

Lesson Plan Framework

Teacher: Rachel Ison

Grade Level: First Grade

Course Unit: Reading Comprehension

Lesson Title: Cause and Effect

Length of Lesson: 50 mins

Focus Question/Big Idea/Learning Goals: What do you want students to be able to know as a result of this lesson? What questions or big ideas drive the instruction?

Learning Objectives: What do you want students to be able to do as a result of this lesson? Include academic language and vocabulary objectives too. Objectives must be measurable.

The central focus of the literacy content is to identify, classify and organize cause and effect by gathering and interpreting evidence from the text. The goal of this learning segment is to explicitly model the process of searching for and organizing intra-textual connections. Teacher will model and interpret intra-textual connections for the students to model and interpret themselves. Think-alouds will be utilized to model the process of identify, classify, and organize cause and effect.

- What is cause?
- What is effect?
- How do I identify cause and effect?

- The learner will classify cause and effect within given prompts.
- The learner will identify and recognize cause and effect within literature to complete individual and group tasks.

STANDARDS: Reference State (Social Studies and Science) Common Core (Math and ELA only)

- CCSS.RL.1.1 Ask and answer questions about key details in a text.
- CCSS.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- CCSS.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Academic Language (discipline specific) – list terms		Academic Vocabulary (lesson specific)	
<ul style="list-style-type: none"> • Cause- a person or thing that makes something happen or exist or is responsible for something that happens • Effect- A change that is a result or consequence of an action or other cause. 		<ul style="list-style-type: none"> • Remind- to cause (a person) to remember; cause (a person) to think (of someone or something) • Envelopes- a flat paper container, as for a letter or thin package, usually having a gummed flap or other means of closure • Homesick- sad or depressed from a longing for home or family while away from them for a long time 	
Pre-Assessment: How will you determine prior knowledge?	Hook: How will you catch the attention of your students and focus their minds on today's learning goals?	Real World Connection: How are learning goals relevant to students' lives?	Student Reflection: How will you provide for student reflection?
The students will complete an individual pre-assessment by identifying which cause relates to an effect with scenarios from real world contexts. Results will be discussed as a whole class using Smartboard.	Teacher will ask what would happen if our friends do not follow the classroom rules. Students discussed consequences for actions within school and classroom.	Goals relate to the pre-assessment that make real world connections that will develop students' understanding of cause and effect.	Students will be able to reflect by identifying consequences for hook. They will also reflect by working within collaborative groups to identify an effect to a cause they chose from a transitional activity.
ASSESSMENT What evidence will you collect that students have mastered the learning objectives?			
Formative Assessment of Lesson Objectives: How will you monitor and give feedback during the lesson? Be specific.		Summative: How will performance be measured?	
		What evidence will you collect? Check all that apply	How will you define mastery? Attach relevant rubrics and grading criteria as needed.
<p>Informal assessment: Teacher will initiate hook and assess students' understanding of consequences. Teacher will monitor students' comprehension by asking questions about what is cause and effect and give appropriate feedback based on students' responses. Teacher will observe students model strategy within collaborative groups by looking for collaboration and understanding.</p> <p>Formal assessment: Teacher will compare pre-assessment to post-assessment and provide feedback on students' work with written and verbal cues.</p>		<input type="checkbox"/> Project <input type="checkbox"/> Essay <input type="checkbox"/> Experiment <input type="checkbox"/> Short Answer <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> Multiple Choice <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Pre-assessment and Post-assessment	Teacher will compare students' pre-assessment to post-assessment results with holistic rubric. (attachment)
Assessment requires students to: Check all that apply			
<input checked="" type="checkbox"/> Organize <input checked="" type="checkbox"/> Interpret <input checked="" type="checkbox"/> Analyze <input type="checkbox"/> Synthesize <input checked="" type="checkbox"/> Evaluate information		<input type="checkbox"/> Writing: <input checked="" type="checkbox"/> Draw Conclusions <input type="checkbox"/> Make Generalizations <input type="checkbox"/> Produce arguments	Connection to: <input type="checkbox"/> prior learning <input checked="" type="checkbox"/> life experiences

Academic Feedback: How will you provide feedback to students based upon the data you collected in assessments?

Teacher will provide verbal and written feedback to students to reaffirm their comprehension of cause and effect from provided assessments. Teacher will grade assessments for to provide feedback for students' performance and comprehension.

Learning Segments and Pacing: What strategies, procedures, and transitions, will you use? What essential questions will you address in each segment?		How do learning segments align with objectives and allow for higher order thinking? What questions do you ask that promote higher order thinking?	Materials
How will you begin?	Time	<p>The pre-assessment aligns with objectives by allowing students to identify and match appropriate cause and effects. The pre-assessment allows for students to apply higher order thinking and real world connections to categorizing cause and effect.</p> <p>What would happen if a student disobeyed the rules within the classroom and the consequences?</p> <p>Objective: The learner will classify cause and effect within given prompts.</p>	Pre-assessments Smart board
<p>Teacher will start with the hook discussion. Teacher will use foldables engage students to define cause and effect. Students will first complete the individual pre-assessment by matching the appropriate cause and effect. As a whole class, the teacher and students will collaboratively complete pre-assessment on Smart board.</p>	10 mins.		
<i>Transition? Teacher will state, " Now that we have identified cause and effect, let's read a book with cause and effect. Let's go to the carpet for the reading."</i>			
What will you do during the lesson?	Time	<p>The reading activity aligns with the objectives by having students identify cause and effect within literature.</p> <p>Teacher will ask what would really happen if you give a pig a pancake. Students will predict effects during reading within given prompts from teacher.</p> <p>Objective: The learner will identify and recognize cause and effect within literature to complete individual and group tasks.</p>	<p><u>If You Give A Pig A Pancake</u> by Laura Numeroff</p> <p>Paper Pancakes</p> <p>Skillet</p>
<p>Teacher will ask, "What would happen if I give a pig a pancake? Let's find out in our book." Teacher will read book and have students identify cause and effect throughout the book. After reading, teacher will ask students about the book. Teacher will then create small collaborative groups and have one student from each group to pick a pancake from a skillet. Students would meet in their small groups and identify the effect to the pancake cause one of the students picked. Their small collaborative groups will present their effect to their cause to the class.</p>	25 mins		
<i>Transition? Students will go to their individual desks.</i>			

<p>How will you close the lesson?</p> <p>Students will start individual post-assessments. The post-assessment is having students categorize and identify matching cause and effect from text pulled from story. Students will cut and paste into appropriate columns.</p>	<p>Time</p> <p>15 mins</p> <p>End</p>	<p>Learning segment aligns with objectives by working in small collaborative groups to identify effect to given cause. Teacher can ask questions to individual students during post-assessment on how they organize cause and effect.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The learner will classify cause and effect within given prompts. 2. The learner will identify and recognize cause and effect within literature to complete individual and group tasks. 	<p>Post-assessment</p> <p>Students supplies</p> <ul style="list-style-type: none"> • Scissors • Glue • Crayons
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Technology Integration	Teacher Strategies – Best Practices
<p>Highlight desired bullets; check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Processing <input type="checkbox"/> Power Point <input type="checkbox"/> Internet Resources <input type="checkbox"/> Graphics/Charts <input type="checkbox"/> Internet Research <input type="checkbox"/> Web 2.0 Tool(s) <input checked="" type="checkbox"/> Interactive whiteboard <p>Other:</p>	<p>Highlight desired bullets; check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student choice <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Cooperative learning <input checked="" type="checkbox"/> Independent learning <input checked="" type="checkbox"/> Implementing pre, post, and during lesson activities <input type="checkbox"/> Teaching metacognitive strategies <input checked="" type="checkbox"/> Hands-on learning/manipulatives utilized <input type="checkbox"/> Higher-ordering thinking skills <input checked="" type="checkbox"/> Real-world connections <input type="checkbox"/> Criteria charts created (student-driven; supports learning by defining and clarifying a task) <input checked="" type="checkbox"/> Rubrics created (student-centered) <input checked="" type="checkbox"/> Mentor texts <input type="checkbox"/> Anchor charts (a reference tool that “anchors” new and ongoing learning to key concepts previously introduced) <input type="checkbox"/> Research/research materials <input checked="" type="checkbox"/> Evidence of assessment for learning (teacher modifies instruction based on students’ understanding) <input checked="" type="checkbox"/> Academic language used in context <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (please explain)
<p>Grouping Options: How will your groups be organized? What roles will students fulfill? Check all that apply.</p>	<p>Differentiation: How will you differentiate instruction to accommodate individual students’ anticipated learning difficulties, interests, and/or cultural heritage?</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Pairs <input checked="" type="checkbox"/> Cooperative <input type="checkbox"/> Whole Group 	<p>Student with IEP will be given additional prompts, reminders, directions, and additional time during activities. Teacher will monitor student’s progression during activity and help with decoding written directions and text. Students with Reading Recovery will be monitored and helped with reading by small group</p>

	buddies and teacher interaction. Struggling readers will have text and instructions read to them with additional help when teacher circulates classroom. Student with behavioral issues will be monitored and will have additional time to complete activities.
Intervention: How will you use the results of the assessment(s) to inform future instruction?	Special Situations in the Classroom? Are there any management and/or safety issues that need to be considered?
Teacher will apply results from data to aide in additional instruction with identifying what is a cause and effect and how they are connected. Teacher will apply results to build to students writing their own cause and effect with illustrations.	One student gets easily aggravated when in group settings and off task so teacher will monitor student during activity if intervention is needed.
Rationale/Theoretical Reasoning: What sources support your pedagogy and methodology? Why have you chosen the strategies you have elected to use?	
<p>The lesson uses Howard Gardner’s theory of multiple intelligences to develop students’ comprehension. The lesson uses visual-spatial, interpersonal, and linguistic approaches to apply to students’ development of knowledge on the unit. The theory is supported by the use of many cognitive activities that addresses each of the different intelligences. Dinah Zike is noted for inventing and developing foldables which are created for the lesson. The rationale for use of foldables is it provides a concrete, interactive piece of material that allows for hands-on learning making it easier for students to grasp the concept of cause and effect. One instructional strategy used is literature circles, purposed by Harvey Daniels. The circles are created to allow for student collaboration to engage critical learning shaping a deeper understanding over cause and effect through peer learning and teaching. Their social interaction supports Vygotsky’s theory of social development allowing students to collaborate with their peers and build on their Zone of Proximal Development (ZPD) with peer collaboration.</p>	

Grading Scale

	E+	E-	S+	S-
Pre-assessment	0-1 errors in the matching	2-3 errors in the matching	4-5 errors in the matching	6 or more errors
Group Work	Completed with sentences and correct sentence structure	Partially completed sentences and correct sentence structure	Incomplete sentences and partial correct sentence structure	Incomplete sentences and incomplete sentence structure
Post-assessment	0-1 errors in sorting and matching	2-3 errors in sorting and matching	4-5 errors in sorting and matching	6 or more errors in sorting and matching