standard. Because of this, the teacher cannot give one student a higher score than another if they reached the same goals and completed the same elements. Rubrics are a sure way to minimize biases when it comes to assessment tools.]

*Articulate HOW you plan to examine the assessment and other performance data to understand each learner's progress and to guide planning.*

[The teacher will evaluate the assessment and know that there are students who will need to be retaught. She should not be discouraged by this, but let it motivate her to continue to improve her instruction. Teachers are learning as her students are learning, and so in order to become a perpetually improving teacher, she needs to examine where students are struggling.]

think that each student will be able to understand everything about a lesson perfectly. For students with learning disabilities, there will be accommodations such as being given extra time to work on the activating strategy and one-on-one time with the teacher. The goal is to keep the standards high while scaffolding, and by giving students extra learning supports, they are able to reach the goals the teacher has given them. If students are having behavioral problems, the teacher will place them with positive peer mentors that will work on the project with them. Since there are so many forms of assessment, from the checklist and the rubric, to the turn and talks and the partner work, to the asking questions and the presentation, there is ample data the teacher can collect to understand where her students' strengths and weaknesses are. By working with colleagues, the teacher is able to ask for advice, collect data from

*If used, explain **HOW** technology is used to support assessment practices, engages students, and adds value to the assessment*

[Technology is used if students wish to present their godliness project on PowerPoint. If students do choose to do this, the teacher is able to easily navigate and assess the project. The students are supported, engaged, and the technology adds value because of how technologically-minded our society is. Using technology in projects is great for students to practice their fluency in using it.]

*Articulate **HOW** you will use a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice.*

[Independently, the teacher is able to use the checklist, rubric, student partner work, and the presentation to evaluate her students. She can use these tools to understand where her students' strengths lie and where she can improve. With other colleagues, the teacher can ask for support and advice if she needs it to improve for next time.]

<p>her lessons, and work together to improve the lesson even more for next time.]</p>	
<p><b>ACTIVATING STRATEGY</b></p> <p>Describe the activating strategy (set/hook/motivator or advance organizer). Include your plan to engage students actively. Provide the driving question(s) that students will be able to answer after this lesson. Identify how you will connect it to prior knowledge. Be sure that it aligns with the learning targets/objectives and promotes anticipation and curiosity.</p>	
<p><b>[In order to get students engaged in this lesson, the hook will be in the form of a matching activity. Students will</b></p>	<p><i>Articulate <b>HOW</b> the activating strategy is imaginative, creative and how it raises anticipation and connects with objective(s).</i></p>

work on this individually and will be given a sheet that has a t-chart on it. One side will say “godly actions” and the other side will say “ungodly actions.” Then on another sheet, students will be given cards that have different situations on them. For example, one card could say, “Johnny’s sister wants his cookie. Johnny’s mom said he could have the last cookie, so he ate it. Johnny’s sister was upset about this and hit him. Is Johnny’s sister showing godliness or ungodliness?” The student would place this scenario under the “ungodly” action category. There would be eight different scenarios, both in the form of written scenarios and cartoon pictures, and students would sort them. On a more basic level, this activating strategy will allow students to strengthen their fine motor skills through cutting, gluing, and coloring. After students are given ample time to complete this project, the teacher will use an ELMO or other projecting

[Students will likely view this activity as a craft. Since they have to color and cut/paste, this will be a good strategy to get their brains and their bodies moving. The activity is imaginative and creative because the students will get to apply their knowledge to the scenarios while simultaneously creating them. It raises anticipation for the lesson because the students use their prior knowledge, and it connects with the objectives because they are asked to identify what godliness looks like, and this activity requires them to do just that.]

**device and give students the chance to share their answers. If there are wrong answers, the teacher will correct the students, either directly or through peer correction (asking students if they agree or disagree with the answer).**

**Driving question:**

- 1. What is godliness?]**

#### **INSTRUCTION**

Based on your knowledge of your students, provide specific procedures and strategies that you will use to engage students in the learning tasks. Provide a detailed timeline for each part of your lesson, including transitions. Include your plan to differentiate the learning for your students. Include essential questions you will ask to promote thinking and check for understanding. Describe how you will engage students actively in the lesson. Include where and how you will formatively assess students during the instruction.

<p><b>[Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What is godliness?</b></li> <li>2. <b>What are examples of godliness in my life?</b></li> <li>3. <b>What are ways I can show godliness in my life?</b></li> <li>4. <b>Where are these examples in the Bible stories where the main figures displayed godliness?</b></li> </ol> <p><b>DAY 1 (73 minutes)</b></p> <p><b>7 minutes:</b> The teacher will explain the concept of godliness and what it means to be godly practically. The teacher will allow the students to converse with her and ask questions.</p> <p><b>25 minutes:</b> The students will be asked to read three different Bible stories: The story of Queen Esther, the story of Hosea, and the story of Paul and Silas in prison. The International Children’s Bible will be used and each student will get a copy. In their notebooks, students will write the main ideas and any examples of godliness they see. The teacher will be walking around the</p>	<p><i>Articulate <b>HOW</b> the teaching strategies are appropriate with respect to content, context, and the students identified in the context for learning.</i></p> <p><b>[The teaching strategies are appropriate for this lesson because since the teacher is a facilitator, she has a kind of bystander role. Obviously, the teacher isn’t going to let the students have complete freedom, but she is going to use guidelines to support her instruction. The content is part text-based and part personal experience, so students are able to pull examples from their own lives and from the Bible stories. Since the students are hypothetically in a private Christian school, they have been informed and have prior knowledge about godliness.]</b></p> <p><i>Explain <b>HOW</b> the timeline is appropriate for all components of the lesson plan.</i></p> <p><b>[Since this is a fairly large research project, students will be given ample time to complete it. It is better to overestimate time than to underestimate time, to ensure that students have space to ask questions, both to their peers and to the teacher. Giving students two days for research and grouping, and one day for presentation, the teacher is able to dedicate the time she needs to ask students probing questions in order to make them critically think. The one day for presentation allows students to understand that their hard work results in a presentation that they can display for their classmates and teacher. Giving more time for research and less time for presentation allows the students to understand that it is not always the end result that is important but that the material they learn along the way is, also.</b></p> <p><i>Articulate <b>HOW</b> the essential questions align with the objectives, promote critical thinking, and guide rather than direct student thinking.</i></p>
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<p>classroom to help students pronounce difficult words and clarify anything they may not be understanding.</p> <p><b>20 minutes:</b> Students will reread the stories with their turn-and-talk partners. Then, they will be asked to talk about the main ideas they found and the godliness they could apply to their own lives.</p> <p><b>30 seconds:</b> The teacher will use a transition song to allow students time to get with their shoulder partners.</p> <p><b>10 minutes:</b> The teacher will ask several students to share their answers regarding the three different stories.</p> <p><b>30 seconds:</b> The teacher will use a transition song to allow students time to get back to their seats.</p> <p><b>10 minutes:</b> Using pre-assigned groups and using the flexible grouping method, students will be put into</p>	<p>[Essential questions are asked in the form of formative assessment. The teacher will be asking questions about students' progress, what they are learning, and how they can explain what godliness is. The students are able to see what goals they need to meet and are given the tools to be able to meet them. They are required to think critically by applying their experiences to the Bible stories, and the teacher is guiding them through the essential questions.]</p> <p><i>Explain <b>HOW</b> you will elicit students' ideas so they are visible to you and others in the class.</i></p> <p>[By utilizing question asking and whole-group discussion, the teacher is able to facilitate clarifying any points of confusion with her students and can allow other students to see how others' thought processes work. There is a large emphasis on group work, and this is another way that ideas can be shared. ]</p> <p><i>Explain <b>HOW</b> you will monitor students' different ways of thinking, and how you will select which ideas to highlight in class.</i></p> <p>[The teacher will have a name generator that she will utilize to ensure that each student gets a chance to talk, and she will also use her own judgment to realize that some students are more apt to speak aloud. The teacher will realize that she has students who do not speak up often, and they should be able to have a chance to. Knowing students' strengths and weaknesses, the teacher will be able to assess students based on how they excel in specific areas. She may also adjust her instruction according to student needs.]</p>
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groups of four and asked to create a presentation, either physical or digital, based on the characteristic of godliness. The teacher will use a transition song as students are joining their groups. Since the teacher is a facilitator in this situation, the students will have to meet the standards, objectives, and learning targets, but they are given the freedom to choose how they want to achieve them. This time is used for students to decide how they want to complete their project and in what ways they want to present godliness.

**DAY 2 (1 hour and 15 minutes)**

**5 minutes:** To review, the teacher will ask a few students using a name generator to summarize what godliness is. She will ask one student to give an example from one of the Bible stories.

*Explain **HOW** you will build on students' ideas towards worthwhile disciplinary ideas*

[The teacher is obviously a Christian, and because of her values, she believes that teaching students about godliness and how to be godly is a worthwhile idea for students to practice. Because of this, the teacher will place emphasis on students' grasp of the concept of godliness. Instead of focusing solely on how well students do in the final project, the teacher will evaluate based on the factual information that is found in the presentations.]



**30 seconds:** The teacher will use a transition song to allow students time to get back to their seats.

**20 minutes:** Students will reread the stories with their groups one more time. They will decide on which examples they would like to use in their final projects.

**50 minutes:** Students will use the remainder of day 2 to work with their groups on their presentations. The teacher will meet with each group for 10 minutes at a time and ask them questions, write down observations, and allow students to ask for clarification for anything.

**DAY 3 (about 1 hour and 15 minutes)**

**30 minutes:** Students will finalize their projects during this time. The teacher will help facilitate any needed discussion.

**30 seconds:** The teacher will use a transition song to allow students time to get focused to begin the gallery walk.

**25 minutes:** The students will complete a gallery walk. With each of the five projects on display, the students will walk around the room individually and take notes about the different projects. They will write down observations about things they have learned and about similarities they see between their own projects and the projects of their peers.

**30 seconds:** The teacher will use a transition song to allow students time to get back to their turn-and-talk groups.

**10 minutes:** Students will discuss the similarities and differences between their projects and others' projects. The teacher will walk around and ask probing questions to each group.

<p><b>30 seconds: The teacher will use a transition song to allow students time to get back to their seats.</b></p> <p><b>10 minutes: Final discussion will take place. The teacher will ask each group to name one thing they learned about another group's project.</b></p> <p><b>The teacher will eventually collect each group's project (or view it online), and use the rubric/checklist to evaluate. Their participation in the gallery walk and group discussions will also be considered in the assessment.]</b></p>	
<p><b>CLOSURE</b></p> <p>Explain your plan for reviewing the learning targets/objectives. Explain how you will actively engage the students in reflection and articulation of their learning. Identify your plan for checking for understanding. Indicate your plan for modeling and structuring a process for students to examine their own thinking as well as the performance of others.</p>	
<p><b>[To close this lesson, the teacher will allow students to participate in a gallery walk in which they will view their classmates' presentations. This will allow the students to understand that their peers and their groups may have different examples of godliness</b></p>	<p><i>Explain <b>HOW</b> the closure requires students to reflect on and articulate their learning.</i></p> <p><b>[In this closure activity, the students are not only reflecting on their learning, but are reflecting on the learning of their peers. They are able to see the thought process and ideas of other students while comparing them to their own. And they are forced to articulate their own learning through the</b></p>

and different applications of it in their own lives. This activity should be engaging and gives students the chance to display their ideas so others can see them. After the gallery walk is over, the teacher will conduct a final whole group discussion, in which she will review the objectives, learning targets, and overall goals for the lesson. If there are students who still are not completely grasping the idea of godliness, The teacher will point to examples the other students have found in order to relate it back to the lesson. She may even have students explain their ideas, since that would be another way for the lesson to be student-centered. The idea of a gallery walk is for students to compare their own thinking to their peers' thinking. So, as the teacher is explaining what the gallery walk is, she will give students examples of how to take notes about the different presentations and what they should be looking for in them.]

presentation, as they are to give reasoning for why they chose these specific examples of godliness in the whole group discussion.]

*Explain **HOW** you plan to model and structure a process for students to examine their own thinking as well as the performance of others.*

[One of the benefits of the teacher being a facilitator in this lesson is that modeling is a natural occurrence. In this case, the modeling happens throughout the entire lesson, and so students are seeing the teacher give examples of godliness and examples of ungodliness. In the closure, the teacher will explain what the students are to be doing and how to do it. In the rest of the lesson, the students are basically given freedom to reach the standards however they wish, however, in the closure, the students are specifically asked to take notes on similarities and differences between their projects in the projects of others, and to share their thoughts in the whole group discussion. The whole group discussion will be more like a Socratic seminar, where the teacher is a sort of moderator, asking probing questions and letting students speak for the most part. However, students will know how Socratic seminar works because of prior modeling by the teacher.

### JUSTIFICATION FOR EVIDENCE-BASED PRACTICES

Provide justification for using evidence-based practices in your lesson that are supported by theory and research from 4 -5 course readings. Provide a justification for the assessment(s) chosen that is supported by theory and research.

[There are justifications for the use of facilitation in the classroom, group work, the use of rubrics as an assessment tool, and the benefits of feedback. Firstly, the use of facilitation is an effective way to instruct in the classroom. By giving students the freedom to be able to “teach themselves,” they are more apt to want to complete the assignment. According to a website called EHL Insights, group work has the ability to “increase participation from all group members.” The article explains that when teachers are facilitators in the classrooms, they are encouraged to “contribute more readily with the sharing of divergent ideas” (Chen, n.d.). This basically means that students are willing to share their thoughts more comfortably in a group, and this contributes to the diversity of thought, which is extremely important

*Articulate HOW instruction is justified through theory and research from course readings.*

[Instruction is a large portion of this lesson, but mostly through a student-led method. Because of this, the teacher as a facilitator method is used, and is justified through this lesson. The idea of allowing students to take agency of their own learning is an idea that many in the education world approve of. Because this lesson is fairly straightforward, the students are able to do most of the learning with minimal assistance from the teacher. The idea of group work is one that is *highly* approved of in the realm of education, and teachers are able to utilize group work so students can build off one another and work together to improve their problem-solving skills. The article that supports the usage of group work is one that explains the benefits, and the teacher considers these benefits in their lessons.]

*Explain HOW the assessment is justified through theory and research from course readings.*

[The assessment tools, rubrics and feedback, are both crucial to this lesson because it is important that the teacher creates a bias-free classroom. Playing favorites with students during assessment is not only unprofessional, but it can cause serious self-esteem issues in students. Because of this, the rubrics and checklists are utilized since they minimize bias.]

**in the classroom. According to the Eberly Center at Carnegie Mellon University, group work allows students to better “plan and manage time” and “give and receive feedback on performance” among other things (Carnegie Mellon University, n.d.). This also ties in with another evidence-based practice, which is feedback. Students are also forced to “develop stronger communication skills” which is another skill that is important to have in the classroom. Next is the concept of using rubrics as an assessment tool. It has been proven that rubrics are a way to minimize bias in assessment since students are all graded according to the same scale. Additionally, according to an article from Southwestern University, rubrics also “clarify expectations,” help teachers “design stronger assignments,” and “standardize grades” (Southwestern, n.d.). From this article, it can be recognized that rubrics are not only beneficial to**

students, but they are beneficial to teachers and allow them to create better, more just feedback. Lastly, feedback, both by peers and the teacher, is justified through an article from the University of Reading. In this article's excerpt, the author explains that when students receive feedback, it can "improve a student's confidence, self-awareness and enthusiasm for learning (University of Reading, n.d.). This should be the goal of all teachers, and students should feel confident in their abilities. Even feedback that is corrective is helpful, as it provides students with knowledge of the skills they need to improve upon. Each of these practices is evidence-based and will be well-utilized in this lesson. ]

#### **MODIFICATIONS /GROUPING**

Identify the accommodations, modifications, and/or interventions that will be provided to support the learning needs of your diverse students (ELL, IEP, 504, struggling students, high performing, etc.), including extensions. Identify your plan for preparing your students for and differentiating the assessment to meet the needs of your diverse students.

[It is inevitable that there will need to be some sort of modifications for this classroom. As mentioned before, this classroom is fictional, so there is no context for learning. It can be assumed, however, that the classroom will have struggling students, advanced students, and students of different races and ethnicities. To address the diversity of race, students will be informed that the Bible is inclusive and applicable to all Christians of all races, and that this is actually a beautiful picture of the Good News of Jesus Christ. Additionally, the students who are high-achieving and students who are lower-achieving should be placed in flexible groups, which allow room for students to be placed in groups that meet their specific needs. The use of peer mentors will also be used. In terms of differentiating instruction, the students will be required to meet all of the same goals and targets, but they will be given accommodations such as extra time to work on specific portions of the

Articulate *HOW* your plan for differentiating instruction meets the needs of the learners identified in the context for learning.

[As stated, the context for learning is a fictional scenario. But because of prior knowledge, it can be assumed that there will be students who grasp the concept of godliness at a quicker pace than others, and that there will be some students who need extra assistance. Because of this, the teacher will understand that her role as a facilitator is crucial in the instruction. The teacher will identify who needs extra assistance and will focus solely on them for the majority of the time. Without neglecting other students, the teacher will know her students' strengths and weaknesses and learning styles. Using this prior knowledge, the teacher will give her auditory learners the opportunity to use videos during research, visual learners graphic organizers to use, and kinesthetic learners the ability to move around during group time in order to meet their needs.]

Articulate *HOW* your plan for preparing the students for and differentiating the assessment meets the needs of the learners identified in the context for learning.

[The students who are high-achieving will be accommodated because they are given the opportunity to be leaders. It can be said about advanced students that they are more apt to take leadership roles because they are more confident in their abilities. This isn't to say that students who do not exhibit strengths in a particular subject are not also confident, but in this case and in this context, the teacher will give the students who are higher-achieving more responsibility. The students who need extra help will be able to utilize extra time with the teacher, which gives them the opportunity to ask more questions. Finally, the middle-level learner will be able to work



<p>project, students who are struggling will be given accommodations like extra one-on-one time with the teacher and a sheet that has sentence stems. For students who are high-achieving, the teacher will allow them to take on leadership roles and have more responsibility in the group time.]</p>	<p>with both the students who are high-achieving and students who are lower-achieving because of their ability to adapt. The teacher’s careful grouping and modifications in both assessment and instruction work with all types of learners because of their ability to adapt. The grouping and modifications in both assessment and instruction are perfect ways to meet the needs of every student in the classroom.]</p>
<p><b>ACADEMIC LANGUAGE</b></p> <p>Identify the language function and academic language associated with this lesson (vocabulary, discourse, and syntax). Explain the supports for learning academic language that you will provide. Include the language function(s) that identify how the students will learn the content/skills.</p>	
<ul style="list-style-type: none"> <li>● [Godliness</li> <li>● Personal Life</li> <li>● Biblical Characteristic</li> <li>● Practical</li> <li>● Summarize</li> <li>● Present</li> </ul> <p>In order to best support the students vocabulary-wise, the teacher will explicitly review all of the words above. Additionally, when students are in small groups, they will be asked to use these words in conversation and asked to display what they mean. For example, if the teacher asks the</p>	<p><i>Explain <b>HOW</b> the language supports will meet the needs of the students with language learning needs.</i></p> <p>[The students who are struggling to grasp the vocabulary concepts will benefit from student examples and working together with their peers. Because the teacher will explicitly teach the vocabulary <i>and</i> encourage students to use it in a practical and conversational way, the information is more apt to be memorable.]</p>

students to summarize the story of Esther, the student would be able to give a synopsis of what happened.

**Function**

In this lesson, students will use these words in their final projects. They will use them in sentences verbally and in written ways, too.

**Discourse**

Students will be able to use these words conversationally and will see how they fit into sentences. Having a strong grasp of what the vocabulary words mean will be helpful.

**Syntax**

The syntax in this lesson includes the students' ability to create their presentation, whether it be online or on paper. Because of their vocabulary knowledge, they will be able to successfully complete the project.]

**MATERIALS / RESOURCES / TECHNOLOGY**

Identify the key instructional resources and materials that will be used to engage students in learning. Include source of materials, reference list, and links.

<p><b>[Materials</b></p> <ul style="list-style-type: none"> <li>● Pencils</li> <li>● Markers</li> <li>● Poster board</li> <li>● Graphic Organizers</li> <li>● Glue</li> <li>● Scissors</li> <li>● Notebooks</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● The Holy Bible</li> <li>● Biblegateway.com</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Class laptops]</li> </ul>	<p><i>Explain <b>HOW</b> the multiple materials and resources will be used to meet the needs of the students identified in the context for learning.</i></p> <p><b>[By using multiple different materials and technology, the students will be able to analyze and understand what outlets work for them. For example, the students who are more creatively natured will do well in creating the poster board, the students who are research-minded will do well with the research portion, the technologically-savvy students will excel in using the computer, and so on. Because the teacher knows her students' needs and how they function, the materials, resources, and technology are adjusted according to this.]</b></p> <p><i>Explain <b>HOW</b> technology use adds value to the lesson.</i></p> <p><b>[Technology is the means through which students, if they wish, will be sharing their final projects. Even if they do not choose to create a PowerPoint and instead create a poster board presentation, all groups will use computers to conduct research. They are able to look up the Bible story, extra supplemental resources involved with the Bible story, and blog posts from fellow believers about godliness. Students are growing up in a technological world, so it is important that they have the proper tools to be able to navigate it.]</b></p>
<p><b>ACADEMIC FEEDBACK</b></p> <p>Explain your plan to provide feedback that is academically focused, aligns with the expectations for learning, and includes both written and oral aspects.</p>	

**[Students will receive feedback throughout the entire process of conducting research, creating the project, and presenting. The verbal feedback will come in the form of redirective comments that promote critical thinking like the following: “I love this idea and how you related it to your life. Could you give me an example of how you do this?” Getting students to think of examples and apply godliness to their lives is one way to improve their metacognition. The students will also understand that they are to create work on which the teacher can provide good, constructive feedback. The written feedback will come in the form of the graded rubrics. Instead of giving students a rubric with just the numbers circled, there will be specific reasoning written on each box for students to read. The same will happen for the checklist.]**

*Explain **HOW** the academic feedback you will provide will promote student thinking, will be used to assess individual students, and monitor and adjust instruction.*

**[Students are asked to provide quality work that is able to be graded by the teacher with helpful comments. Because of this, students are asked to think about their thinking, which allows them to understand the *why* behind this project. Students will also be evaluated according to the rubric, which is assessed on a group basis. Obviously, the teacher will check to make sure that the checklist is properly completed with the students’ work, but this is a way she can individualize the feedback. If the teacher notices that some students are not completely understanding elements of the lesson or of the concept of godliness, she will ask students to explain what they are not understanding, and the teacher will use this feedback to clarify and improve her instruction.]**

*Address **HOW** students will be provided with opportunities to provide feedback to one another.*

**[Students will be given plenty of opportunities to provide oral feedback to one another in group time. They will also be asked to write in their journals and share with the class what they liked about their classmates’ projects.]**

*Articulate **HOW** you plan to engage learners in understanding and identifying quality work and how you will provide effective descriptive feedback to guide student progress toward that work.*

**[Students will understand that their evaluation is dependent on how much effort they put into this project. If they do well and work hard, they will**

receive good feedback, and if they do not choose to work hard, they will receive redirective feedback so they know what they need to improve upon next time. Students will be able to understand what they did well and what they need to work on for the next assignment through the teacher's feedback.]

#### REFERENCES

Use APA format to list and include references for justifications for instructional practices, assessment(s), and instructional materials.

##### References for Instructional Practices and Assessments:

- Why is feedback important? - University of Reading. <https://sites.reading.ac.uk/curriculum-framework/why-is-feedback-important/>.
- Chen, W.-C. The benefits of facilitation skills for education professionals. <https://hospitalityinsights.ehl.edu/benefits-facilitation-skills>
- Deciding Which Type of Rubric to Use. Southwestern University. <https://www.southwestern.edu/offices/writing/faculty-resources-for-writing-instruction/designing-rubrics/deciding-which-type-of-rubric-to-use/>
- What are the benefits of group work? - Carnegie Mellon University. <https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/benefits.html>

##### References for Instructional Materials:

- BibleGateway.com: A searchable online Bible in over 150 versions. <https://www.biblegateway.com/>
- Morgan, R. J. (2000). *The International Children's Bible*. Nelson Bibles.

## Appendices

## Appendix A

### Bible Story List for Creative Project

Esther 2:19-8:17. Esther Chosen Queen. Retrieved from

<https://www.biblegateway.com/passage/?search=Esther%202&version=ICB>.

Ruth 3-4. Ruth and Boaz at the Threshing Floor. Retrieved from

<https://www.biblegateway.com/passage/?search=Ruth%203&version=ICB>

Matthew 26-28. The Plot to Kill Jesus. Retrieved from

<https://www.biblegateway.com/passage/?search=Matthew%2028&version=ICB>.

Matthew 15 ICB - That Which Defiles - Then some - Bible Gateway. Retrieved July 4, 2022, from

<https://www.biblegateway.com/passage/?search=Matthew+15&version=ICB>

Luke 15:11-32. The Prodigal Son. <https://www.biblegateway.com/passage/?search=Luke%2015&version=ICB>

John 13:1-20. Jesus Washes His Followers' Feet. Bible Gateway.

<https://www.biblegateway.com/passage/?search=john+13%3A1-20&version=ICB>.

Philippians 2:1-11. Christ's Example of Humility. Retrieved from

<https://www.biblegateway.com/passage/?search=Philippians+2+&version=ICB>.

1 Samuel 25. David and Nabal. Retrieved from <https://www.biblegateway.com/passage/?search=1+Samuel+25&version=ICB>.

Genesis 22. The Sacrifice of Isaac. Retrieved from

<https://www.biblegateway.com/passage/?search=Genesis+22&version=ICB>.

Acts 16:16-40. Paul and Silas in Prison. Retrieved from

<https://www.biblegateway.com/passage/?search=Acts%2016&version=ICB>.

Matthew 5:1-12. Introduction to the Sermon on the Mount. Retrieved from

<https://www.biblegateway.com/passage/?search=Matthew%205&version=ICB>.



International Children's Bible (ICB) - version information - biblegateway.com. (n.d.). Retrieved October 19, 2021, from <https://www.biblegateway.com/versions/International-Childrens-Bible-ICB/>.

## Appendix B

Name: \_\_\_\_\_

Directions: You must complete EVERY item on this checklist before you turn in your final group project.

\_\_\_\_\_ I have completed my project on poster board or on a digital platform.

\_\_\_\_\_ I have listed THREE ways that godliness was shown, by the characters, in the Bible stories.

List those examples here:

\_\_\_\_\_ I have discussed, with my teacher and peers, how godliness can be shown in my daily life.

\_\_\_\_\_ I have used two of the three Bible stories in my final project to display the characteristic of godliness.

List those Bible stories here:

### Appendix C

1 point	2 points	3 points	4 points
The student is unable to work with other students in a group setting.	The student is somewhat able to work with other students in a group setting.	The student is able to work with other students in a group setting.	The student is able to work with other students in a group setting and contribute positively to the conversation.
The student was unable to list any ways that godliness was shown in the Bible stories.	The student was able to list one way that godliness was shown in the Bible stories.	The student was able to list two ways that godliness was shown in the Bible stories.	The student was able to list three or more ways that that godliness was shown in the Bible stories.
The student is unable to use any Bible stories in their final presentation.	The student uses one Bible story in their final presentation.	The student uses two Bible stories in their presentation, with most information listed correctly.	The student uses two Bible stories in their presentation, with all information listed correctly.

## Appendix D

Name: \_\_\_\_\_

Directions: You must fill in every item on this template before you participate in the Socratic seminar.

One positive comment:

One comment you think could be helpful to your friends for next time:

## Appendix E

1 point

2 points

3 points

4 points

<p>The student was unable to contribute to the process of creating and performing a play about meekness at all.</p>	<p>The student was unable to effectively contribute to the process of creating and performing a play about meekness.</p>	<p>The student was somewhat able to contribute to the process of creating and performing a play about meekness.</p>	<p>The student was extremely able to contribute to the process of creating and performing a play about meekness.</p>
<p>The student is unable to provide any feedback to his or her peers at all.</p>	<p>The student is only able to provide one comment to his or her peers.</p>	<p>The student is able to provide adequate feedback to his or her peers.</p>	<p>The student is able to provide excellent feedback to his or her peers.</p>
<p>The student is unable to discuss what meekness means in conversation with others at all.</p>	<p>The student is unable to effectively discuss what meekness means in conversation with others.</p>	<p>The student is somewhat able to discuss what meekness means in conversation with others.</p>	<p>The student was extremely able to discuss what meekness means in conversation with others.</p>

## Appendix F

Directions: You must fill in every item on this template after you participate in each element of the activity.

\_\_\_\_ I participated in the Socratic seminar, to the best of my ability, and used my active listening skills with my classmates.

\_\_\_\_ I wrote at least two questions that I used to ask my peers during the Socratic seminar.

\_\_\_\_ I wrote three summaries: one is 10-15 words, one is 35-50 words, and one is 75-100 words.

\_\_\_\_ I provided and received feedback from my partner about our summaries.

## Appendix G

Name: \_\_\_\_\_

Write down at least TWO questions to ask during the Socratic Seminar. Questions? Ask your teacher!

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix H

TNReady Grades 4-5 Narrative Rubric				Revised: May 2017
Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>• utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>• contains an effective conclusion that follows from the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to thoroughly develop experiences, events, and/or characters.</li> <li>• effectively incorporates relevant, well-chosen details from the stimulus.</li> <li>• effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of experiences, events, and/or characters.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task.</li> <li>• utilizes sophisticated and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• demonstrates consistent and sophisticated command of grade-level conventions of standard written English,<sup>2</sup></li> <li>• may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>• utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>• contains an adequate conclusion that follows from the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to sufficiently develop experiences, events, and/or characters.</li> <li>• adequately incorporates relevant details from the stimulus.</li> <li>• adequately demonstrates an understanding of the task and stimulus by using relevant, descriptive details in order to convey a precise picture of experiences, events, and/or characters.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• illustrates consistent command of precise language, including sensory details, appropriate to the task.</li> <li>• utilizes appropriate and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• demonstrates consistent command of grade-level conventions of standard written English,<sup>2</sup></li> <li>• contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• conveys a limited, possibly confusing situation that may include a narrator and/or characters.</li> <li>• contains a limited sequence of events that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences.</li> <li>• contains a weak conclusion that may be loosely related to the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• utilizes some relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> in order to partially develop experiences, events, and/or characters.</li> <li>• utilizes limited, if any, relevant details from the stimulus.</li> <li>• demonstrates some understanding of the task and stimulus by using some relevant or descriptive details in order to convey a limited picture of experiences, events, and/or characters.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• illustrates inconsistent command of precise language, including sensory details.</li> <li>• utilizes basic or repetitive transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• demonstrates inconsistent command of grade-level conventions of standard written English,<sup>2</sup></li> <li>• contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• contains an unclear, irrelevant, or no situation.</li> <li>• contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow.</li> <li>• contains no or an irrelevant conclusion.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>• contains few or no relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to develop experiences, events, and/or characters.</li> <li>• contains no or irrelevant details from the stimulus.</li> <li>• demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• illustrates little to no use of precise language, including sensory details.</li> <li>• utilizes no or few transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>• demonstrates limited command of grade-level conventions of standard written English,<sup>2</sup></li> <li>• contains numerous and repeated errors that seriously impede meaning.</li> </ul>

\*This is a rubric that is intended for 4th-5th grade assessment, but it applies, in a simpler way, to 2nd graders as well.

Tennessee English Language Arts Standards. Tennessee State Board of Education.

[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17\\_III\\_J\\_Non-Substantive\\_Changes\\_to\\_Math\\_ELA\\_Science\\_Standards\\_Attachment\\_2\\_-\\_ELA.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf)

## Appendix I

Name: \_\_\_\_\_

Directions: Write three things that interest you about purity, 2 things you want to learn more about, and one idea that you have about purity.

What interests me?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What do I want to learn more about?

1. \_\_\_\_\_
2. \_\_\_\_\_

What is an idea I have?

1. \_\_\_\_\_



## Appendix J

Prewriting:




**Prewriting**

**Brainstorm and Organize Ideas**

- Think about what you want to say. Then, create a plan to organize your ideas.
- Select key ideas and questions to get you started.

Drafting:



**Drafting**

**Use Ideas to Write a Rough Draft**

- Write your ideas in order, and choose one or more to start your writing.
- Use your choices to develop a main idea, supporting details, and the body of your writing.

Revising/Editing:

<b>Revising</b>	<p><b>Make Changes to Improve Writing</b></p> <ul style="list-style-type: none"> <li>● Rearrange words and sentences to clarify meaning. Be sure to add descriptive words and details.</li> <li>● Include feedback from peers and/or teachers.</li> </ul>
<b>Editing</b>	<p><b>Proofread and Correct Mistakes</b></p> <ul style="list-style-type: none"> <li>● Check for complete sentences, proper spelling, and correct grammar.</li> <li>● Reread, or have someone else read, your writing to be sure it is interesting and makes sense.</li> </ul>

Final publication:

<b>Publishing</b>	<p><b>Write and Present Final Copy</b></p> <ul style="list-style-type: none"> <li>● Prepare a final, edited draft of the writing.</li> <li>● Choose a form in which to present your writing, and share it with others.</li> </ul>
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*Writing Process Chart.* (n.d.). Teacher Created Resources. <https://www.teachercreated.com/products/writing-process-chart-7639>

## Appendix K

1 point

2 points

3 points

4 points

<p>The student was unable to contribute to the conversations and thinking of scenarios about mercy at all.</p>	<p>The student was unable to effectively contribute to the conversations and thinking of scenarios about mercy.</p>	<p>The student was somewhat able to contribute to the conversations and thinking of scenarios about mercy.</p>	<p>The student was extremely able to contribute to the conversations and thinking of scenarios about mercy.</p>
<p>The student is unable to provide any feedback to his or her peers at all.</p>	<p>The student is only able to provide one comment to his or her peers.</p>	<p>The student is able to provide adequate feedback to his or her peers.</p>	<p>The student is able to provide excellent feedback to his or her peers.</p>
<p>The student is unable to fulfill the role given to them by the teacher at all.</p>	<p>The student is unable to effectively fulfill the role given to them by the teacher.</p>	<p>The student is somewhat able to fulfill the role given to them by the teacher.</p>	<p>The student was extremely able to fulfill the role given to them by the teacher.</p>