

# Lesson Plan Template

Date: \_\_\_\_\_

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| <b>Grade: 3rd</b>  | <b>Subject: English Language Arts</b>   |
| <b>Materials: white board</b>  | <b>Technology Needed: Projector, Computer</b>   |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>● <b>Direct instruction</b></li> <li>● Guided practice</li> <li>● Socratic Seminar</li> <li>● Learning Centers</li> <li>● Lecture</li> <li>● Technology integration</li> <li>● Other (list)</li> </ul> <ul style="list-style-type: none"> <li>● Peer teaching/collaboration/ cooperative learning</li> <li>● <b>Visuals</b>/Graphic organizers</li> <li>● PBL</li> <li>● Discussion/Debate</li> <li>● <b>Modeling</b></li> </ul>   | <b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>● <b>Large group activity</b></li> <li>● Independent activity</li> <li>● <b>Pairing/collaboration</b></li> <li>● Simulations/Scenarios</li> <li>● Other (list)</li> </ul> <ul style="list-style-type: none"> <li>● Hands-on</li> <li>● Technology integration</li> <li>● Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p>   |
| <b>Standard(s)</b><br>3. SL. 1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)   | <b>Differentiation</b><br><b>Below Proficiency:</b><br>Students will identify cause and effect in a picture when prompted.<br><b>Above Proficiency:</b><br>Students will be able to identify cause and effect in a story and how it affects the story.<br><br><b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>● <b>Visual:</b> Students will be look at the snowy picture on the white board to base their cause and effects upon.</li> <li>● <b>Auditory:</b> Students will listen to the teacher, and to one another when they are turning and sharing.</li> </ul>   |
| <b>Objective(s)</b> <ul style="list-style-type: none"> <li>● Students will identify causes and effects in a picture.</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b><br><br><b>Apply</b>   |   |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>● Students are to have their voice at a level 0 and listening to the teacher unless called upon for an answer or if they have been asked to turn and talk with their partner.</li> <li>● Students will keep their attention on the teacher.</li> <li>● Students will sit upright.</li> <li>● Students will not be moving around the classroom unless they have my permission.</li> <li>● Students will talk respectfully and with kind words when doing turn and talks.</li> </ul> | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>● Students will sit criss cross applesauce at the carpet and keep their hands and feet to themselves.</li> <li>● Students will work respectfully with their classmates when asked to turn and talk.</li> <li>● Students will wear their mask at all times.</li> <li>● Students will be paying attention prepared to answer questions when and if called on.</li> </ul>  |
| <b>Minutes</b>   | <b>Procedures</b>   |
|  | <b>Set-up/Prep:</b>   |
|  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br><br>Okay third graders, please come on down to the carpet and sit criss cross applesauce.<br><br>What happens when a big snow storm or rain storms comes? How does it affect what you do? Turn and tell someone sitting next to you how it affects what you do.<br><br>Okay third graders, let's look back up at me! Who wants to share with me how a rain or snow storm affects what they do.<br><br>Call on a few students and let them share how it affects what they're doing.<br><br>The effects you described to your partners are effects and a case. When we talk to people we usually describe what happened which is the effect and why it happened which is the cause. |
|  | <b>Explain: (concepts, procedures, vocabulary, etc.)</b><br><br>*Display the Poster 1 on the board*   |

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|   | <p>Now we're going to look at this snowy day poster! When I look at this picture I need to try and figure out what it is trying to show me. We can do that by thinking of what we already know. This is called making connections. Let me show you how I make connections. This picture shows me winter. Back when I was in third grade, we had a huge snowstorm and school ended up being cancelled for the day. My brothers and I made the biggest snowman I've ever seen that day. Making a connection to when I've built a snowman before helps me understand that these children can build a snowman because there has been a big snowstorm where they live. The snowstorm is the cause and it's effects are that school is closed and they can make a snowman!</p>  |
|   | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Now I want you guys to look at this poster again, and see if you guys can make some connections or find some cause and effects of your own! Does anyone see any in the picture that they want to share out loud?</p> <p>*call on students as they raise their hand*</p> <p>I want you guys to notice that all of our cause and effects have either a because or a so in them. This is called signal language. It shows us that there is a cause and effect.</p> <p>It snowed a lot today, so we don't have school.</p> <p>What signal word did I use there?</p> <p>Yes, I used the word so!</p> <p>We made a snowman, because it snowed a lot today!</p> <p>What signal word did I use there?</p> <p>Yes, I used the word because!</p> <p>If they don't point them out ask the questions:</p> <p>Why are there no leaves on the trees? (Because it is winter.)<br/>Why are the kids playing together? ( Because they are siblings or friends)<br/>Why are they wearing hats and gloves? (Because it's cold outside)</p> |
|   | <p>Review (wrap up and transition to next activity):</p> <p>I want everyone to tell me something they did on Sunday because it was Easter. Easter will be our cause and what you did because it was Easter will be our effect. After I've called on you, you can go back to your desk and wait for instructions from Mrs. C!</p>  |
| <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"><li>Progress monitoring throughout lesson (how can you document your student's learning?)</li></ul> <p>I will listen to what kind of cause and effects they are sharing with each other when I ask them to turn and talk.</p> <p>I will have students tell me a cause and effect from Easter to analyze how well they understand our lesson we learned.</p>  | <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>ND State Assessments</p>  |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were excited to point out different cause and effects that they could find within the pictures I shared during the lesson. The students learned about what a cause is and how everything we do has an effect. I know they learned this because I was able to ask them at the end of our lesson what they did over the weekend because it was Easter. I made sure to let them know that the cause was Easter, and that whatever they</p> |   |

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were telling me was the effect. If I were to teach this lesson again, I would add more pictures that had cause and effects or potential for a cause and effect in it so that they could pick out more of them and there would be more content to my lesson.