

Solar Lesson Plan Format

Age Level: 5th

Subject(s) Area: Reading

Materials Needed: Marker board, magnets, Cause and Effect cards and answer sheet, The Giving Tree, pencils, 20 sheets of answering paper for students

Standards:

Code and description:

- 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, **cause/effect**, problem/solution) of events, ideas, concepts, or information in two or more texts.

Objectives:

What will the students know or be able to do?:

- The students will **identify** whether parts of a sentence are the cause or the effect with an 85% accuracy.

Cognitive Level of Lesson (Bloom's Taxonomy): level 3: Application

Learning Activities:

Opening Element:

- Read aloud: I will read the book The Giving Tree by Shel Silverstein, while the students listen for causes and effects throughout. (I will prompt them beforehand, so they know what they should be listening for.)

Reflective Questions:

- What does it mean to cause something?
- Can anyone think of anything they do that causes something else?
- What is the result when something happens?
- How does cause and effect relate to our everyday lives?

Technology:

- N/A

Required Vocabulary:

- Cause: why something happens
- Effect: what happens

Instructional Methods: (The students will be gathered at the front of the room on the floor.)

1. After I read The Giving Tree, I will have a T chart with cause on one side and effect on the other.
2. I will give a pair of cause and effect pictures to each table (5 tables will be used)
3. The table will determine which picture is cause and which is effect and why. Then they will explain it to the class as they put them on a T chart on the marker board with a magnet.
4. The class will give a thumbs up if they think they are correct and a thumbs down if they disagree.
5. After we complete the T chart, the students will transition into an activity.
6. The students will be placed into pairs depending on their reading level.

7. I will explain what the students are to be doing and how the game works
“There will be cards at each table.”
 1. “Your job is to answer all the cards at your table and then rotate in a clockwise position to the next table.”
 2. “You will fill out the answer you think is on your card and put it on your answer sheet in the square with the same number that is on your card.”
 3. “You will be reading each card and looking at the underlined section. When looking at the underlined section, you will determine whether it is a cause or an effect.”
 4. “What is a cause again? (students answer) What is an effect? (students answer)”
 5. “Any questions?” (no) “You may begin. I will be walking around to check answers. When I star your paper, you may read to yourself.”

Guided Practice Strategies:

- Scaffolding: we start as a group and then break into pairs
- The groups are chosen based upon their reading levels

Independent Concrete Practice/Application:

- Independent application will occur on another day.

Differentiation:

- Flexible seating: the students are able to choose their seating areas in the room, which is based upon where they feel like they learn best.
- Multiple teaching strategies:
 - T Chart for visual learners
 - Hands-on activity for kinesthetic
 - Read aloud for auditory learners
 - Walking to the board and dragging pictures for those bodily and active learners

Wrap-Up:

- When the students are finished, they will show me their answer sheet.
- If they are all correct, I will star their paper, and then they may read.
- If they are not correct, they will return to that number card, and reread the sentence.
- Then, I will recorrect their papers, and they will start their dailies.

Assessment:

Formative: The answer sheet that the students fill out will be used as a formative assessment.

Summative: The students will be assess at a later date when they finish all text structure components.

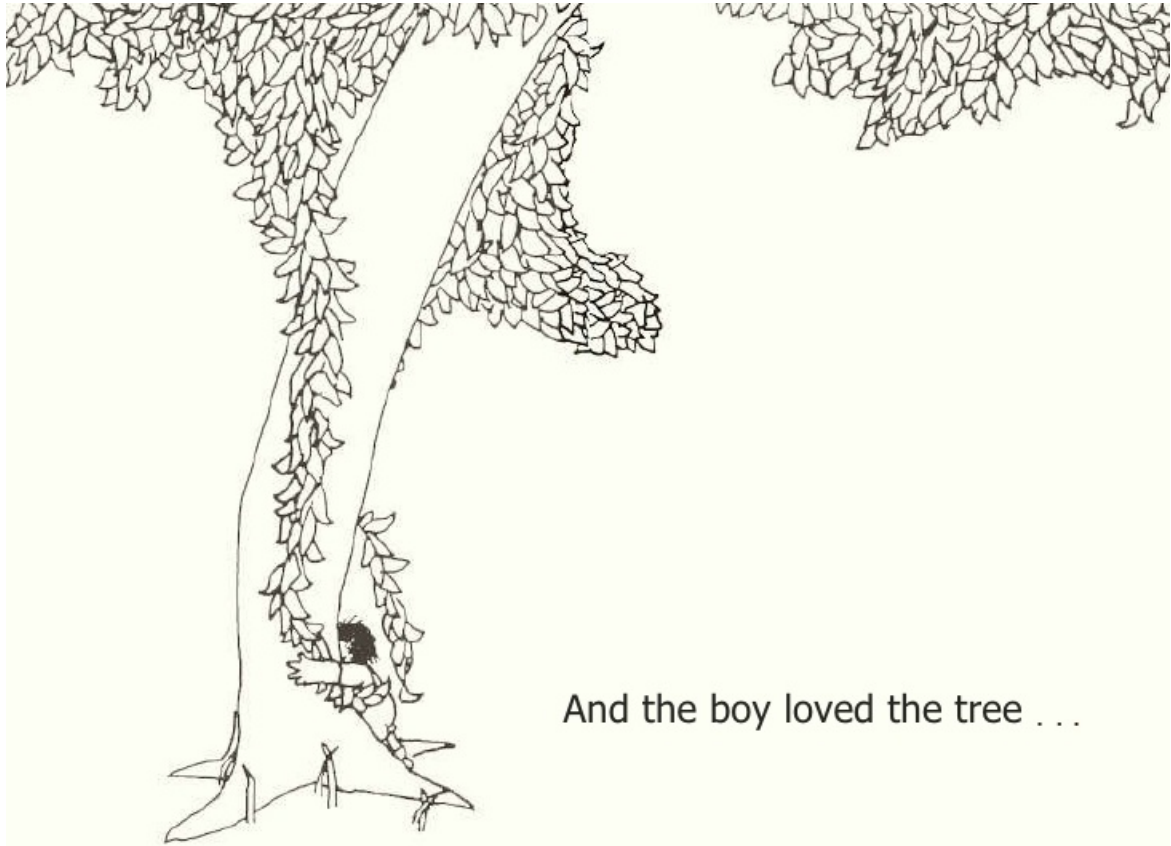
Reflection:

This lesson went very well. It was probably the best lesson I have taught so far. The students were pretty engaged throughout the entire time. At the very beginning, I reviewed cause and effect. We talked about what it is and why it is important. The students gave me examples of cause and effect as well. They also listened the entire time I read the book. Many of them raised their hands when I asked if they had read the book before. I asked them to think about cause and effect as they listened to the book and they came up with a few cause and effect scenarios on their own. When I put them into small groups to determine which is the cause and which is the effect, they did really well. They had good discussion and elaborated on the information really well.

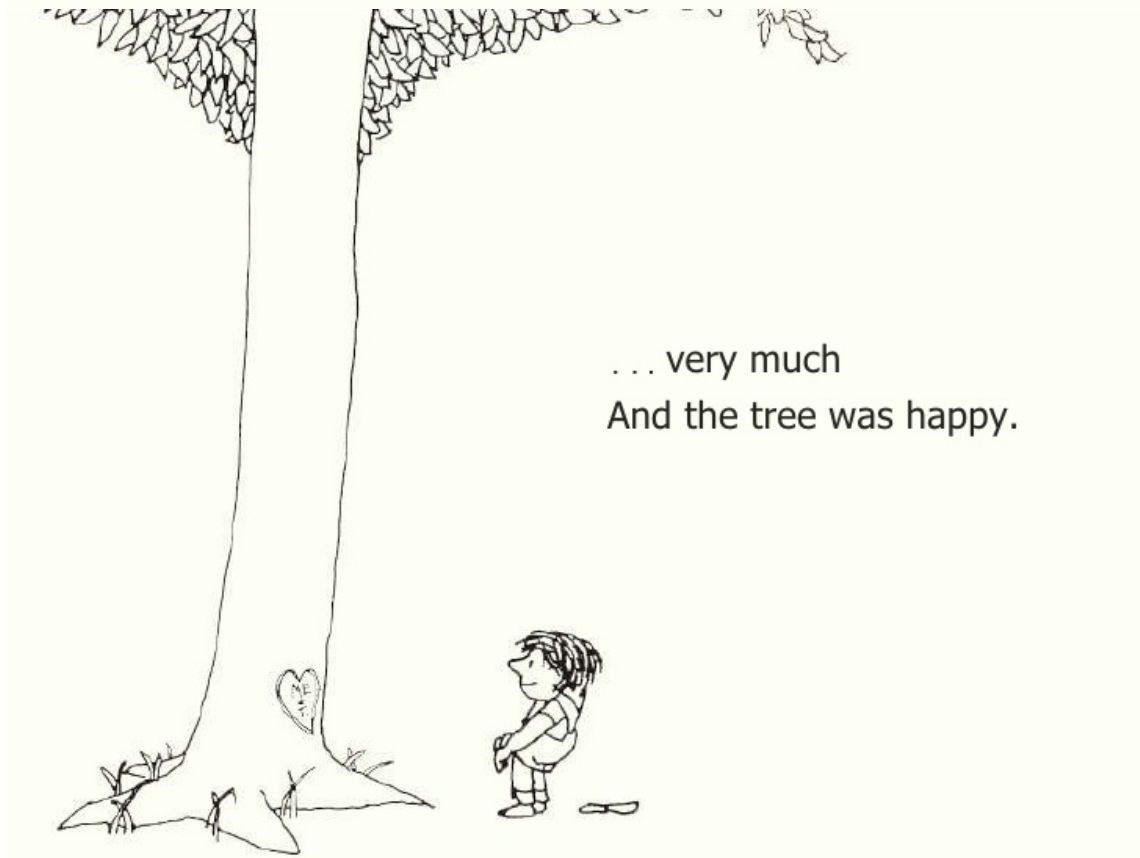
After deciding which were causes and which were effects, we transitioned into the activity. I asked my teacher to group the students by reading level, so I would not have two low students working together or students with behavior issues towards each other together. When pairing the students I asked them what level their voices should be at when they work on the cause and effect cards. They answered with a 1, so they were held accountable when their voices went too high. I also praised them throughout the activity when they had a good volume.

When they were done, I had them transition right into their daily 5 rotation so there were no behaviors out of boredom. It was a really nice transition. I think the only problem of the lesson was not having a very good wrap up. They answered all of the cards and then gave me their sheet. However, I did not explain the importance of cause and effect very well and I did not explain that they would be working on cause and effect next week so they would know the future. It is important to inform the students what they will be working on in the future because they are transitioning into Middle School and will need to know how to plan ahead. I would probably get everyone's attention when they are done and quickly tell them what they will be working on in the following week.

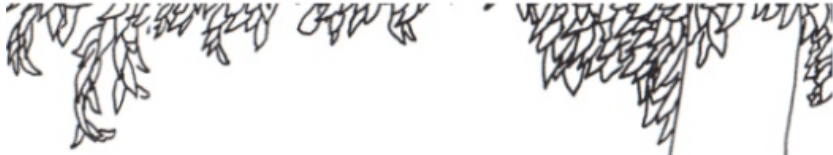
Overall, it was a very fun lesson to teach. The students were engaged and I was engaged with the students. I will add read alouds to my lessons as much as possible because they seem to really enhance the lesson naturally, similar to the way technology does.



And the boy loved the tree . . .



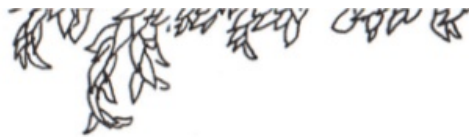
. . . very much
And the tree was happy.



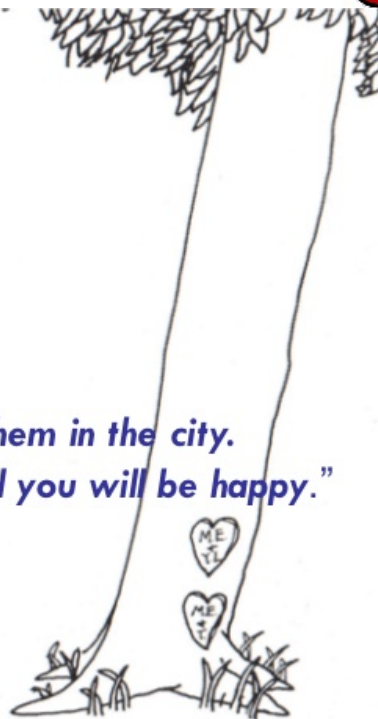
"I am too mature to climb and play,"
the boy responded.

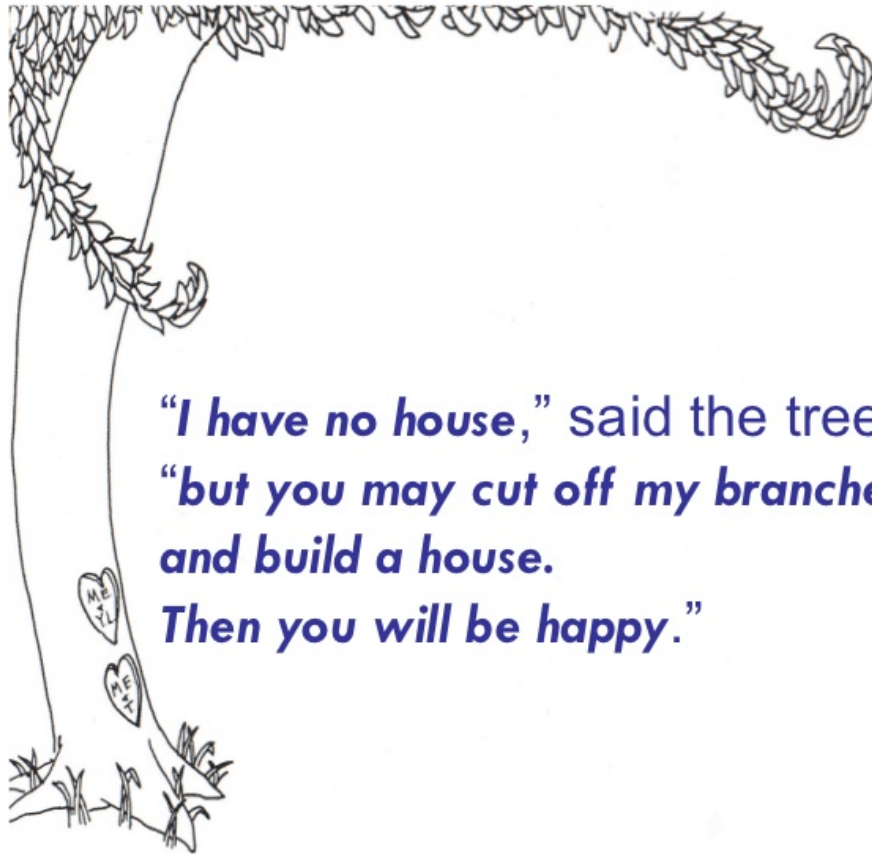


*"I want to buy things and have fun.
I want some money.
Can you give me some money?"*



"I'm sorry," said the tree,
*"but I have no money.
I have only leaves and apples.
Take my apples, Boy, and sell them in the city.
Then, you will have money, and you will be happy."*

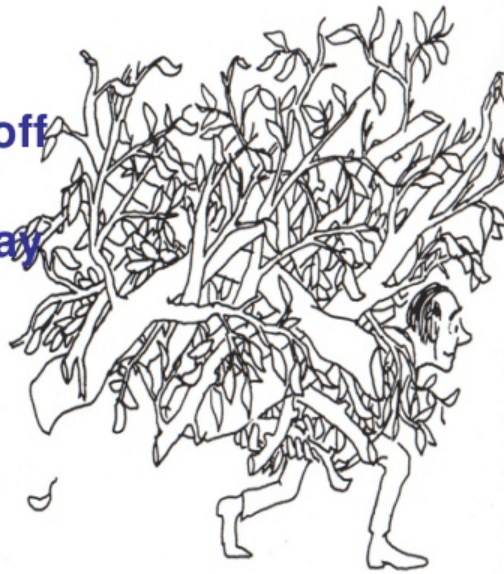




***“I have no house,” said the tree,
“but you may cut off my branches
and build a house.
Then you will be happy.”***



***And so the boy cut off
her branches
and carted them away
to build his house.***



Boy takes everything



And after a long time
the boy came back again.

"I am sorry, Boy,"
said the tree.

"but I have nothing left to give you---"



“Well,” said the tree,
straightening herself up as much as she could,
**“well, an old stamp is ideal
for sitting and resting. Come,
Boy, sit down. Sit down and rest.”**



And the boy did.



And the tree was happy.



Cause

Effect

- Boy loves the tree →

- Tree is happy

- Boy wants money →

- Tree gives apples to sell

- Tree gives boy branches →

- Boy builds house

- Boy took everything →

- Tree has nothing left

- Boy sits on tree stump →

- Tree is happy