

<p><b>Grade:</b> 5<sup>th</sup></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Highlighter</li> <li>- Pencil</li> <li>- Reading story</li> <li>- Paper with Questions</li> </ul>	<p><b>Subject:</b> Reading</p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>- Projector to show the first reading in front of the class</li> </ul>																								
<p><b>Instructional Strategies:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p><b>Guided Practices and Concrete Application:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p><b>Standard(s)</b></p> <p>RI.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students who are in this area can do this lesson. The students will get a walk through with the teacher by going through the story before independent work. When getting their own assignment, they will have the support of creating a t-chart or highlighting cause and effects to help them answer questions. If these students are struggling a lot, then having them come to the teacher and work one-on-one will benefit them greatly.</p> <p><b>Above Proficiency:</b> Those who are in this category will be able to do this lesson without issue. These students will be able to answer the questions in the class discussion. These students can also answer the questions and read the story without much assistance. These students can also be pushed to show why the other answers are wrong.</p> <p><b>Approaching/Emerging Proficiency:</b> These students in this area will be able to do this lesson without much issue. These students can follow along with class and be pushed by doing a story independently too. This lesson will help these students to do work alone and find the cause and effect by themselves. This will also teach them to use graphic organizers to help them find their answers.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Those with visual impairments will be able to have the readings in audio form to embrace the story. They can also have pictures or other audio with direction to help them want to answer the questions.</li> <li>• <b>Auditory:</b> Those who have auditory impairments can do this lesson without much issue. This lesson is reading and answering questions, so these students will be able to do it. These students will also get written directions as well.</li> <li>• <b>Kinesthetic:</b> the students who in this area will be able to do this lesson, but movement will be added in. The students will have chances to get up and say words in the story that are missing, they can come up and write on the board, or even get up and do a movement when I say a certain word. This can help those students who need to do something.</li> <li>• <b>Tactile :</b> The students in this category will be able to do this lesson. These students need more hands on, so having them come up and write on the board for me or reading out loud could encourage and help them to stay focused and on task.</li> </ul>																								
<p><b>Objective(s)</b></p> <p>By the end of the lesson, students should be able to compare and contrast in two stories, one individually by answering questions and creating a T-chart.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p>Remember: Students will remember how they previously would find the cause and effect and use it to complete their work.</p> <p>Understand: Students will understand and identify the cause and effect in two stories and be able to locate each one.</p> <p>Apply: Students will apply their information that they know to answer questions as well as fully understand the text given to them.</p>																									

# Lesson Plan Template

Date: \_\_\_\_\_

<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>                  The student will be expected to have good transitions that are quickly without yelling. The students should get out the materials that are needed to work through their story. During the lesson, students will be focused and not disturbing others with talking or other noise. This is a time for their learning, so students put be focused to understand the concepts. The teacher is there to help students, but the classroom rules says that students will need to raise their hands instead of blurting out. Students will not be grouping up other than to turn-and-talk during the first story.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>                  The behavior expectations of the students should be the same as any lesson. The students will be expected to listen and not bother their neighbors. When the teacher is talking or reading, students should be focused and eyes on the board. The teacher will give them directions when need be, but students should be in their desks and ready to discuss with the class. The strategies that can be used if students are not focused will be turn-and-talks, having to start a sentence or paragraph over, or stop doing it as a class and doing it independently.</p>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- There will be need be a story picked out to read in from of the class as well as one that they will read independently.</li> <li>- Students can have a blank piece of paper to create their visual organizer.</li> <li>- Students may have highlighters to be more focused on their independent writing.</li> <li>- Every student needs a pencil.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will be at their desks before the lesson, so they will not need to move.</li> <li>- Hand out pieces of blank paper to each student for their reading.</li> <li>- Open the lesson for students by asking what they remember about cause and effect.</li> <li>- Start reading the story as a class. Pause at certain words so the students can fill it in to make sure they are paying attention.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- When reading the story, stop and ask students what cause and effect that they see.</li> <li>- Write down or highlight as you are reading. This can help for when students are following along, they will see the cause and effect.</li> <li>- Students will continue to follow along in the story with the teacher.</li> <li>- Talk about why each one is a cause and effect to ensure students are understanding.</li> <li>- Once finished hand out the other story and questions for students.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Students will read a story independently and answer some questions as well.</li> <li>- Have students choose two options of either highlighting or creating a t-chart to help organize their information.</li> <li>- Once students start, walk around and make sure that they are on task.</li> <li>- Look to see if students have an understanding by how they highlight or answer questions.</li> <li>- If students are struggling, work one on one or sit down with them.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- If students are done, have then read silently to themselves.</li> <li>- When students are finished, had them hand in their work.</li> <li>- Ask the students if the questions were hard or easy to find.</li> <li>- Have the students transition to the next lesson in a 5<sup>th</sup> grade transition.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>To know that the students are understanding the concept, I am able to see how they answer and respond to me throughout the lesson, those students who are not getting it can get some extra help. The students will be able to talk with the teacher and can raise questions. When reading the story together, I can also see if they are following by filling in my blank. This lesson is a quick one, but being able to see students learning is still important.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>I can see what the students have learned by their worksheet with questions on it say. This is a quick worksheet with questions that students need to answer, but it is a good way of seeing if they understand the cause and effect strategy. The way that students will show me they understand the strategies if they use either highlighting or the t-chart to help them find their answers.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>What went well?</p> <ul style="list-style-type: none"> <li>- The students did well with this lesson. The students were engaged and were able to listen when reading as a group as well. The students listening was better than usual, but when they were off task I was able to rein them in again with a quick check in. The students also were able to answer their questions without much direction or help. The students did well and followed the directions good too.</li> </ul> <p>What did the students learn?</p>	

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- The students were learning about cause and effect and how to find it in a story by themselves. I was able to read a story with them first, talk about the cause and effects we found as a class, and then the students would do one themselves. The students learned to take it step by step, that some causes are also affects and vice versa. This was a good lesson for them to try it on their own since there are a couple students who struggle.

How do I know?

- I know that the students learned and how they found the cause and effect by looking through their answers and grading them after they handed them in. Some of the students struggles, but others used great strategies to find their answers. The students also did not have many questions, which showed me that they understood the task at hand.

What changes would you make?

- I would make sure that I am not turning my back to my students when writing on the board. I would also make sure to write directions on the board so that nothing would be forgot.