

Literacy Lesson Plan

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MATP 620.60: Literacy Theory and Methods

Dr. Jenneca Cotton

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Model of Teaching: Direct Instruction

Student Teacher Name: Penelope Tornes

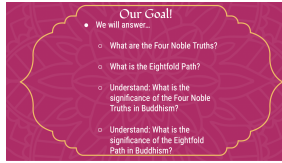
Date of Lesson: 12/14/22

Grade Level(s): 6th Grade	Subject Area(s): Social Science	Duration: 44 minutes
Content Standard(s): CA SS 6.5.5: Know the life and moral teachings of Buddha.		
Central Focus: Buddhism		
<p>Language Demands (consider language functions, vocabulary, discourse, and/or syntax):</p> <p>Language Functions: Learn and utilize academic vocabulary associated w</p> <p>Vocabulary: Generate consensus on word meanings and usages through discussion, affixes, and a dictionary. Words included Enlightenment, Enlighten, Origin, Suffering, Noble, Basis, Truths</p> <p>Discourse: Students will read text that's been interpreted/pulled from primary sources and summarize and re-create it using their own words/related knowledge</p> <p>Syntax: complete sentences, sentence structure, paragraph format, break down sentences within text with the whole class to identify essential information and meaning.</p>		
<p>Learning Objective: Students will be able to define and explain in their own words, the purpose/significance of the Four Noble Truths and the Eightfold Path in Buddhism by using the lesson powerpoint/note taking sheet, and will demonstrate this understanding by completing an exit ticket worksheet.</p>		
<p>Materials: Whiteboard, dry erase markers, powerpoint, projector, teacher laptop, pencils, printed copies of powerpoint, printed note taking sheet, printed exit ticket worksheet.</p>		
<p>Student Readiness Levels and Prior Learning: In class, students have read, taken notes and discussed chapter 16.1-16.6 on Buddhism in <i>History Alive</i> (2004). Students have completed previous units on ancient Mesopotamia, Egypt and the Israelites where students learned about their respective religions. Students understand 6th grade level academic vocabulary relating to religion and ancient history.</p>		

LESSON PLAN SYNTAX

	<p style="text-align: center;">Teacher/Student Script</p> <p style="text-align: center;">Script what you will say, ask, and do. Include anticipated student responses and actions.</p>	<p style="text-align: center;">Student Engagement</p> <p>Note the following:</p> <ul style="list-style-type: none"> • Explicit language instruction to support language demands • Differentiation for language learners
<p>Anticipatory Set</p> 	<p>T: "Good morning, everyone! At this moment, you do not need to get any materials from your backpacks. Please make sure your desks are clear, and direct your attention to me."</p> <p>Teacher projects the Check In slide onto the board and conducts a brief check in asking students to identify which emoji represents the way they feel (not cold calling on students to share their emoji/mood)</p> <p>T: "I'm glad most of us are ready to learn! If you're not feeling great, I hope your day turns around for you! Remember this for later on in class - that no bad</p>	

	<p>feeling lasts forever!"</p> <p>T: "This semester we've learned about many religions in Ancient civilizations including Mesopotamia, Egyptians, Israelites. Which religion are we currently learning about?"</p> <p>Students raise their hands and answer, "Buddhism!"</p> <p>T: "Yes! We are currently learning about the religion Buddhism. Yesterday we completed our chapter on the Story of the Buddha! Hands that are raised, who is the Buddha?"</p> <p>Student raises hand and responds, "the Prince!"</p> <p>T: "Yes! Thank you, Elliana, the Buddha was a Prince. As we learned yesterday, his name was Prince Siddartha. Let's break this word into parts and sound out his name together."</p> <p>Teacher writes Sid dar tha on the whiteboard.</p> <p>Teacher points to each segment while saying</p> <p>T: "Please repeat after me. Sid (students repeat sid), dar (students repeat dar), tha (students repeat tha).</p> <p>Teacher points to the first segment and underlines the word while saying aloud "Siddartha" as the class repeats her. (does this a few more times and encourages the students to say it by themselves (out of unison) a few times.</p> <p>T: "Before we begin today's powerpoint, please raise your hand if you would like a printed copy of the presentation to read along with or take notes on!"</p> <p>Teacher passes out powerpoint copies.</p> <p>Teacher projects the Overview and Origin slide of the powerpoint and discusses the life of Buddha and a brief overview of Buddhism and its origin (engages the class in reviewing previously learned information).</p>	<p>Explicit Language Instruction to support language demands Phonics: Teacher decodes the unfamiliar word, Siddartha (Sid dar tha) to aid in students pronunciation and comprehension</p> <p>Connection to Theory Teacher first models the pronunciation of Siddartha, and instructs students to repeat it by themselves (out of unison) a few times - individual practice with pronunciation</p> <p>Differentiation Students are provided with a print copy of the powerpoint for students who... need a closer visual aid, to use the paper as a manipulative (underlining, tracing, notes), or take discussion notes on</p>
Perceived Objective and Rationale	<p>Teacher projects Our Goal! Slide of the powerpoint.</p> <p>T: "Alright! Our goal for today's class is to understand what the Four Noble Truths and the Eightfold Path</p>	



are - and understand their significance in Buddhism.”

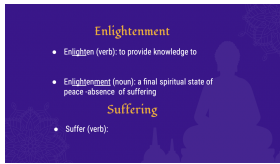
Teacher asks the class what significance means - student responds with “important” - teacher praises the student, and writes “significance”, “significant” and their parts of speech on the whiteboard - briefly discussing the word.

T: “So today, we will define and explain the purpose and significance of the Four Noble Truths and the Eightfold Path in Buddhism by summarizing portions of text into our own words using this note taking sheet!”

Teacher distributes the note taking sheet to the class.

T: “Please take out a pencil, and if you would like to take notes on your ipad, please access this note-taking sheet on our Schoology course page under the tab, Materials.”

Input and Modeling



Teacher projects Enlightenment and Suffering slide.

T: "There are two words we will see and use a lot when discussing Buddhism. Enlightenment and suffering are two words that describe/capture the core principle, or main beliefs, of Buddhism."

Teacher leads the class to say "Enlightenment" aloud while the teacher underlines the word.

Teacher asks for a volunteer to read the definition. Teacher asks the class to find a hidden word within enlighten.

Students respond with "light!".

T: "Correct, light! Is it easier to see when it's the morning or middle of the night?"

Students respond with "morning!".

T: "Yes! Light makes it easier to see things. Shining a light to reveal something. Enlighten, a verb - action, refers to the act of providing or revealing knowledge/wisdom."

Teacher uses Enlighten in a sentence to provide an example - You're at a movie with your friends, and someone asks - "I don't understand what's going on in this movie, can someone please enlighten me?".

Teacher asks for a volunteer to read the definition.

Teacher explains that Enlightenment is a noun - person, place, things, state, ideas.

Teacher explains that Enlightenment in reference to Buddhism is a final spiritual state, a state of perfect peace - Buddhists believe that you can escape the endless cycle of suffering and rebirth in achieving enlightenment.

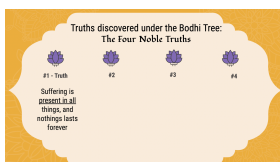
T: "What does the word suffer mean?"

Students respond with "to feel pain", "sadness".

T: "You're exactly right! Suffer, a verb - action, means to feel pain, both physical and mental. We have all experienced a form of suffering whether it be small or large."

Teacher projects The Four Noble Truths slide.

Teacher asks the class to recall/explain that Siddhartha meditated under the Bodhi tree and reached enlightenment, becoming the Buddha: awakened one.



Explicit Language Instruction to Support Language Demands

Teacher presents two key vocabulary words as its own slide/segment in the beginning of the lesson. Ensuring that students understand the definition, part of speech and the connection to content of this key vocabulary that's necessary for proper comprehension

Explicit Language Instruction to Support Language Demands

Teacher deconstructs the key vocabulary word to find it's root word

Connection to Theory

Teacher uses a real-life and personally relevant experience as an example to aid in comprehension, and show it in dialogue

Instructional Strategy

Teacher praises the student and further clarifies the definition for the purposes of modeling.

T: "In meditating, Siddhartha discovered several truths about life, and it allowed him to reach enlightenment. He wrote these truths to share with people the key to enlightenment."

T: "What do you think it means by 'truths'?"

Student answers and teacher praises correct ideas and clarifies it by definition and example.

T: "These are the Four Noble Truths, and they describe the main belief or principles of Buddhism. They serve as the foundation (explains use of foundation here) of the Buddhist religion."

Teacher asks a student to read Truth #1

T: "Thank you! Please refer to your handout and take a moment to write down/copy the definition that we just heard and can see under Truth #1."

Teacher reads Truth #1 aloud again and breaks down the sentence finding different words to aid in explanation and or asks the class to explain what they think that means using their own words - teacher guides in asking questions

Teacher writes down Truth #1 and group derived definition on the white board.

T: "Now, please draw an arrow or line pointing down from the bottom of our original definition/meaning. Here we will write down our group definition/meaning."

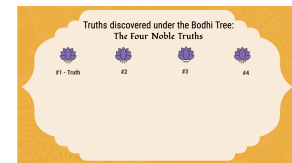
Teacher repeats this process with Truths 2, 3, & 4

Explicit Language Instruction to Support Language Demands/Connection to Theory

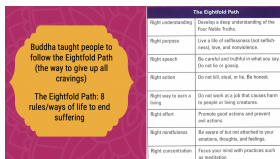
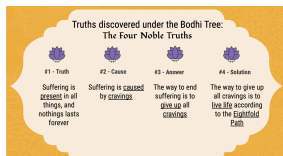
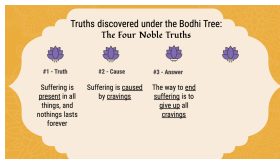
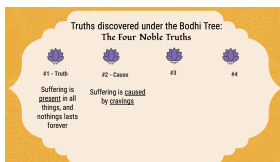
The teacher instructs students to explain the text using their own words - Bloom's Taxonomy - Understand - the cognitive processes encountered by students in the activity/activities of the lesson include summarizing, interpreting and explaining

Differentiation

Teacher instructs students to match the corresponding images together - presents a strong visual representing the connection between the original definition/text and the students group derived definition



What the first page of the handout would look like



Teacher displays the Eightfold Path slide.

T: "Hands that are up, what is Truth #4? Feel free to look at your what we wrote on our handout"

Student answers.

<div><table><tr><th colspan="2">The Eightfold Path</th></tr><tr><td>Right understanding</td><td></td></tr><tr><td>Right purpose</td><td></td></tr><tr><td>Right speech</td><td></td></tr><tr><td>Right action</td><td></td></tr><tr><td>Right way to earn a living</td><td></td></tr><tr><td>Right effort</td><td></td></tr><tr><td>Right mindfulness</td><td></td></tr><tr><td>Right concentration</td><td></td></tr></table></div> <p>*What the second page of the handout would look like*</p>	The Eightfold Path		Right understanding		Right purpose		Right speech		Right action		Right way to earn a living		Right effort		Right mindfulness		Right concentration		<p>T: “Yes! Thank you, Olivia. Truth #4 provided the solution to give up desires and end suffering - to follow the 8 steps of the Eightfold Path. The Eightfold Path was developed by the Buddha, along with the Four Noble Truths. The Eightfold Path is a set of values and ways of life designed to help people reach enlightenment. You might see values that are similar to the ones you, your family, community or religion hold as well.”</p> <p>Teacher asks a student to volunteer to read the first right (Right Understanding) - Similar to the process performed in Four Noble Truths, the teacher breaks down the sentence and interchanges words with synonyms and asks the class to summarize and explain it using their own words.</p> <p>- class collaborates in breaking down and understanding the words used in the sentence and generates their own sentence/definition.</p>	<p>Connection to Theory</p> <p>Encourage/aid students to make personal/outside connections and comparisons with new content</p>
The Eightfold Path																				
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<p>Checking for Understanding</p>	<p>Completed over the course of the lesson through teacher generated group discussion and by calling on students asking questions.</p>																			
<p>Guided Practice</p>	<p>Filling out their note-taking worksheet with the group generated definitions/meanings of the Four Noble Truths and the rights of the Eightfold Path.</p> <p>T: “You will now work with your elbow partner and read aloud the Right, break down the sentence and define the words in it, explain its meaning to each other/make connections and summarize it using your own words. I will check in on each group in case you need help.”</p> <p>Teacher will walk around the classroom, observing the pairs of students, checking in, and giving guidance/clarification on.</p>	<p>Differentiation for language learners</p> <p>Peer settings and cooperative learning groups/pairs are great strategies for language learners to use their english, and see words explained in context with peers who can aid in translation</p> <p>Differentiation</p> <p>Teacher working with students individually to address their questions/learning needs</p>																		
<p>Independent Practice</p>	<p>T: “Great work everyone. We will wrap up class with</p>																			

	<p>a brief exit ticket, so I can see what you know. Please write the appropriate word into the 4 fill in the blank sentences, and write a short paragraph answering the Question: Why are the Four Noble Truths important in Buddhism?"</p> <p>Teacher will collect exit tickets and make note of who didn't complete it.</p>	
Closure	<p>*The next day*</p> <p>T: "Good morning, everyone! We are going to review the answers of yesterday's exit ticket. (passes back exit tickets) If you struggled with this assignment or haven't completed it, please come check in with me during nutrition or lunch and we will go over it together."</p> <p>T: "Now, please raise your hand if you'd like to present your paragraph to the class." (Do not require every student to share with the class).</p> <p>Student raises his hand and shares their paragraph.</p> <p>T: "Great job! Raise your hand if you included any of the same information</p> <p>Many students raise their hands.</p> <p>T: "Fantastic! We remember that the Four Noble Truths and the Eightfold Path serve as the foundation for the beliefs and practices of Buddhism</p> <p>T: "Thank you to those of you who shared with the class! Please remember, if you have any questions on this assignment or still need to complete it, please come work with me during nutrition/lunch time, so you can turn it in tomorrow and receive full credit!"</p>	<p>Connection to Theory Students are able to better understand the key vocabulary and concepts by sharing and verbalizing the reasoning/thought behind their individual paragraphs and partaking in class discussion</p> <p>Differentiation</p> <p>Teacher will allow students who struggled on the assignment to complete/turn it in the following day if they work on it during nutrition/lunch time.</p>
Assessment	<p>Formative Assessment - Students will raise their hand if they wrote the words or the same/similar sentence or used the same words as one another when answering their exit ticket paragraph.</p> <p>Summative Assessment - The completion of the exit ticket.</p>	