

## Lesson Plan Template

<b>Grade: 2nd</b>		<b>Subject: Language Arts</b>	
<b>Materials: Printer Paper. Optional- Props</b>		<b>Technology Needed: Smart Board</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> <b>Visuals</b> /Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> <b>Lecture</b> <input type="checkbox"/> Modeling <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)-</b> <b>RI.2.2-Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic</b>  <b>SL.2-Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media</b>		<b>Differentiation</b>  <b>Below Proficiency: Students will receive assistance from the teacher in reading the text from the teacher, as well as receive extra help from the students in their group</b>  <b>Above Proficiency: Students will be able to create their own list of causes and effects</b>  <b>Approaching/Emerging Proficiency: Students will receive specialized assistance based on needs</b>	
<b>Objective(s)</b> <b>By the end of this lesson, students will be able to identify the relationship between cause and effect, and how one can use specific causes to get specific effects- specifically towards treating the earth with respect</b>  <b>Bloom’s Taxonomy Cognitive Level: Analyze</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to come up with ideas about the lesson with a partner, staying on topic and bringing their attention back to the front	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will pair up with partners throughout the lesson. The teacher will have a specific call and response to bring students back from partner sharing time.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students will be expected to come up with ideas about the lesson with a partner, staying on topic and bringing their attention back to the front	
<b>Minutes</b>	<b>Procedures</b>		
<b>Set-up/Prep:</b>			
<b>2</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> The teacher will first teach the students an attention grabber that will be used throughout the lesson to bring the students’ attention back to the front. The teacher will explain that they will continue reading the Benchmark book on ‘Why Do We Have Rules?’ and continue learning about cause and effect. The teacher will explain that, “this chapter is about our environment, what do we think this section is going to talk about?” The teacher will then call on a few students		
<b>4</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The teacher will then read the chapter with the students. At the end of reading the chapter with the students, the teacher will ask the students to connect the ideas they’ve read with what they’ve seen in their own life? The teacher will ask the students “What are some rules you’ve seen in your own life that help us take care of the earth? Talk to someone next to you and tell them about something you’ve seen.” The students will then have an opportunity to talk to someone next to them about something they’ve seen. The teacher will then write on the board two boxes, a cause box and an effect box. In the effect box, the teacher will write ‘The earth is taken care of.’ The teacher will then call on students and write some of their answers in the cause box. The teacher will then explain that ‘so all of these causes have this effect- taking care of the earth. Can we have multiple causes for one effect?’ The teacher will pause to hear the students answer. The teacher will then explain that “almost all things have a cause and effect, and you can keep following this line. Not only is it in all things that we read, but also in our real lives too!”		
<b>3</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		

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	<p>The teacher will then explain that “This method can also work backwards! For instance, lets say we start with an effect. What if I want to have the effect of having a dog. If the effect is me having a dog, what would be some of the causes?” the students will then share some cause and the teacher will write them on the board. The teacher will then use 1 or 2 more examples based on time available.</p>
<b>1</b>	<p><b>Review (wrap up and transition to next activity):</b> The teacher will then wrap up by reminding students to ‘keep this cause and effect in mind when reading or writing your own projects!’ The teacher will then have students return to their desks.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>  <b>-The teacher will be with students throughout the lesson, gauging the students understanding based on their responses and making adjustments as necessary.</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson: Students will be able to write about cause and effect during their WIN time and come up with lists of cause and effect.</b></p> <p style="text-align: center;"><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>- My cause and effect lesson plan was a new experience in my teaching education, mainly through doing a lesson that was super brief. On previous lesson plans, I had allotted around 30 minutes minimum to each lesson. This gave me lots of time and space to work with, in addition to being able to use a variety of materials. But in this scenario, my lesson was asked to be both brief and ‘as simple as possible.’ My practicum teacher did not have time in the schedule to deal with excess materials or learning utilities, so I had to practice making a brief and economic lesson.</p> <p>This was a fantastic challenge and lesson to be learned in itself. Teaching in a real classroom, the reality is that most lessons are this short. Especially in the second grade, the attention span of students this age is around 20 minutes at best. This challenge was a practice of a skill I would need to have in my teaching career that I would use often.</p> <p>The lesson was centered around reading a social studies book that had already been started by the teacher. The section I was reading was short, and was about rules that help us take care of the planet. I used this to connect with cause and effect, a cornerstone of reading and writing. I used the example from the book to connect that ‘when things happen, other things happen because of it.’ In previous lessons, I noticed that this class loves to share and participate when I call on hands, so I figured this would be an economic way of getting engagement. I asked students for examples of rules they’ve seen that help us take care of the planet, as well as what the causes were that had the effects for my examples. I also made sure to use voice dynamics and fun examples, like asking what the cause is if I want to eat chicken nuggets, or if I want to get a dog. The students really loved those, and were so excited about the activity and to answer the questions.</p> <p>I think overall, the lesson went really well. This lesson specifically taught me a lot about pedagogy. With having minimal materials, I had to focus on doing a little well, and putting my creative touch on it. This also helped me realize what my strengths are and rely on them. I realized that humor and vocal dynamics are strengths of mine, and both really pull the students in. I don’t need really long, intricate lessons to engage the students. It can be as simple as drawing the students in with my voice, and putting it in terms they enjoy and understand. One thing I can definitely work on is being more specific with my lesson plans. Because of it’s simplicity, it was hard for me to figure out how to be descriptive for something that seemed really plain. In the future, maybe I can try to practice doing the lesson for a friend in order to see aspects of it I may be missing.</p>	