

Adapted for EDUC 362 Teaching the Christian Faith

Name: Lexi Burrow	Grade Level(s): 7 th -8 th
Topic/Central Focus The Lord’s Prayer/Matt. 6:5-15 Day 1	Subject: Religion
	Time Frame: 45-50 minutes

Standard(s) to be met in the lesson: (2 of Fryar’s 4 Goals)	
<ul style="list-style-type: none"> • Put our trust in God (have faith in Him) • Have attitudes pleasing to God (pray as He taught us) (Fryar, 2004) 	
Learning Objective: TSWBAT identify the petitions TSWBAT explain at least one of the petitions.	Assessment Tool(s) and Procedures: Students will log in their journals their top 3 Bible verses relating to their assigned petition.

Research-Based Best Practice – Marzano or other – Must cite here. Cooperative learning (Marzano) – students will be working in small groups to find their 3 verses that they will present to the class. Summarizing & note-taking (Marzano) – students will take notes on the vocab words and what each group presents.	
Student Engagement used <i>throughout</i> the lesson Student/teacher – students will be actively engaged in with the reading (Matt. 6:5-15) by following along in their own Bible as the teacher reads aloud. Student/student – students will work together in their small groups to find their 3 verses. Group/class – each group will “present” their verses to the rest of the class.	
Key Vocabulary: Petition Hallowed Kingdom God’s will Daily bread Debts/debtors Temptation Deliver	
Materials: Bible, Small Catechism, journals	Technology: Tablets/computers for researching verses (not required though)
Potential Integration into other subjects:	

Literacy/English – learning vocab words, reading the Bible, listening to other groups, and writing in their journals

Assets (Knowledge of Students: personal, cultural, community)

Personal/Cultural: Students attend a Lutheran school, so they know or at least recognize the Lord's Prayer from previous years and/or church, even if they don't attend the Lutheran church. They also know how to navigate a Bible and the Small Catechism.

Skill: Students know how to write in their journals at the beginning of class each day.

Differentiating Instruction – not required for DCE

*Identify the elements of the lesson that are differentiated (content, **process**, product).*

*Identify the student characteristic you will use to differentiate (readiness, **interest**, learning profile).*

*Explain how you differentiate (whole class, **groups of students**, individuals, or students with IEPs or 504 plans)*

This lesson will differentiate process by interest. Each group will choose how they find their verses (catechism, online, or from memory) by what they decide together. Accommodations for students with IEPs or 504 plans will be met accordingly.

Procedure with time allotments:

A) Hook/Engage/Pre-Assess Students

"What can we pray for?" will be written on the board. Students will copy the question in their journals and then answer it. When they're done, they'll share their answer with the person next to them. (5 min)

B) Communicate the purpose of the lesson to students (objective/assessment)

"Today we will be learning about the Lord's Prayer. Later, you will be split into groups to further study one of the petitions, which you will explain to the rest of the class. (1 min)

C) Instructional Sequence:

- As a class, discuss the journal (what can we pray for) - expecting answers like meals, sick people, physical things, etc.
- Have students turn to Matthew 6:5 in their Bibles. We will read aloud together.
- Discuss why Jesus tells us to pray this way (because prayer is personal, quiet time with God. Not meant to be flashy).
- Have students get out their catechism (8-10 min for previous steps).
- As a class, study and break apart each petition. Explain key vocabulary (see above) in the process and emphasize all of the different things being prayed for (10 min).
- Have students turn to the back of the catechism and point out the explanations of the petitions with supporting Bible verses.
- Introduce the assignment (5 min):
 - Students will be divided into 8 groups of 3 or 4. Each group will be assigned one of the petitions or the conclusion.
 - They will find 3 Bible verses that better explain their assigned part. (These verses can support one of the vocab words but will ultimately help students understand how these ideas are present throughout the Bible.)

- Students can use the back of the catechism to find their verses, but may also search online using a tablet/computer.
- Share and explain my own three verses for the introduction to the Lord's Prayer as an example.
- Remind students of classroom rules for working in groups.
- Give them the rest of class to work on the assignment (last 15 min).
- Walk around and be present if anyone has questions.
- Have groups start to share their verses when everyone finishes. Not every group will be able to go, but we can get a good start.

D) Closure (5 min):

- Bring students back together.
- Restate objective – swbat explain their assigned petition/conclusion in-depth.
- End class by saying the Lord's Prayer together.

E) Clearly state where (above) Law and Gospel are taught in the lesson:

- Law: Jesus tells us how we should pray – in secret, not babbling (vs. 6-7) – as well as what we should pray for (vs. 9-13). He tells us to forgive others of their sins (v. 15). Law is also taught in the general classroom when I remind students of classroom rules and procedures.
- Gospel: Jesus gives us this prayer out of grace so we may come to Him and receive forgiveness of our sins (v. 14). Everything we pray for in the Lord's Prayer is a gracious gift from God. The classroom rules are also Gospel because they are rooted in love for the benefit of the students and the classroom (Rathmann, 2016).
- Depending on what verses each group chooses, Law and Gospel will be present and vary throughout.

Adapted for EDUC 362 Teaching the Christian Faith

Name: Lexi Burrow	Grade Level(s): 7 th -8 th
Topic/Central Focus Lord's Prayer/Matt. 6:5-15 Day 2	Subject: Religion
	Time Frame: 45-50 minutes

Standard(s) to be met in the lesson: (2 of Fryar's 4 Goals)	
<ul style="list-style-type: none"> Put our trust in God (have faith in Him) Have attitudes pleasing to God (pray as He taught us) (Fryar, 2004). 	
Learning Objective: TSWBAT identify the petitions. TSWBAT explain the petitions.	Assessment Tool(s) and Procedures: Students will create a graphic organizer of the parts of the Lord's Prayer to use for future reference.

<p>Research-Based Best Practice – Marzano or other – Must cite here. Nonlinguistic representation (Marzano) – students will incorporate both words and images in their graphic organizers. Identify similarities & differences (Marzano) – students will break up the different parts of the Lord's Prayer and identify how they're different from each other but also how they're alike. Summarizing & note-taking (Marzano) – when filling out their graphic organizers, students will summarize the main ideas in their own words and use then use it as notes for the lesson.</p>	
<p>Student Engagement used <i>throughout</i> the lesson Student/teacher – teacher-led instruction and review at the beginning of the lesson, keeping students engaged with frequent questions.</p> <p>Student/student – although this is an independent assignment, students will be able to talk to each other and ask questions as they're working.</p> <p>Student/technology – students will have the option of creating their graphic organizer on a device.</p> <p>Student/materials – students who choose not to use technology for their assignment will be able to use different art materials, such as markers, colored pencils, pens, colored paper, etc. to create the organizer</p>	
<p>Key Vocabulary: Graphic organizer key vocab from yesterday (hallowed, kingdom, will, daily bread, debts/debtors, temptation, deliver)</p>	
Materials:	Technology: Tablets/laptops – for those who choose to create their graphic organizer electronically

Bible, Small Catechism, journals, devices (tablet/laptop), markers/colored pencils, paper, other art supplies	(Bergholt, 2016)
<p>Potential Integration into other subjects: English/Literacy: reading the Bible, listening, thinking about how they can connect the petitions to their life, writing their graphic organizer, visual literacy by connecting pictures with the petitions. Art/technology: using different media to create their graphic organizer</p>	
<p>Assets (Knowledge of Students: personal, cultural, community) Students know how to navigate a Bible and their catechism. They also have some knowledge of graphic organizers from previous classes/years.</p>	

<p>Differentiating Instruction – not required for DCE <i>Identify the elements of the lesson that are differentiated (content, process, product).</i> <i>Identify the student characteristic you will use to differentiate (readiness, interest, learning profile).</i> <i>Explain how you differentiate (whole class, groups of students, individuals, or students with IEPs or 504 plans)</i></p> <p>In this lesson, the product will be differentiated by both interest and learning profile. Students will choose how to create their graphic organizer based on their own interest and learning profile, so each person's will be different. Any accommodations for students with IEPs or 504 plans will be met accordingly.</p>
<p>Procedure with time allotments:</p> <p>F) Hook/Engage/Pre-Assess Students Students will get out their journals, find someone next to them who wasn't in their group yesterday, and review the verses their group picked. This will serve as a quick review to get students ready for today's lesson. (3 min)</p> <p>G) Communicate the purpose of the lesson to students (objective/assessment) "Today we will be taking what we learned about the Lord's Prayer yesterday and making a graphic organizer. Each one of you is going to create your own graphic organizer, and by the end of class you will be able to explain each petition." (2 min)</p> <p>H) Instructional Sequence:</p> <ul style="list-style-type: none"> • Review as a class what each petition is – focus on the main vocab word from each one. (5-7 min) • Talk about how the Lord's Prayer can sometimes lose its meaning from repetition. • Explain how we can make it more meaningful to ourselves instead of reciting it. (5-7 min) • Introduce the assignment (5 min): <ul style="list-style-type: none"> • Each student will create their <i>own</i> graphic organizer of the Lord's Prayer, including the introduction and conclusion to the petitions. • They can choose what medium they want to use (tablet, computer, or paper) and what type of organizer they want to do (concept map, outline, etc.)

- Everyone has to include both a textual explanation and visual representation of each part.
- Show my own graphic organizer as an example. Explain again that everyone's is going to look different, but this is one format they can go off of.
- Remind students of classroom rules – they can listen to music and talk to each other as they work, but they may not be disruptive to the rest of the class.
- Tell them that their graphic organizer is due tomorrow. If they don't finish in class, it becomes homework.
- Give students the rest of class to start working on assignment (last 15-20 min)
- Walk around and be present/answer questions as necessary.

I) Closure:

- Bring students back together
- Restate objective – swbat identify and explain the 9 parts of the Lord's Prayer
- Have students turn to a partner and show each other their progress so far
- Refocus students and remind them that their graphic organizers are due tomorrow.

J) Clearly state where (above) Law and Gospel are taught in the lesson:

Law: Jesus tells us to pray this way and to forgive others.

Gospel: The Lord's Prayer is a gift to us out of grace.

Both: classroom rules being enforced are both Law and Gospel. They guide the students and tell them what to do, but they are created out of love (Rathmann, 2016).

References

Bergholt, M. (2016). God in the Shiny Objects. In B. Bull (Ed.), *The Pedagogy of Faith: Essays on Lutheran Education*. St. Louis, MO: Concordia Publishing House.

Fryar, J. L. (2004). *Go and Make Disciples: The Goal of the Christian Teacher* (2nd ed.). River Forest, IL: Lutheran Education Association.

Rathmann, R. L. (2016). The Law and the Gospel in Classroom Relationships. In B. Bull (Ed.), *The Pedagogy of Faith: Essays on Lutheran Education*. St. Louis, MO: Concordia Publishing House.

Varlas, L. (2002). *Getting Acquainted with the Essential Nine*. Retrieved from:
<<http://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx>>.