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## Lesson Plan

**Learning Segment Focus:** Cause, Effect, and Implications

**Lesson:** 2 of 3

**Course & topic addressed:** Language Arts: Signal Words **Date** 9/20/20

**Grade** 3

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn the signal words for cause and effect. Students will learn <b>cause, effect, and implications</b> in the sense of sequences.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	Students previously learned how to break down a text to fully understand the information gained from illustrations. Students should know how to identify the where, when, how and why key events that occur in an illustration.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	Classroom will be able to identify the cause and effect of their cultural, personal, and linguistic assets.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	RI.3.8 "Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Cause Effect Implication</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<ul style="list-style-type: none"> <li>Students will assess an illustration and identify the cause, effect, and implication.</li> </ul>
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board Printed out cause and effect webs Pencils/Markers White Boards Dry erasers
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Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Language Arts folder
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**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)</b>
<ul style="list-style-type: none"> <li>10-15 minutes</li> </ul>	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>Review how to break down a text</li> <li>Introduce cause, effect, and implication</li> </ul>	<ul style="list-style-type: none"> <li>I will start off by reading an illustration to the students and identify the who, what, when and where aspects.</li> <li>Ask students to get into groups and come up with a general idea of what cause, effect, and implication means.</li> </ul>
<ul style="list-style-type: none"> <li>45- 60 minutes</li> </ul>	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>Explain cause, effect, and implication</li> <li>Break down the illustration to help students identify the cause, effect, and implication</li> <li>Students will get back into their groups and identify the cause, effect, and implication of a different illustration and create a web.</li> <li>Come back together as a class to discuss the web.</li> </ul>	<ul style="list-style-type: none"> <li>As the teacher, I will start off by providing the students with the definitions of cause, effect, and implication. Then, I will put an illustration on the Smart Board and read it.</li> <li>After reading I will help the students identify the cause, effect, and implication. This is when we will do a practice web as a class.</li> <li>After finishing the web as a class, the students will break off into their groups and I will hand out an illustration. I will give the students twenty minutes to read the short illustration and identify the cause, effect, and implication. After doing so, the students should complete the web.</li> <li>After the web is completed, we will come back together as a class and discuss the cause, effect, and implication to ensure that the students are on the right track.</li> </ul>
<ul style="list-style-type: none"> <li>10 – 15 minutes</li> </ul>	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Ask the students if there are any questions and review the definitions of cause, effect, and implication.</li> </ul>

### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li>• Remediation – provide a web that has some slots already filled out to give them a general idea.</li> <li>• Intervention – I will read the paragraph out to the student to make sure they understand the text.</li> <li>• IEP/504 – My lesson will follow the IEP and 504 guidelines.</li> <li>• LEP/ESL – I will provide an illustration in their language if they are struggling to understand the English version.</li> </ul>
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li>• <b>Students will be provided with verbal and written instructions on what is expected of them.</b></li> </ul>
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### Assessments: Formative and/or Summative

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will analyze a paragraph and identify the cause and effect in groups to complete the web.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will use the whiteboards during the lesson to identify the cause, effect, and implication.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory


<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<ul style="list-style-type: none"> <li>• Students will have the opportunity to work with their classmates to identify the cause and effect of different illustrations. This will help students with their visual, verbal, and writing methods.</li> <li>• Teaching in various learning styles will enhance a student's understanding and knowledge of different concepts.</li> </ul>
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### Lesson Reflection/Evaluation

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&q=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>



It was a cool Monday morning, when mom woke sister and I up for school. As mom made our breakfast, she notices we are low on groceries. Mom finishes getting us ready for the day and we get into her big white truck. While riding to school we listen to sister's favorites song "Firework" by Katy Perry. We approach my school first and I yell, "Bye Mom!" After the school day was over, mom and sister were there waiting on me. On the way home we stopped at Kroger to get groceries. Sister and I were able to pick out some of our favorite foods to eat. Walking down every isle made our basket get full of groceries. It looked like a mountain by the time we were done! Mom paid for the groceries and we headed home. Once we got home, we unloaded the car and put the groceries in its respected places. Mom says that we have enough food to last us for almost three weeks!

