

Lesson Plan One

Lesson Title/#: Cause and Effect

Grade Level: 3rd

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>Students will be able to recognize cause and effect relationships and how they relate to the story when reading fiction.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>RL.3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson?</p>	<ul style="list-style-type: none"> • Students will be able to listen to/read a fictional story and understand the events within the story. • Students will be able to tell which events are causes and which events are effects. • Students will be able to work as a whole and be able to agree on the cause and effects of a story.
<p>Prior Academic Knowledge and Conceptions</p>	<ul style="list-style-type: none"> • Students should know the meaning of cause and effect. • Students should know the relationship between cause and effect.

¹ The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<ul style="list-style-type: none"> • Students should know how to determine key points in a story, and how to categorize the points as a cause and/or effect.
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 5-10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<ul style="list-style-type: none"> • I will tell the students about a time when I had a bad day, and what happened to cause the bad day. I will ask the students if they have ever had a bad day, and what led up to the bad day. • I will ask the students what these occurrences are known as and inform them after discussion that it is cause and effect.
<p>Instruction 20-30 Minutes</p> <p>What will you do to engage students in developing</p>	<ul style="list-style-type: none"> • Start the lesson by doing a quick recap on cause and effect. • Ask the following questions:

<p>understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ol style="list-style-type: none"> 1. What does cause mean? 2. What does affect mean? 3. Are the two related and how? 4. Can you pick out the causes and effects in a story? <ul style="list-style-type: none"> • I will read the story aloud the first time, so that the students can hear the story.
<p>Structured Practice and Application</p> <p>_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p>	<ul style="list-style-type: none"> • I will provide each student with their own diagram to fill out at their desks individually while I read the story again. Once we are finished with the individual diagrams, they will discuss their answers within their groups to determine what answers they will share with the class. When the groups are finished, I will display the group diagram on the smart board and ask the students to give their answers to what they think are the causes and effects. We will discuss their answers, and determine which answers are cause and which are effect.

<p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure 5-10Minutes</p> <p>How will you end the lesson?</p>	<ul style="list-style-type: none"> We will end by discussing any other examples of cause and effect that they have encountered. <p>“Now that we have a better understanding, can you think of any other examples of cause and effect?”</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP’s or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p>	<p>For this lesson, we will be working as:</p> <ul style="list-style-type: none"> Individuals-Fill out your diagram independently while listening to the story

<p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<ul style="list-style-type: none"> • Pods-discuss with your pod to compare your answers and to decide on what you would like the speaker to give as your answer • Whole Class-ask groups to then allow the speaker of their group to give their answers to the questions being asked.
<p>What Ifs What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students are unable to determine the cause and effects of the story independently. We will then, instead, determine the cause and effects as a whole.</p>
<p>Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials What materials does the teacher need for this lesson? What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Vorst • Laptop with group diagram • Printout of diagram for independent work and group discussion • YouTube video of <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst being read

Students:

- Pencil
- Printout of diagram

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	

How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you	

<p>prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.