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

**LESSON 4**

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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 explain how the theme of a text is developed by reading *President Cleveland, Where Are You?.* * Students will be able to analyze how details and evidence within the text supports what the author states directly and what he/she implies, they will be using a Cause and Effect Graphic Organizer with *President Cleveland, Where Are You?* And discussing other texts in class.   **Behavior:**  This lesson will take a lot of reading. It is recommended that to make sure students are following along with reading, that they are called on at random, Popcorn read, or stick pick is used. |
| **2.** **Instructional Focus:**  Students will use cause and effect and their character trait knowledge to read and discuss the story *President Cleveland, Where are You?* |
| **3. Interesting Texts/Materials for Instruction**  What text(s)/materials are you using for your lesson?  **President Cleveland, Where Are You?: A short story by Robert Cormier**  **Composition notebooks**  **Pencil**  **Cause and Effect T chart**  **Mirrors and Windows Book**  **Mirrors and Windows Teacher Manual**  **President Cleveland, Where Are You?: Selection Quiz** |
| **4.** **Student Engagement:**  What engagement principle(s) are you choosing for this lesson?  \_\_\_\_\_\_choice, \_\_X\_\_collaboration, \_\_X\_\_building concepts, \_\_\_relevance—real world interaction  **I will engage students in this lesson by:**  Having them learn about a historical person in history, his character traits, and how cause and effect plays a large roll in people’s every day lives. |
| **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.**  **Before:**  Prior to reading the story, I will have students think of objects that are very valuable to them, and I will list a few of them on the board. Then I will ask, under what circumstances would the students sell or part with those objects forever (and not replace them with anything better). I will list the event and circumstances students say.  I will also tell the students that some of the events that happen in this story are causes of the narrator’s decisions and actions. As the students read they will use a cause and effect T chart, which they will glue in to their composition notebook, and they will record causes of the narrator’s actions and the effects from those actions  I will then do a brief summary of what the story is about, which can be found in the Mirrors and Windows book on page 213 of the teacher’s manual. Then I will ask the question: Have you ever had to choose between making yourself happy and pleasing your family? What do people feel when they have to choose between fun and responsibility?- The students will turn to their elbow partners to talk about their situation when this happened- then I will take volunteers to tell me what their experiences were. Then I will say that President Cleveland had to do that, but lets find out more.  They will then turn their books to page 214  **During:**  I will have the students popcorn, stick pick, or cold call read the story. However, I will make sure their composition notebook remains open and they are ready to write any examples they found in the book on cause and effect. As we come to cause and effect we will write the cause as a class, then as an individual they will need to write the effect that is shown in the evidence on what happened. If they need to, they can re-read the part of the cause and the effect. There may be times where the cause comes up but the effect is on another page- just write the cause down and when you come to the effect you can write it in.  Also while reading the story, I will stop for comprehension purposes, ask questions, and have students answer them. I will also make sure that certain vocabulary that comes up within the text, they are aware of what it means.  **After:**  Once we are done as a class with the story on President Cleveland, the students will turn their composition notebook to a blank sheet and they will do a response of:  “Would you have sold the card if you were Jerry? How might facing different decisions in our lives affect the way we evaluate the world around us?”  They will need to write 2 paragraphs on this response. This is a way of me assessing that they understood and comprehended the story.  When students are done with their paragraphs they will be taking the Quiz on the story. |
| **6. Writing/Communicating/Assessment:** How will you know students have met the purpose of the lesson? What will students do to record their understanding?  They will be doing writing prompt at he end of the story to show me their comprehension. I will also be assessing their T chart for cause and effect and see how well they understood the topic of Cause and Effect from the prior lesson.  They will also be taking a quiz on the selection where they will fill in the blanks on who is responsible for each part of the story |
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