**Name: Kesha Prince Grade Level: 6TH GRADE**

**LESSON 3**

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| **1.** **Content Objective(s)/State Standards:**   * Students will be able to explain how elements of a story work together like character traits. * Students will be able to identify a theme in a text, how it is developed, and how to summarize the information learned. * Students will be able to compare how two authors write about the same topic by using different facts of by interpreting those facts differently: they will use different texts to compare the different topics. * Students will be able to use reading skills such as analyzing cause and effect, they will be tested on Cause and Effect through a quiz: reaching an 80% or better will be considered as goal being met.   **Behavior:**  This lesson will be less stimulating compared to the other lessons, so the students will need to remain on task to understand the work. You may need to take a few brain breaks to help students understand what is going on. |
| **2.** **Instructional Focus:**  Students will be learning about Cause and Effect and the importance of it in a story and how it develops. |
| **3. Interesting Texts/Materials for Instruction**  What text(s)/materials are you using for your lesson?  **Computer**  [**http://www.fcatexplorer.com/media/parent/tiplister/flash/tip129a.swf**](http://www.fcatexplorer.com/media/parent/tiplister/flash/tip129a.swf)  **Cause And effect Powerpoint**  **Cause and Effect worksheet (Front and Back)**  **Cause and Effect Quiz** |
| **4.** **Student Engagement:**  What engagement principle(s) are you choosing for this lesson?  \_\_X\_\_choice, \_\_\_\_collaboration, \_\_X\_\_building concepts, \_\_\_relevance—real world interaction |
| **5. Student Activity/Differentiation.** What will your students be doing to meet the purpose of your lesson? (listening, reading, searching, writing, strategy instruction, group work, etc.)  What my students are actually DOING: **Before, During, and After.**  **DAY 1:**  introduce the skill Cause and Effect by addressing the following. “Today I was late to school because I forgot to set my alarm clock.” I will then show them the flash video:  <http://www.fcatexplorer.com/media/parent/tiplister/flash/tip129a.swf>  This will walk them through the steps of what is cause and effect. The idea overall that will be taught is this:  A **cause** is WHY something happens.  An **effect** is WHAT happens.  As you read be a detective.  Look for clue words, such as if, then, because, since, and so.  Clue words can sometimes signal causes and effects.  After we have gone through the concept of cause and effect we will be going through different examples, we will take turns giving a cause and students choosing an effect and then giving an effect and having students choose or decide on a cause. We can come up with random ones, but then you can volunteer students to give a cause and another student to give the effect- our students love to participate in a way that they get to be creative.  As our daily assessment will be the cause and effect worksheet, which is a front and back side. The front side is for the students to point out the cause and the effect. The back side of the worksheet students will find the cause to the effect and create their own sentence- this will give the students some choice.  **Day 2**:  Today students will be taking a quiz on what they learned from day 1. |
| **6. Writing/Communicating/Assessment:** How will you know students have met the purpose of the lesson? What will students do to record their understanding?  We will be doing a formative assessment with a worksheet on Cause and Effect and see how students are or aren’t grasping the concept. We will be doing a summative assessment by doing a cause and effect quiz. |
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