

Bri Hull
Teaching Week: Lesson Plans
Week [C]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Bible

Topic: Miracles

Subtopic: The Miracles 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.

<u>Materials:</u> 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.
<u>Biblical/Character Integration:</u> How will this be integrated with the lesson?	Built into the lesson. Scripture reference: John 2:1-11: “On the third day a wedding took place at Cana in Galilee. Jesus’ mother was there, 2 and Jesus and his disciples had also been invited to the wedding. 3 When the wine was gone, Jesus’ mother said to him, “They have no more wine.” 4 “Woman,[a] why do you involve me?” Jesus replied. “My hour has not yet come.” 5 His mother said to the servants, “Do whatever he tells you.” 6 Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons.[b] 7 Jesus said to the servants, “Fill the jars with water”; so they filled them to the brim. 8 Then he told them, “Now draw some out and take it to the	Built into the lesson. Scripture reference: Matthew 8:1-4: “When Jesus came down from the mountainside, large crowds followed him. 2 A man with leprosy[a] came and knelt before him and said, “Lord, if you are willing, you can make me clean.” 3 Jesus reached out his hand and touched the man. “I am willing,” he said. “Be clean!” Immediately he was cleansed of his leprosy. 4 Then Jesus said to him, “See that you don’t tell anyone. But go, show yourself to the priest and offer the gift Moses commanded, as a testimony to them.”	Built into the lesson. Scripture reference: Mark 2:1-12: “A few days later, when Jesus again entered Capernaum, the people heard that he had come home. 2 They gathered in such large numbers that there was no room left, not even outside the door, and he preached the word to them. 3 Some men came, bringing to him a paralyzed man, carried by four of them. 4 Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on. 5 When Jesus saw their faith, he said to the paralyzed man, “Son, your sins are forgiven.” 6 Now some teachers of the law were sitting there, thinking to themselves, 7 “Why does this fellow talk like that? He’s blaspheming! Who can forgive sins but God alone?” 8 Immediately Jesus knew in his spirit that this was what they were thinking in their	Built into the lesson. Scripture reference: Luke 8:22-25: “One day Jesus said to his disciples, “Let us go over to the other side of the lake.” So they got into a boat and set out. 23 As they sailed, he fell asleep. A squall came down on the lake, so that the boat was being swamped, and they were in great danger. 24 The disciples went and woke him, saying, “Master, Master, we’re going to drown!” He got up and rebuked the wind and the raging waters; the storm subsided, and all was calm. 25 “Where is your faith?” he asked his disciples. In fear and amazement they asked one another, “Who is this? He commands even the winds and the water, and they obey him.”	Built into the lesson. Scripture reference: Mark 16:20 “Then the disciples went out and preached everywhere, and the Lord worked with them and confirmed his word by the signs that accompanied it.” Romans 15:19: “19 by the power of signs and wonders, through the power of the Spirit of God. So from Jerusalem all the way around to Illyricum, I have fully proclaimed the gospel of Christ.”

	master of the banquet.” They did so, 9 and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside 10 and said, “Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now.” 11 What Jesus did here in Cana of Galilee was the first of the signs through which he revealed his glory; and his disciples believed in him.”		hearts, and he said to them, “Why are you thinking these things? 9 Which is easier: to say to this paralyzed man, ‘Your sins are forgiven,’ or to say, ‘Get up, take your mat and walk’? 10 But I want you to know that the Son of Man has authority on earth to forgive sins.” So he said to the man, 11 “I tell you, get up, take your mat and go home.” 12 He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, “We have never seen anything like this!”		
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: Jesus Turns Water into Wine ▶ Jesus Turns Wa...	Video: Jesus Heals the Leper ▶ Jesus Heals Th...	Video: Jesus Heals the Paralytic ▶ The Chosen sc...	Video: Jesus Calms the Storm ▶ Jesus Calms th...	Video: The miracles of Jesus ▶ God's Story: M...

<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. 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. 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. 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. 5. Have students glue notes in journal.	1. Show refresher video. 2. Biblical integration 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 performed miracles.	Interactive class discussion: how was Jesus able to do miracles?	Students will have 2-3 minutes to look up as many miracles Jesus performed as they can. We will share as a class and write our findings on the board.	Interactive Class discussion: reasons why Jesus did not heal everyone he met/everyone today.	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 what miracles are and the story of Jesus turning water into wine. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet on how Jesus was able to perform miracles and the story of Jesus healing a man with Leprosy. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet covering Jesus healing the paralytic man and the Pharisee's reaction to this. They will answer questions on their own, but are able to use their journal for help.	Students will be given a worksheet covering all miracles learned this week. 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: What was the cultural significance and importance of wine that warranted a miracle by Jesus?	Exit ticket in journal: How were lepers seen in the time and culture?	Exit ticket in journal: Why were the Pharisees upset by Jesus' words when he healed the paralytic?	Exit ticket in journal: Why would the disciples be so scared of the storm if they had already seen Jesus perform so many miracles?	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.	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material.	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material.	Gifted: Will have the opportunity to share their answer to their exit ticket. ESL: Students will be provided with translated copies of every material.	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.

	ADD/ ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	ADD/ ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	ADD/ ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	ADD/ ADHD: extra time will be given for independent practice if needed. Learning styles: accounted for with video, taking notes, and presentation.	A bonus question for extra points will be added for all students, 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/oBMt6PT66zWaQGnR9

Bri Hull
Teaching Week: Lesson Plans
Week [C]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Language Arts

Topic: Knowledge and Oral Language Skills Subtopic: The Oral Presentation of Independent Research

Standard: State standard	1.A: The student develops oral language through listening, speaking, and discussion. The student is expected to: listen actively, ask relevant questions to clarify information, and make pertinent comments.	1.D: work collaboratively with others to develop a plan of shared responsibilities.	1.D: work collaboratively with others to develop a plan of shared responsibilities.	1.D: work collaboratively with others to develop a plan of shared responsibilities. 1.D: work collaboratively with others to develop a plan of shared responsibilities.	1. C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
National Standard: If math or Language Arts, Common Core Standard	Speaking and Listening Standards Grade 4 (2.) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Speaking and Listening Standards Grade 4 (1.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Speaking and Listening Standards Grade 4 (1.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Speaking and Listening Standards Grade 4 (1.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Speaking and Listening Standards Grade 4 (4.) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Objective: must contain a condition, practice, and performance	Given information and instruction, students will create a short slideshow presentation independently.	Given detailed instruction, students will work together to research a school-appropriate topic of their choosing.	Given detailed instruction, students will work together to research a school-appropriate topic of their choosing and create a presentation.	Given detailed instructions, students will work together to create a presentation.	Given 5 minutes, students will present their slideshows to the class.
Materials: texts used, pg. #'s, any supplies needed	SmartBoard, video, computers.	SmartBoard, video, computers.	SmartBoard, video, computers.	SmartBoard, video, computers.	SmartBoard, video, computers.
Biblical/Character Integration: How will this be integrated with the lesson?	God calls us to learn eagerly and faithfully. Proverbs 1:7 "The fear of the LORD is the beginning of	Learning more is important: Jesus taught all the time! 2 Timothy 2:1-2	Working together is biblical- we see it everywhere in the Bible! Ecclesiastes 4:9-12	We are stronger when we work together. Proverbs 27:17	Teaching is just as important as learning. 2 Timothy 2:2

	knowledge, but fools despise wisdom and instruction.”	“You then, my child, be strengthened by the grace that is in Christ Jesus, and what you have heard from me in the presence of many witnesses entrust to faithful men, who will be able to teach others also.”	“Two are better than one, because they have a good return for their labor: 10 If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up. 11 Also, if two lie down together, they will keep warm. But how can one keep warm alone? 12 Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.”	“As iron sharpens iron, so one person sharpens another.”	“And what you have heard from me in the presence of many witnesses entrust to faithful men, who will be able to teach others also.”
Technology: What technology will you use? How will you use it?	Smartboard to show video.	Computers for research and making presentations	Computers for research and making presentations.	Computers for research and making presentations.	Smartboard for presentations.
Set: What will you be doing to gain the student’s attention?	Video: The History of Halloween  The History of ...	Video: What is Research?  What is research?	Video: Working together as a team  Work Together ...	Video: Presentation Skills: Part 1  Schooled by Ki...	Video: Presentation Skills: Part 2  Schooled by Kid...
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. Biblical integration 3. Read the article “The History of Halloween for Kids” https://bedti.me/history-of-halloween-for-kids/	1. Show video 2. Biblical integration 3. Go over instructions and expectations for groups, research, slideshows, and presentations	1. Show video 2. Biblical integration 3. Go over instructions and expectations for groups, research, slideshows, and presentations	1. Show video 2. Biblical integration 3. Go over instructions and expectations for groups, research, slideshows, and presentations	1. Show video 2. Biblical integration 3. Go over expectations for listening and presenting.
Guided Practice: What activity will you do as a class or whole group to practice the concept taught.	Students will be shown how to create a presentation on google slides and do the first slide together as a class.	Group work day, but will review expectations.	Group work day, but will review expectations.	Group work day, but will review expectations.	Presentation day, but will discuss good presentation practices.

<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.	Student will create a mini practice presentation over material learned in lesson.	Students will begin working on their research.	Students will complete their research and work on their presentatinos.	Students will complete their presentations.	Students will present their presentations and practice activating listening while their peers are presenting.
<u>Closure:</u> What will you do to wrap up the lesson? A final thought, question, exit ticket?	Exit ticket on small paper: "Who will be in your group for the project?"	Exit ticket on small paper: "What is your topic for research?"	Exit ticket on small paper: "Did you begin working on your presentation?"	Exit ticket on small paper: "Are you ready to present tomorrow?"	Exit ticket on small paper: "How do you feel you did on your presentation on a scale of 1-10?"
<u>Differentiation:</u> Explain how this lesson will be modified for each learning group.	Gifted: students who are gifted will be given the opportunity to begin research 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 research and presentations. 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 research and presentations. 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 research and presentations. 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 research and presentations. 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	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Students will present their slideshow of their chosen research topic and practice active listening skills. Students will receive a cumulative grade for both. Rubric Below

summative. Be sure to attach a copy of the assessment.					
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	20 points	19-14 points	13-8 points	7-0 points
Active listening	Student was focused, not playing around, not talking during presentations, and actively listening to the speaker.	Student was mostly focused, not playing around, not talking during presentations, and actively listening to the speaker.	Student was somewhat focused, not playing around, not talking during presentations, and actively listening to the speaker.	Student was not focused, playing around, talking during presentations, and not actively listening to the speaker.
Content	Writing on the slideshow is detailed, well-thought-out, on topic, and is presented in an informative, cohesive way.	Writing on the slideshow is mostly detailed, well-thought-out, on topic, and is presented in an informative, cohesive way.	Writing on the slideshow is somewhat detailed, well-thought-out, on topic, and is presented in an informative, cohesive way.	Writing on the slideshow is missing one or multiple of the following: detailed, well-thought-out, on-topic, and is presented in an informative, cohesive way.
Presentation	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.
Speaking/ Eye Contact	Speaking was coherent, fluid, serious, and eye contact was made with the class.	Speaking was mostly coherent, fluid, serious, and eye contact was made with the class.	Speaking was somewhat coherent, fluid, serious, and eye contact was made with the class.	Speaking was missing multiple of the following elements: coherent, fluid, serious, and eye contact was made with the class.
Completion/formatting /Grammer	All sentence requirements were met and all formatting is correct. There are no grammar mistakes.	Slideshow is missing 1-5 sentences, some formatting is incorrect. There are 1-5 grammar mistakes.	Slideshow is missing 6-10 sentences, most formatting is incorrect. There are 6-10 grammar mistakes.	Slideshow 10+ sentences, all formatting is incorrect. There are 10+ grammar mistakes.

Bri Hull
Teaching Week: Lesson Plans
Week [C]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Reading

Topic: Reading Comprehension

Subtopic: Key Idea and Details of Multiple Texts

Standard: State standard	6 (A) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (A) establish purpose for reading assigned and self-selected texts	6 (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	6 (F) and 6 (G) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas;	6 (H) synthesize information to create new understanding;	6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
National Standard: If math or Language Arts, Common Core Standard	Key Ideas and Details (1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details (2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Key Ideas and Details (3)Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Crafts and Structure (4) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Range of Reading (10) read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Objective: must contain a condition, practice, and performance	Given a non-fiction passage, students will complete the corresponding questions with at least 70% accuracy.	Given a fiction passage, students will complete the corresponding questions with at least 70% accuracy.	Given a poem, students will complete the corresponding questions with at least 70% accuracy.	Given a drama passage, students will complete the corresponding questions with at least 70% accuracy.	Given a test will multiple passages, students will complete the corresponding questions with at least 70% accuracy.
Materials: texts used, pg. #'s, any supplies needed	SmartBoard, video, pencils, paper, highlighters.	SmartBoard, video, pencils, paper, highlighters.	SmartBoard, video, pencils, paper, highlighters.	SmartBoard, video, pencils, paper, highlighters.	SmartBoard, video, pencils, paper, highlighters.
Biblical/Character Integration: How will this be integrated with the lesson?	It is important we know how to comprehend what we read, otherwise how would we read, interpret, and apply the Bible?	It is important we know how to comprehend what we read, otherwise how would we read, interpret, and apply the Bible?	It is important we know how to comprehend what we read, otherwise how would we read, interpret, and apply the Bible?	It is important we know how to comprehend what we read, otherwise how would we read, interpret, and apply the Bible?	It is important we know how to comprehend what we read, otherwise how would we read, interpret, and apply the Bible?

	Let's read and try to understand the following passage: John 3:16-17 "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. 17 For God did not send his Son into the world to condemn the world, but to save the world through him."	Let's read and try to understand the following passage: Luke 16:19-31: 19 "There was a rich man who was dressed in purple and fine linen and lived in luxury every day. 20 At his gate was laid a beggar named Lazarus, covered with sores 21 and longing to eat what fell from the rich man's table. Even the dogs came and licked his sores. 22 "The time came when the beggar died and the angels carried him to Abraham's side. The rich man also died and was buried. 23 In Hades, where he was in torment, he looked up and saw Abraham far away, with Lazarus by his side. 24 So he called to him, 'Father Abraham, have pity on me and send Lazarus to dip the tip of his finger in water and cool my tongue, because I am in agony in this fire.' 25 "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony. 26 And besides all this, between us and you a	Let's read and try to understand the following passage: Matthew 21:12-17 Jesus entered the temple courts and drove out all who were buying and selling there. He overturned the tables of the money changers and the benches of those selling doves. "It is written," he said to them, "'My house will be called a house of prayer,' but you are making it 'a den of robbers.'" The blind and the lame came to him at the temple, and he healed them. But when the chief priests and the teachers of the law saw the wonderful things he did and the children shouting in the temple courts, "Hosanna to the Son of David," they were indignant. "Do you hear what these children are saying?" they asked him. "Yes," replied Jesus, "have you never read, "'From the lips of children and infants you, Lord, have called forth your praise'?" And he left them and went out of the city to Bethany, where he spent the night.	Lets read and try to understand the following passage: Luke 12:16-21 "16 And he told them this parable: "The ground of a certain rich man yielded an abundant harvest. 17 He thought to himself, 'What shall I do? I have no place to store my crops.' 18 "Then he said, 'This is what I'll do. I will tear down my barns and build bigger ones, and there I will store my surplus grain. 19 And I'll say to myself, "You have plenty of grain laid up for many years. Take life easy; eat, drink and be merry.'" 20 "But God said to him, 'You fool! This very night your life will be demanded from you. Then who will get what you have prepared for yourself?' 21 "This is how it will be with whoever stores up things for themselves but is not rich toward God."	Let's read and try to understand the following passage: Luke 10:29-37 But he wanted to justify himself, so he asked Jesus, "And who is my neighbor?" 30 In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. 31 A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. 32 So too, a Levite, when he came to the place and saw him, passed by on the other side. 33 But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. 34 He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. 35 The next day he took out two denarii[a] and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.' 36 "Which of these three do you think was a neighbor to the man
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		great chasm has been set in place, so that those who want to go from here to you cannot, nor can anyone cross over from there to us.’ 27 “He answered, ‘Then I beg you, father, send Lazarus to my family, 28 for I have five brothers. Let him warn them, so that they will not also come to this place of torment.’ 29 “Abraham replied, ‘They have Moses and the Prophets; let them listen to them.’ 30 “‘No, father Abraham,’ he said, ‘but if someone from the dead goes to them, they will repent.’ 31 “He said to him, ‘If they do not listen to Moses and the Prophets, they will not be convinced even if someone rises from the dead.’”			who fell into the hands of robbers?” 37 The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”
Technology: What technology will you use? How will you use it?	Smartboard to show video.	Smartboard to show video.	Smartboard to show video.	Smartboard to show video.	Smartboard to show video.
Set: What will you be doing to gain the student’s attention?	Video: What is Comprehension?  What is compr...	Video: Fiction vs. Non-fiction  Fiction and No...	Video: What is Poetry?  What is Po...	Video: Elements of Drama  Elements of Dr...	Video: Identifying Important Information in a story  Identifying Impo...

<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. Biblical Integration 3. Presentation over what reading comprehension is.	1. Show Video 2. Biblical Integration 3. Presentation over highlighting in a text.	1. Show Video 2. Biblical Integration 3. Presentation over finding information in a text.	1. Show Video 2. Biblical Integration 3. Presentation over key ideas and details in a text.	1. Show video 2. Biblical Integration 3. Go over questions, important things to remember for test.
<u>Guided Practice:</u> What activity will you do as a class or whole group to practice the concept taught.	Read a short passage (one paragraph passage) and answer two reading comprehension questions as a class.	Read another short passage (one paragraph passage) and answer two reading comprehension questions as a class.	Read another short passage (one paragraph passage) and answer two reading comprehension questions as a class.	Read another short passage (one paragraph passage) and answer two reading comprehension questions as a class.	Read another short passage (one paragraph passage) and answer two reading comprehension questions as a class.
<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.	Student will complete questions based on a non-fiction text.	Students will complete questions based on a fiction text.	Students will complete questions based on a poem.	Students will complete questions based on a drama.	Students will take reading comprehension test that has several short passages with questions covering each.
<u>Closure:</u> What will you do to wrap up the lesson? A final thought, question, exit ticket?	Exit ticket on small paper: "What does 'comprehension' mean?"	Exit ticket on small paper: "What is something you learned about reading comprehension today?"	Exit ticket on small paper: "What is the toughest aspect of reading comprehension?"	Exit ticket on small paper: "What last minute question(s) do you have about what we learned this week?"	Exit ticket on small paper: "How do you feel you did on your test on a scale of 1-10?"
<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 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 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 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 independent practice if needed.

	Learning styles: accounted for with video, personal writing, and group discussion.	Learning styles: accounted for with video, personal writing, and group discussion.	Learning styles: accounted for with video, personal writing, and group discussion.	Learning styles: accounted for with video, personal writing, and group discussion.	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 complete reading comprehension test. (Taken from their current workbooks my host teacher is allowing me to use)

