

Lesson Plan Template

Date: 12/10/20

Cathy Johnson

Grade: 4th grade	Subject: English language arts
Materials: pencils Black marker Stapler Scholastic booklet Paper strips Boxes of food	Technology Needed: Smart board
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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
Standard(s) 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problems/solutions) of events, ideas concepts, or information in a text or part of a text.	Guided Practices and Concrete Application: <input checked="" 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:
Objective(s) Students will understand the cause/effects of information and how they can chain together by creating their own cause and effect chain by the end of the lesson Bloom's Taxonomy Cognitive Level: Understand, apply, create	Differentiation Below Proficiency: Student will be able to review what is cause and effect. When it comes to making cause and effect chain the can make individual cause and effect cuff links Above Proficiency: student can provide more than three example and can use there cause and effect chain as a traffic organizer to create a short story Approaching/Emerging Proficiency: student will use what they have learned from previous class and apply it to this lesson. They will discover how cause and effects can set off a cain reaction Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: we will create a visual by making chains that have cause and effects on them • Auditory: as a class we will discuss cause and effect and how it can create a chain of events • Kinesthetic: student will be able to use fine motor skills with stabling and bending the paper • Tactile: students will be able to touch the paper as they bend it
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students will get out of their desk watch a demonstration "If you cannot see you may quietly come closer. If I here voices you will go back to your seat" - Once demonstrating is over I will ask student back in seat "Will every one quietly find their seat" - If students need more strips for their cause and effect chain they are aloud to quietly walk to the back kidney table and get paper - When it comes time to stapling their chains they may raise their hand and I will bring a stapler to them 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Student are expected to raise their hand when they have a question - When voice level or student get out of hand "God Is good, all the time – all the I time God is good" " I will wait here until I have respectful learners who are ready"
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> - Booklets next to me - Have paper strips precut and ready to be passed out - Have staplers close by
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I have boxes of food that I will set up on the ground next to each other "What to you think will happen if I push this one over"

Lesson Plan Template

Date: 12/10/20

	<p>“When I push this one it will effect the other one to fall causing it to fall into the other one which will be effected to fall over and hit the next one”</p> <p>After seeing this demonstration who thinks they know what we are gong to be talking about? “</p> <p>It is something we have talked about before “</p>
20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Review- “what is cause and effect?”</p> <ul style="list-style-type: none"> - Cause = why it happened - Effect = what happens — When one event causes another to happen <p>“Who can give me an example of cause and effect?”</p> <ul style="list-style-type: none"> - Have a couple share outs <p>“Did you know that a cause and effect can lead to a chain of causes and effects”</p> <p>“One thing will continue to lead to another”</p> <ul style="list-style-type: none"> - Ex. Cause – I step on a tact - Effect – which made me hope on one foot - Cause – I fell - Effect – hurt my head <p>“With this example one event lead to another”</p> <p>I have a story we are going to read as a class – The volcano that changes the World</p> <p>“As we read this story I want you guys to look for the chain of causes and effects”</p> <p>Can I have a volunteer to read</p> <ul style="list-style-type: none"> - What does drought mean <p>“4th graders what is the first cause we see?”</p> <ul style="list-style-type: none"> - What does Dormant mean <p>“What was the first cause that started all other events”</p> <p>“What was the effect of that?”</p> <p>“What was the effect of that?”</p> <ul style="list-style-type: none"> - Will stop periodically through the story to stop and discuss where the causes and effects are <p>“Bonus points to who ever can tell me the text feature in this story”</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“As we know cause and effect can create a chain reaction”</p> <p>“What we are going to do now is create our own cause and effect chain”</p> <p>“So what I have here is a cause and effect chain that I have created”</p> <ul style="list-style-type: none"> - I will co thought my chain <p>“I am going to hand out six strips of paper 3 colors of each one color will be the cause and the other color will be the effects”</p> <p>“You need to use the strips to create a cause/effect chain”</p> <p>“If you want more to add I will leave extra on the back table”</p> <p>“You must use the three I give you”</p> <ul style="list-style-type: none"> - Student will be able to create their own chains - Showing how cause and effect can continue lay link together
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - As student are finishing with their chains I will let them come up to the front of the class if they would like to present there chain - Once every student who wants to go has had a chance I will ask the students to place chains on the table <p>“4th graders its time to get ready for math, can we find our seats and get our math books out?”</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?) - As we o over the causes and effects of the volcanoes story I will look for student who are following along and interacting with the class 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - Students will turn in cause and effect chain as a summative assessment

Lesson Plan Template

Date: 12/10/20

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

To begin this lesson I placed 4 macaroni boxes on the back table so all the students could see. When I asked for their attention all heads swiveled in my direction. I could tell they were interested and ready to learn what the boxes of food were doing there. I thought this was a great way to get my students attention. It also is a great way to demonstrate cause and effect.

What I do wish I did differently was the story that we read together was a class. It was too long and the students lost interest and were distracted from what we were doing. At one point I had one student who was coloring her hair with highlighter. I had to figure out how to make her stop and pay attention and not draw attention to what was going on. During the story would stop and we would discuss how certain parts of the story were cause and effect. At the end of the lesson I applied previous knowledge by asking them what text features they saw within the story.

Students did a really good job at creating their own cause and effect chains. They were really excited about it. I could see through their work that they understood what a cause and effect chain was. I always love having the students come up and showing their pieces off. They take pride in their work and the other students love seeing it as well.