Lesson Plan

EIM551

Lesson Plan Title: Cause and Effect; Text Structure

Subject/Course Name: Reading Class

Grade/Age Level: Fourth-Grade

Level:

Remedial/Special Education - students reading at a kindergarten through third-grade level. Included are students with learning disabilities and processing errors. _On-Level_ - students reading at a fourth-grade level. _Gifted/Advanced_ - students reading at a fifth-grade to ninth-grade level. _ELLs_ - including students who have recently immigrated to the United States within a two year period as well as students who have been in the United States for over six years.

Lesson Duration:

This lesson will take place over the course of two class periods. Each class is 50 minutes long.

Lesson Objectives:

Students will be able to demonstrate understanding of cause and effect situations. They will be able to identify cause in effect in text. They will demonstrate understanding of how the author uses cause and effect as a text structure to share information. Students will be able to discuss their own cause and effect stories.

Standard(s) Lesson Addresses:

2021-Alabama-English-Language-Arts-Course-of-Study

Alabama Course of Study

ELA21.4.23 Evaluate how text features and structures contribute to the meaning of an informational text.

LA21.4.23a Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.

ISTE Standards

1.1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

1.1.a. Set learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes.

1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively, and are adept at thoughtfully exploring emerging technologies.

Openers/Lesson Starters:

First Day:

The teacher begins the lesson by showing a humorous video that illustrates cause and effect. Cause & Effect with Grog the Zombie and Sheep https://youtu.be/vvqAKr7oomk?si=8U1wysTnVZ8KHc-u

The teacher will then improvise a cause and effect story involving two students in the class. The class will discuss the cause and the effect of the situation and will practice using clue words such as because, as a result, the effect was ,since, etc. The students will then use the turn and talk strategy to improvise their own cause and effect story to share with their small group. To add to the engagement, students can choose a true cause and effect situation or can create a fictitious story. Their partners can guess if it is a true story or a fictional story. Students will then collaboratively identify the cause and effect of each story. The teacher will walk around the room to informally assess and to suggest keywords in describing the cause and effect of the personal stories.

Second Day:

The teacher will ask students to explain cause and effect. The class will discuss key words that can indicate cause and effect. Students will be asked to share a cause and effect story of their own. The stories can be from the day before discussion or new. The class will guess if the story is true or fictional. The class will identify the cause and effect of each story.

Central Part of Lesson/Main Activities:

First Day:

The teacher will have students log in to their chromebooks and into IXL. The teacher will also log into IXL on the main computer connected to the interactive whiteboard. The teacher will select the IXL 4th-grade language arts skill E.3 Match Causes and Effects in Informational Texts and set up the skill to be practiced in Group

Jam mode. Students will join the session and the class will look at the first question together. The answer will then be reviewed together. The teacher will supplement the explanation provided and will informally check for understanding through whole group discussion. As each question is answered, the teacher will use the percentage correctly answered to decide if the next question answered should be easier, on level, or harder. The class will continue answering and reviewing questions together.

Second Day:

The teacher will share an IXL video using Google Classroom. J.3 Match Causes with Effects. This video will be available for reference as students work independently to apply their knowledge of the skills.

https://www.ixl.com/ela/grade-3/match-causes-with-effects?showVideoDirectly=true&signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fcalhounsd. The teacher will explain to the students about the IXL Leadership board challenge for the week. The teacher will use IXL to set up levelized classroom Leadership boards. Students will be encouraged to monitor their progress in answering questions correctly.

Closers/"Tickets out the Door":

Second Day:

The students will be assigned levelized IXL skill practice. Second-Grade Y.1 Match each effect to its cause and Y.2 Match each cause to its effect. Third-Grade J.3 Match causes with effects and J.4 Match causes and effects in informational texts. Fourth-Grade E.3 Match causes and effects in informational texts. Fifth-Grade E.3 Match causes and effects in informational texts. This will be independent practice. The

teacher will use IXL Live to monitor student focus and as well as walking around the classroom.

Assessment Plans:

The teacher will informally evaluate student understanding based on classroom discussions of cause and effect stories and the IXL cause and effect jam session. The mastery of the IXL skills practice will be the formative assessment. A summative assessment of mastery will be given later in the unit.

Materials/Equipment Needed:

- Chromebooks

- Google Classroom

- IXL Subscription Software

- https://youtu.be/vvqAKr7oomk?si=8U1wysTnVZ8KHc-u

- https://www.ixl.com/ela/grade-3/match-causes-with-effects?showVideoDirectly=true&signInRedirect=https%3A%2F%2Fwww.ixl.com%2Fsignin%2Fcalhounsd

How lesson plan aligns with TPACK framework:

Using IXL for this lesson helps to align the lesson with the TPACK framework. Content knowledge is made easier because the IXL skills provided align with the content standards. IXL also allows for pedagogical knowledge to be implemented by the teacher by providing lessons that are easily broken into smaller sections to match attention spans of younger children and students with interferences. IXL also allows for motivation to be incorporated into the lesson through the group jam and leadership

board. IXL is a technology resource that has built in tutorials for both the teacher and student. This allows both teachers and students to gain knowledge of technology as they work through the subject content standards.

After the teacher has had the students share their own personal stories and experiences with cause and effect the students can then use the IXL technology to apply their schema to the skill. By giving the students small text stories to practice application, IXL provides a wider variety of cause and effect situations than just a single longer stand alone story.

IXL provides the opportunity to align with content, technology, and pedagogy in short to longer lessons. These lessons are easy for the teacher to plan and assess. They are also easy for the students to navigate independently and allow for students to track their own learning goals.

Strategies for differentiation for diverse student groups:

Students will work in small groups to discuss stories about cause and effect. The whole group application of cause and effect for the IXL jam session will be levelized based on the overall student understanding with remediation provided on a question by question basis. The IXL leadership board and skill practice will be levelized from second-grade to fifth-grade based on the student's reading level and comprehension ability. IXL provides a Spanish translation option for students who are English language learners. At this time Spanish is the only second language that needs to be considered with this class. Google translate may need to be considered as an option if students speak another language other than English or Spanish.

Describe how the scholarly article you found contributed to the development of this lesson plan?

"Effects of Educational Technology Applications on Reading Outcomes for Struggling Readers: A Best-Evidence Synthesis" is a peer reviewed article that looked at 20 studies involving 7,000 students from first-grade to sixth-grade. They found that struggling readers benefited from using educational technology applications. The benefits were small but still greater than teaching a stand alone lesson without educational technology (Cheung, 2013). I would not use IXL as a stand alone teaching tool but it definitely is a wonderful resource to reinforce skills being taught in class. It provides a valuable aspect of small group remediation instruction. It also is a fast way to assess student understanding as it applies to a variety of scenarios. This article reinforces the value of IXL as a classroom technology tool.

References:

Cheung, A. C., & Slavin, R. E. (2013). Effects of educational technology applications on reading outcomes for struggling readers: A best‑evidence synthesis. *Reading Research Quarterly*, *48*(3), 277–299. https://doi.org/10.1002/rrq.50

Koehler, M. (2012, September 24). TPACK Explained. TPACK ORG. https://matt-koehler.com/tpack2/tpack-explained/

Price, T. (2012, Oct.8). Cause & effect with Grog the zombie and Sheep [Video]. YouTube.https://youtu.be/vvqAKr7oomk?si=Ehkakij1m8pK4R5F