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| **Lesson Content** |
| **What Standards (national or state) relate to this lesson?**(You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | **LA.3.1.7.4** The student will identify cause-and-effect relationships in text. |
| **Objectives- What are you teaching?**(Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)." Note: Degree of mastery does **not** need to be a percentage.) | While reading the story *A Bad Case of Stripes* by David Shannon the students will be able to identify cause and effect relations and be able to complete the worksheet as a class with little to no errors in comprehension.  |
| **Evaluation Plan- How will you know students have mastered your objectives?**Address the following: * What formative evidence will you use to document student learning during this lesson?
* What summative evidence will you collect, either during this lesson or in upcoming lessons?
 | Formative assessment: The students’ ability to identify cause and effect relations while being read the story. Summative assessment: The worksheet will be collected to assess the students ability to comprehend the cause and effect relations that we discussed as a class. |
| **Lesson Implementation**  |
| **Step-by-Step Plan**(What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)Where applicable, be sure to address the following:* How will materials be distributed?
* How will students transition between activities?
* What will you as the teacher do?
* What will the students do?
* What student data will be collected during each phase?
* What are other adults in the room doing? How are they supporting students’ learning?
* What model of co-teaching are you using?
 | Time  | Who is responsible (Teacher or Students)? | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).1. Introduce the book: *A Bad Case of Stripes* by David Shannon.
2. “We have been learning about cause and effect all week, right?” – “Can anybody remind me what cause and effect is?”
3. “Classroom managers, please hand out these worksheets.”
4. “We are going to fill out these worksheets together, while I am reading you the story.”
5. Start reading the story and asking text dependent questions
6. Pause at pre planned cause and effect examples:
* Students say the Pledge of Allegiance – Camilla turns red white and blue with stars all over (questions- what happened on this page? How do you know? Illustrations?)
* Camilla take the medicine that the Specialists prescribed her – She turns into a giant, multicolored pill (questions- what is the author telling us here? Why would she turn into a pill – What caused Camilla to do this?)
* The Environmental Therapist tells her to become one with her room – Camilla turns into her room (Why did the Therapist tell her to become one with the room? What do you think the author means?
* The sweet old woman gives Camilla lima beans – Camilla turns back to normal (How does this connect to the beginning of the story? Why would lima beans cause Camilla to turn back to normal?)
1. Once the story is finished, wrap it up.
2. “Okay, so this story was full of examples of cause and effect. Some of them we did not write down.
3. “Great job today! Please put the worksheets in a pile and classroom managers can bring them up to me.”
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| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**This lesson connects to the interests on my students by intriguing them with a story that they have read and enjoyed previously, while using it to address a new skill (identifying cause and effect). |
| **Differentiation—based on the needs of your students how will you take individual and group learning differences into account.** | Based on the needs of my students, I completed the read aloud in a non-traditional manner. The classroom is extremely large (thirty-one students), I will use the ELMO so that all of the students can see the story. This differentiation on strategy will be used to better suit the students’ learning. |
| **Relevant Psychological Theories and research taken in consideration when planning this lesson**  | There are many psychological theories that can assist educators when teaching a lesson. The psychologist, Vygotsky, is responsible for the theory Zone of Proximal Development, which is the difference between the child’s actual developmental level, and their potential level (where they could be with the assistance of a more capable person: an educator) (Bohlin, 2012, p.124). Through assisting the students during this lesson, I am able to expand their understanding of the lesson being taught (cause and effect). One of the techniques that Vygotsky’s writing is responsible for is scaffolding. Scaffolding is similar to a temporary structure that helps support children accomplish a task. Through this lesson, the students are using a temporary method (my assistance in identifying cause and effect) to help them better understand the relation. By implementing this strategy, I am providing the students with a temporary structure that will help them comprehend the material being taught within this lesson. |

References:

Bohlin, L., Durwin, C., & Reese-Weber, M. (2012). *EdPsych: Modules* (2nd ed.). New York, NY: McGraw-Hill Higher Education.

Provided below is a sample of the worksheet.

