

Bri Hull
Teaching Week: Lesson Plans
Week [B]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Bible

Topic: Parables

Subtopic: The parables of Jesus

<u>Standard:</u> State standard	(Not a required standard) 74.36 (D): Familiarize students with, as applicable: the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.	(Not a required standard) 74.36 (A): Familiarize students with, as applicable: the contents of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (B): Familiarize students with, as applicable: the history of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (C): Familiarize students with, as applicable: the literary style and structure of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (1): Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy.
<u>National Standard:</u> If math or Language Arts, Common Core Standard	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (D): Students need to see the truths of God's word in all other areas of the world, including the academics they are studying and as they prepare for the careers they hope to pursue.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (D): A Christian worldview should be knit together by what they learn, hear, see, and process with their teachers, parents, and peers and through a personal relationship with God.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (B): Knowing the words, concepts, Bible references, and even historical stories and facts is not enough. Students need to get to know the person of Jesus Christ and how he loves each one of us personally. Students also need to experience the personal disciplines of prayer, Bible reading, meditation/memorization, and service.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (A): Students need to be taught foundational Bible knowledge as part of their Christian education. Unless they know the Word of God, they cannot apply it to their lives.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (C): Students need to know how to apply their Bible knowledge in various areas of their lives. They need to move from information to application and hopefully into discernment.
<u>Objective:</u> must contain a condition, practice, and performance	Given a worksheet, each student will be able to answer each question using their journals.	Given a worksheet, each student will be able to answer each question using their journals.	Given a worksheet, each student will be able to answer each question using their journals.	Given a worksheet, each student will be able to answer each question using their journals.	Given a test, each student will be able to complete the assessment with at least 70% accuracy.

Materials: texts used, pg. #'s, any supplies needed	SmartBoard, video, journals, pencils, glue, paper.	SmartBoard, video, journals, pencils, glue, paper.	SmartBoard, video, journals, pencils, glue, paper.	SmartBoard, video, journals, pencils, glue, paper.	Computers, headphones, video, SmartBoard.
Biblical/Character Integration: How will this be integrated with the lesson?	Why Jesus spoke in parables: Matthew 13:10-13 “The disciples came to him and asked, ‘Why do you speak to the people in parables?’ He replied, ‘Because the knowledge of the secrets of the kingdom of heaven has been given to you, but not to them. Whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them. This is why I speak to them in parables: ‘Though seeing, they do not see; though hearing, they do not hear or understand.’”	The significance of parables: Mark 4:10-12 “When he was alone, the Twelve and the others around him asked him about the parables. He told them, ‘The secret of the kingdom of God has been given to you. But to those on the outside everything is said in parables so that, “they may be ever seeing but never perceiving, and ever hearing but never understanding; otherwise they might turn and be forgiven!””	The importance of parables: Luke 8: 9-10 “then he said this, he called out, “Whoever has ears to hear, let them hear.” His disciples asked him what this parable meant. He said, ‘The knowledge of the secrets of the kingdom of God has been given to you, but to others I speak in parables, so that, “though seeing, they may not see; though hearing, they may not understand.””	The prevalence of parables: Mark 4:33-34 “With many similar parables Jesus spoke the word to them, as much as they could understand. He did not say anything to them without using a parable. But when he was alone with his own disciples, he explained everything.”	How long parables have been used in teaching: Psalms 78:1-3 “My people, hear my teaching; listen to the words of my mouth. I will open my mouth with a parable; I will utter hidden things, things from of old—things we have heard and known, things our ancestors have told us.”
Technology: What technology will you use? How will you use it?	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class. Computers: test will be taken on google forms.
Set: What will you be doing to gain the student's attention?	Video: “The Lost Sheep” 📺 One Lost Sheep...	Video: “The Prodigal Son” 📺 The Prodigal Son	Video: “The Mustard Seed” 📺 The Parable of ...	Video: “The Lost Coin” 📺 The Parable of ...	Video: “The Parables of Jesus” 📺 All of Jesus Pa...

<u>Instruction:</u> How you will actually teach the concept that is being taught. This should be a step by step list of what you will be doing. Be sure to provide multiple learning opportunities to address diverse learners and diversity.	1. Show video. 2. Pass out interactive notes. 3. Biblical integration 4. Present slideshow presentation and have students fill out notes as the lesson progresses. Slideshow will cover: The Parable of The Lost Sheep 5. Have students glue notes in journal.	1. Show video. 2. Pass out interactive notes. 3. Biblical integration 4. Present slideshow presentation and have students fill out notes as the lesson progresses. Slideshow will cover: The Parable of The Prodigal Son 5. Have students glue notes in journal.	1. Show video. 2. Pass out interactive notes. 3. Biblical integration 4. Present slideshow presentation and have students fill out notes as the lesson progresses. Slideshow will cover: The Parable of The Mustard Seed 5. Have students glue notes in journal.	1. Show video. 2. Pass out interactive notes. 3. Biblical integration 4. Present slideshow presentation and have students fill out notes as the lesson progresses. Slideshow will cover: The Parable of The Lost Coin 5. Have students glue notes in journal.	1. Show refresher video. 2. Biblical integration: Why are parables important? 3. Students will complete test. Students with text-to-speech accommodation will be given headphones.
<u>Guided Practice:</u> What activity will you do as a class or whole group to practice the concept taught.	Brainstorm as a class and create a circle map for reasons Jesus might have spoken in parables.	Interactive class discussion: how each character in the story felt.	Students will have 2-3 minutes to look up “facts about mustard seeds.” We will share as a class and write our findings on the board.	Brainstorm as a class and create a circle map for reasons why parables are important.	Students will be given 10 minutes to review in groups for test using materials from the week and ask questions of anything they are unsure of.
<u>Independent Practice:</u> How you will assess that students learned the concept. This should match your objective. This needs to be different from the summative assessment.	Students will be given a worksheet covering parables in general and the parable they learned on this day. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet covering parables in general and the parable they learned on this day. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet covering parables in general and the parable they learned on this day. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet covering parables in general and the parable they learned on this day. They will answer questions on their own, but are able to use their journal for help.	Students will be given 5 minutes to independently review for test using materials from the week.
<u>Closure:</u> What will you do to wrap up the lesson? A final thought, question, exit ticket?	Exit ticket in journal: In your own words, what is a parable?	Exit ticket in journal: Name one other parable you know of.	Exit ticket in journal: Why are parables important?	Exit ticket in journal: Why do you think Jesus spoke in parables?	Go over any highly missed questions as a class.
<u>Differentiation:</u> Explain how this lesson will be modified for each learning group.	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material. ADD/ ADHD: extra time will be given for independent practice if needed.	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material. ADD/ ADHD: extra time will be given for	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material. ADD/ ADHD: extra time will be given for	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material. ADD/ ADHD: extra time will be given for	Students with text-to-speech accommodation will be given headphones. Extra time will be given to students who require it. Any ESL students will be provided with a translated version of the test. A bonus question for extra points will be added for all students,

	Learning styles: accounted for with video, taking notes, and presentation.	independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	but is meant to cater to gifted students who need the extra challenge.
<u>Summative Assessment:</u> What will you be using to test that the student's mastered the skill being taught? This may be a test or a project. Provide a rubric if applicable. The summative assessment may be only given on one of the five days as it is summative. Be sure to attach a copy of the assessment.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	A test covering the materials learned over the week. Attached below https://forms.gle/KuFMdtRnoc4SpCqR6 .

Bri Hull
Teaching Week: Lesson Plans
Week [B]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Language Arts

Topic: Composition

Subtopic: Revising and editing self written-texts

Standard: State standard	11.A: The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	11.B: develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	11.B: develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	11. C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	11. E publish written work for appropriate audiences.
National Standard: If math or Language Arts, Common Core Standard	CCSS.ELA-Literacy. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	CCSS.ELA-Literacy. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	CCSS.ELA-Literacy. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	CCSS.ELA-Literacy. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	CCSS.ELA-Literacy. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Objective: must contain a condition, practice, and performance	Given a printed thinking map, students will develop a cohesive plan for their rough draft narrative writing.	Given an outline, students will write a rough draft for their narrative writing assignment.	Given their rough drafts and a list of common mistakes in writing, students will complete, revise, and edit their rough drafts.	Given their rough drafts and a list of common mistakes in writing, students will revise and edit their rough drafts.	Given their edited rough drafts, students will type their final, published copies on their computers.

Materials: texts used, pg. #'s, any supplies needed	SmartBoard, video, pencils, paper.	SmartBoard, video, pencils, paper.	SmartBoard, pencils, paper, colored pen.	SmartBoard, pencils, paper, colored pen.	SmartBoard, video, paper, computers, colors, pencils.
Biblical/Character Integration: How will this be integrated with the lesson?	Writing well is extremely important. Without it, we would not have the Bible. <u>2 Timothy 3:16-17</u> - All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.	Good writing can outlive generations and be used for learning for years-just like the Bible. <u>Matthew 24:35</u> - Heaven and earth will pass away, but my words will not pass away.	If the Bible was not written using correct grammar, it could not have been translated and we would not have it today. <u>Psalms 119:105</u> - Your word is a lamp to my feet and a light to my path.	If the Bible was not written using correct grammar, it could not have been translated and we would not have it today. <u>Matthew 4:4</u> - But he answered, "It is written, "Man shall not live by bread alone, but by every word that comes from the mouth of God.""	Before the Bible was published, not everyone had access to the Word of God. Publishing allowed us to spend time with God through reading his Word. <u>Luke 11:28</u> - But he said, "Blessed rather are those who hear the word of God and keep it!"
Technology: What technology will you use? How will you use it?	Smartboard to show video.	Smartboard to show video.	N/A	N/A	Computers for typing final draft. Smartboard to show video.
Set: What will you be doing to gain the student's attention?	Video: "How to Create a Story Map"  How to Create ...	Video: "Writing a Personal Narrative"  Writing a Perso...	Have students popcorn-read a short piece of writing with terrible grammar. (Written by me)	Brainstorm as a class some mistakes to look out for when revising and editing. (Create a list on the board)	Video: "The Writing Process: Publishing"  The Writing Pr...
Instruction: How you will actually teach the concept that is being taught. This should be a step by step list of what you will be doing. Be sure to provide multiple learning opportunities to address diverse learners and diversity.	1. Show video 2. Pass out thinking maps and explain how to fill out maps. 3. Offer various ideas for personal narratives- especially for students who struggle with creative thinking.	1. Show video 2. Pass out completed thinking maps. 3. Pass out outline for rough drafts and explain how to transfer ideas from thinking maps into complete thoughts on rough drafts. 4. Go over expectations for writing (complete sentences,	1. Popcorn read the short story 2. Pass out thinking maps and rough drafts. 3. Explain the revising and editing process for students who have completed rough draft.	1. Brainstorm and create a list of common mistakes 2. Pass out rough drafts. 3. Have students get a different color pen and explain how to properly revise and edit a rough draft.	1. Show video 2. Pass out rough drafts. 3. Explain how to type the final copy based on the revised rough draft. (Title, Times New Roman, 12 point ft, black font, double-space d).

		number of sentences)			
Guided Practice: What activity will you do as a class or whole group to practice the concept taught.	Students will work together as a class to fill in an example thinking map that could be used for a narrative.	Independent writing day, but will review expectations.	Independent writing day, but will review expectations.	Revise and edit a short passage together (the one read aloud on day 3).	Independent writing day, but will review expectations.
Independent Practice: How you will assess that students learned the concept. This should match your objective. This needs to be different from the summative assessment.	Students will complete thinking maps independently.	Students will begin forming their rough drafts.	Students will complete their rough drafts and begin editing.	Students will revise and edit their entire rough draft.	Students will publish their writing by typing their completed work.
Closure: What will you do to wrap up the lesson? A final thought, question, exit ticket?	Exit ticket on small paper: "What is your personal narrative mostly about?"	Exit ticket on small paper: "Does your rough draft have a clear beginning, middle, and end?"	Exit ticket on small paper: "Were you able to finish your rough draft today?"	Exit ticket on small paper: "How many edits/revisions did you make to your paper?"	Exit ticket on small paper: "How do you feel you did on your writing on a scale of 1-10?"
Differentiation: Explain how this lesson will be modified for each learning group.	Gifted: students who are gifted will be given the opportunity to begin writing their rough draft early. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, personal writing, and group discussion.	Gifted: students who are gifted will be given the opportunity to get creative with their writing and add extra elements such as quotes or anecdotes. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, personal writing, and group discussion.	Gifted: students who are gifted will be given the opportunity to get creative with their writing and add extra elements such as quotes or anecdotes. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, personal writing, and group discussion.	Gifted: students who are gifted will be given the opportunity to get creative with their writing and add extra elements such as quotes or anecdotes. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, personal writing, and group discussion.	Gifted: students who are gifted will be given the opportunity to get creative with their writing and add extra elements such as quotes or anecdotes. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, personal writing, and group discussion.

<u>Summative Assessment:</u> What will you be using to test that the student's mastered the skill being taught? This may be a test or a project. Provide a rubric if applicable. The summative assessment may be only given on one of the five days as it is summative. Be sure to attach a copy of the assessment.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Students will create a colored and designed cover page for their final drafts and turn in the final project all together. Rubric below.
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	20 points	19-14 points	13-8 points	7-0 points
Cover Page	Cover page is present, neat, and colored, the title is present, and all elements match the narrative writing.	Cover page is present, somewhat neat, and colored, the title is present, and all elements somewhat match the narrative writing.	Cover page is present, not neat, and somewhat colored, the title is present, and all elements do not match the narrative writing.	Cover page is not present or present but sloppily done.
Content	Writing is detailed, well-thought-out, on topic, and in the style of a personal narrative.	Writing is mostly detailed, well-thought-out, on topic, and in the style of a personal narrative.	Writing is somewhat detailed, well-thought-out, on topic, and in the style of a personal narrative.	Writing is missing one or multiple of the following: detailed, well-thought-out, on-topic, and in the style of a personal narrative.
Sentence Fluency	Writing is in complete sentences and no run-ons are present.	Writing is mostly in complete sentences and/or little to no run-ons are present.	Writing is somewhat in complete sentences and/or some run-ons are present.	Writing is not in complete sentences and/or run-ons are heavily present.
Grammar	There are no grammar mistakes.	There are 1-5 grammar mistakes.	There are 6-10 grammar mistakes.	There are 10+ grammar mistakes.
Completion/formatting	All sentence requirements were met and all formatting is correct.	Writing is missing 1-5 sentences, some formatting is incorrect.	Writing is missing 6-10 sentences, most formatting is incorrect.	Missing 10+ sentences, all formatting is incorrect.