

Lesson Plan Template

Date: April 10, 2019

Lauren Rotunda

Grade: 4 th Grade		Subject: Language Arts (Cause and Effect)	
Materials: T chart, Sentence Strips, <i>If You Take a Mouse to School</i> book		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4. RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Differentiation Below Proficiency: Students below proficiency will be asked guiding questions to help them answer their cause and effect questions. Above Proficiency: Students above proficiency will be challenged with harder questions to think more in depth about cause and effect, in addition to their primary answers. Approaching/Emerging Proficiency: Students approaching proficiency will receive some guidance if needed, but are expected to be able to explain their cause and effect sentences. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: All important information and examples about cause and effect will be written on the T chart. • Auditory: Everything written on the T chart will also be verbally explained and repeated. • Kinesthetic: The activity is perfect for kinesthetic learners because of the movement around the room. • Tactile : If these learners need a break, dots and squeezies can be used for tactile learners. 	
Objective(s) By the end of the activity, students will be able to show their understanding of the structure of cause and effect in a sentence by describing it to the class, including which strip is cause, which is effect, and what cues they used. Bloom's Taxonomy Cognitive Level: Knowledge – Define, Explain Analyze – Connect Create – Collaborate			
Classroom Management- (grouping(s), movement/transitions, etc.) -For the activity, students will be spread out through the room by me so there are no problems. -Transitions will be signaled with the chime. -Students will walk around the room during the activity. -Groupings for stations will be based on pods.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will gather at the front of the class for direct instruction. -Students will be silent when other students are explaining. -Students will be silent when the teacher is reading the book. -Students will raise their hand when they want to share an answer. -Students will not go louder than a Voice Level 2 during the activity.	
Minutes	Procedures		
5	Set-up/Prep: -Have T chart and marker ready. -Have book ready to read. -Have slips cut out and ready to be handed out.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Begin by asking the students what they know about cause and effect. -Can they define each word? -Have they used/practiced it before? (Depending on what they say, point out that every kid has actually seen cause and effect, probably without even knowing it – in books).		
12	Explain: (concepts, procedures, vocabulary, etc.) -Create a T chart, writing “cause” in one column and “effect” in the second column. -Next, discuss the definitions of both words. Write them next to each word. (Cause- why it happened, Effect- what happened) -Then, discuss the different cue words to look for with cause and effect. Write the words underneath “cause” and “effect” on the T chart. (Cause- If, since, because, first; Effect- Then) -Give a quick example to students so they see how the cue words are used (If... Then...) Write this on the T chart so students can see the example. -Remind students that cause and effect is seen a lot in books. Ask students if they have ever read <i>If You Take a Mouse to School</i> . Next, ask if they realized there is cause and effect in the book (point out the title – cause)		

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	<p>-Tell the students you are going to read the book, and they are to really focus on the cause and effect. -After you finish the book, ask the students for a few examples of it throughout the book. -Guide them if needed, going back into the book to show specific examples with the cue words.</p>	
<p align="center">10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Next, students will be completing a cause and effect activity. -Each student will receive a slip that is either a cause or an effect. Their job is to communicate with other students to find the other slip that completes their sentence. -After every student finds a partner, they will take turns reading their sentences, pointing out which one is cause and which is effect. They will also talk about cue words they used to figure out which is which. -After the students share, their slips will be placed on the T chart across from each other in the "Cause" and "Effect" columns. -The time left in class will be used for Language Arts rotations.</p>	
<p align="center">2</p>	<p>Review (wrap up and transition to next activity): -To wrap up, we will review the definitions of cause and effect, plus important clue words to look for.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>-I will assess the students' understanding of cause and effect through their ability to find the correct matching slip. -In addition, I will evaluate the students' understanding based on how they describe what they know about their sentences in relation to cause and effect.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-The next step of this lesson would be the summative assessment, in which the students would apply the information they've learned about cause and effect to texts. -This could be related to the Story Works used in Language Arts, the Bill of Rights being learned in Social Studies, or the information currently being learned in Health.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this lesson is one I found to be very enjoyable for both the students and I. The book is one that most the students have heard, but it makes them think about it from a different perspective. In addition, the T-chart activity was very engaging. I liked it for multiple reasons. First, it made the students get up and move around. Second, it created a fun environment for students to communicate and collaborate with each other. Third, it was a good way to formally assess students' understanding by how they explained why their sentence made sense, as well as how they knew which was the cause and which was the effect.</p> <p>One thing I need to consider is how I will engage the students who have already shared their sentence, because some partners began to chat and lose focus afterwards. In order to do this, I can ask those students simple questions like, "Do you agree with that reasoning?" or "How would the sentence read if the cause and effect were reversed?"</p> <p>One thing I did in the lesson was keep the format of the sentences the same. In the future, if I felt students were ready for a challenge, I could explain to them how the structure of the sentence can change and the effect comes first. Then, I could create sentences with that format for the activity, which would challenge students more to think about which is the cause and which is the effect, as well as how they figured it out.</p>		