

# Lesson Plan Template

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

<p><b>Grade: 4<sup>th</sup> grade</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Text “Moving Joints”</li> <li>• Colored construction paper</li> <li>• Cause-and-Effect worksheet</li> </ul>	<p><b>Subject: Language Arts Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Technology Needed:</b></li> <li>• Projector, computer, and white board</li> <li>• <b>Cause and Effect Jeopardy:</b> <a href="https://jeopardylabs.com/play/cause-and-effect">https://jeopardylabs.com/play/cause-and-effect</a></li> <li>• <b>Digital picture of a human skeleton:</b> <a href="https://kidspressmagazine.com/wp-content/uploads/2014/04/dreamstime_xl_31367867.jpg">https://kidspressmagazine.com/wp-content/uploads/2014/04/dreamstime_xl_31367867.jpg</a></li> </ul>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input checked="" type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input checked="" type="checkbox"/> Lecture  <input checked="" type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input checked="" type="checkbox"/> Discussion/Debate  <input checked="" type="checkbox"/> Modeling                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input checked="" type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> <p>Explain:</p>	<input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b></p> <p>RF.4.4a Read with sufficient accuracy and fluency to support comprehension.14</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>SL.4.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students who are below proficiency levels will be grouped with students who are above or approaching proficiency. Students will participate in several exercises and review games that will help them to practice the concept. This lesson will build off students’ prior knowledge of <i>cause</i> and <i>effect</i> learned earlier in the week. I will also support students who are below proficiency by monitoring student progress using proximity and by asking regularly if there are any questions.</p> <p><b>Above Proficiency:</b> Students who are above proficiency will be able to exercise their knowledge by completing the worksheet, and assisting below, or approaching proficiency students during group work. Students who are above proficiency will also be challenged by the review jeopardy game with more difficult questions.</p> <p><b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency will be supported by working in groups and will be challenged by the exercises and activities that require them to do critical thinking both on their own and in groups.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Visual learners will be supported by using the projector and white board to display the text and the skeleton at the beginning of the lesson. I will leave this up for the duration of the lesson for the students to use as a reference. Visual learners will also be supported using their personal texts that they will have in front of them.</li> <li>• <b>Auditory:</b> Auditory learners will be supported by my verbal explanation of the concept of <i>cause</i> and <i>effect</i> at the beginning of the lesson and by group discussions where they will be able to verbally process their thoughts.</li> <li>• <b>Kinesthetic:</b> Kinesthetic learners will be supported by being able to get up and move around both during the introductory stretching exercise and during the matching game where they will walk around the room searching for their matching <i>cause</i> or <i>effect</i>.</li> </ul>				
<p><b>Objective(s)</b></p> <p>By the end of the lesson, students will be able to define cause and effect by reading and discussing the “Moving Joints” text both in small groups and as a whole class.</p> <p>By the end of the lesson, students will be able to identify vocabulary that signals a cause or effect in a text by using the text “Moving Joints” and by discussing with their neighbor.</p> <p>By the end of the lesson, students will be able to apply other examples of a cause and effect scenarios by completing a cause-and-effect matching game.</p> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Define, identify, apply, and construct.</p>					

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	<ul style="list-style-type: none"> <li> <b>Tactile:</b>            Tactile learners will be supported by playing the matching game. They will be able to hold the sign and try to match it up with another sign that corresponds to it. Tactile learners will also be supported by the introductory exercise where they will be able to feel their muscles and joints moving.         </li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p>Instruction Time:</p> <ul style="list-style-type: none"> <li>Students will hold a voice level 0 while instructions and explanations are being read or discussed by teacher.</li> </ul> <p>Group Work:</p> <ul style="list-style-type: none"> <li>Students will practice using a voice level at 1 or 2 while working in groups.</li> <li>Students will be asked to find a group of two or three where they can do their best work. Students in groups will each contribute to the discussion and complete their worksheet in a timely manner.</li> </ul> <p>Transitions and movement:</p> <ul style="list-style-type: none"> <li>Students will transition at a voice level 0.</li> <li>Students will transition from seated work to preparatory exercises while being respectful of the people around them and cognizant of where their bodies are in the room. Students will distance themselves from one another so that they can use their bodies to stretch in the preparatory exercise without using another student's space to do so.</li> <li>Students will keep their hands to themselves throughout the entire lesson. Students will hold a respectful silence while I am speaking or when there is another one of their peers sharing during class.</li> <li>Students will transition from their seated work to the sides of the room for the interactive activity with a voice level 0.</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>Students will be respectful and responsible throughout the entire lesson.</li> <li>Students will raise their hands when they have a question, comment, or concern.</li> <li>Students will refrain from interrupting one another or giving an answer when it is not their turn to do so.</li> <li>Students will participate in small group discussions as well as the whole group games.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
5	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>Display the text "Moving joints" on the white board.</li> <li>Make sure that there is a slide with a picture of human skeleton prepared.</li> <li>Label 18 color-coded sheets of construction paper, half with a cause phrases (yellow), and half with their corresponding effects (orange) written on one side.</li> <li>Print out 18 copies of the cause-and-effect worksheet and have on hand to distribute to the class.</li> </ul>
2	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>Ask one student to go to the back of the room and turn off the light.</li> <li>Ask the class "What happened? The lights went off, didn't they? Who can tell me why the lights turned off? Yes! Because so-and-so flipped the switch off. That, 4th graders, is an example of cause-and-effect."</li> <li>"Let us review the relationship between cause-and-effect. Remember that the cause is why something happened, the light switch being turned off, and the effect is what happened, the light going out in the room. It is important for us to understand what cause-and-effect is so that we can decode the meaning of the things we read and to understand what is going on in a story or other kind of book."</li> </ul>
5	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>"Ok 4<sup>th</sup> graders you will all need your textbook for today's lesson." I will wait until everyone has found their seat.</li> <li>"Today we are going to practice identifying the <i>cause</i> and <i>effect</i>, or another good way of saying this, the <i>why</i> and the <i>what</i> in this text." Point to the board.</li> <li>"First, 4th graders, are you sitting next to someone you can do our best work with? If you are not, make sure that you move.</li> <li>When we are all ready, we will read this text together and then you and your group will practice identifying where you see the <i>cause</i> and where you see <i>effect</i> in this text.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Remember, when you are looking for the cause and effect in a story, you need to watch out for those clue words that would tell you what the cause and the result are. <i>Since, because, as a result.</i></li> <li>• “Before we jump into this text let’s all get up.” I will model this by making sure that I am standing and by raising my hands to signal to the class to rise. “Now stretch out your body.” I will demonstrate this, reaching down to my toes, up to the ceiling, swinging my legs out and around, rotating my arms, swiveling to the right and to the left with my waist up, and rolling my wrists.</li> <li>• “Ok 4th graders I want you to pay attention to the way that you can move your body. Think about all the muscles, bones, and joints in your body right now. As you move, think about all the muscles and joints that are involved in that movement. When I roll my wrists like this (demonstrate moving my wrist) I can think about the joint that allows me to move my hand and all the teeny tiny muscles and bones in my hand that are moving and why I can move my wrist.”</li> </ul>		
8	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “Now that we have made ourselves ready to listen, find your group that you can do your best work with and give me your best listening as we read this text together about cause-and-effect.”</li> <li>• Once everyone has found their listening spot, I will ask them to turn to the appropriate page number in their text.</li> <li>• I will read re-read the text “Moving Joints” aloud from the white board.</li> <li>• “Turn to your group members and, using a level 2 voice, discuss where you might find the cause and the effect in this text. You can use your text to help you. Make sure to label the <i>cause</i> and the <i>effect</i> in the text.”</li> <li>• I will give the students about three minutes to discuss their thoughts.</li> <li>• “Alright 4th graders when you have all discussed with your group lets come back together and share what we found.” I will call on each group to tell me which sentence reveals the cause and which sentence reveals the effect.</li> <li>• “Good job class I am seeing some great uses of those key words to find the cause and effect. Working on your own, I want you all to connect each of the causes or effects in numbers one through four on your worksheet to the correct cause or effect listed.” I will hand out the worksheets and continue to walk around the room, using proximity to monitor student progress and questions.</li> <li>• After five minutes I will clap 1-2, 1-2-3 (repeat). When the students have repeated the clap pattern after me. “Alright how did that go 4th graders? Give me a thumbs up if you are feeling confident about finding the cause and effect in the questions. Give me a thumbs down if you are not there yet and give me a sidewise thumb if you feel like you are on your way to feeling comfortable with this.”</li> <li>• “We are going to do an activity to practice finding the connection between cause and effect. I need nine students to line up on this side of the room,” (I will point to the left side of the room) “and nine students to line up on this side of the room,” I will point to the right side of the room). Now the yellow signs that I am holding have <i>cause</i> and the orange signs I am holding have an <i>effect</i> on them. After I have passed one sign to the entire class and when I say “go,” you are to find the person who has a sign that corresponds to yours. That means if your sign is a cause, you are looking for someone who has the appropriate effect. Make sure that your cause and effect make sense with one another. When you think you have found your match, read the whole sentence together to see if it makes sense.”</li> <li>• I will then pass out sheets of paper with causes to the students’ right side of the room and sheets of paper with effects to the students on the left side of the room. I will then say “go” and let the students find the appropriate match to their signs.</li> </ul>		
10	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• The students will play this matching game until they are able to correctly match the signs in a timely manner. If they are struggling with finding the correct <i>cause</i> or <i>effect</i>, I will keep the game going. To play a new round I will ask the students to line up again on either side of the room and then re distribute a new sign to each student.</li> <li>• When this game is finished, we will all take a seat. I will walk around the room and distribute colored construction paper to three or four groups of students.</li> <li>• “Alright 4<sup>th</sup> graders we are going to play a game to test our knowledge of cause-and-effect. You are all assigned to a color group. This will be your team for the game of jeopardy.</li> <li>• When it is your groups turn, you will pick a number from category on the board. Remember that the bigger the number, the more difficult the question is. If you get the answer correct, you get to pick a new question to answer. If you get it wrong, we will see if the next group can answer it.</li> <li>• Discuss with your group what you <i>all</i> think the answer is. Do not shout out the answer. When it is your groups turn you may give your answer.”</li> <li>• This game of jeopardy will be a lighthearted and fun way to end the lesson.</li> </ul>		
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small group discussion. I will also be able to monitor progress during the matching game by observing how long it takes each student to find their match. Lastly, I will monitor student progress by participation in the review/wrap-up game of *cause-and-effect* jeopardy.

### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think that this lesson went well. I was able to incorporate both kinesthetic and tactile learning so that students were not simply sitting and reading for the whole lesson. Students seemed to be engaged by the initial attention-getter (turning off the light) and remained engaged for most of the lesson. This may have been because it was the first time I taught a lesson to them. However, I think that having them get up and move several times also helped them to stay engaged throughout the lesson. While I was able to visit each table during group work, I think I needed to have given more positive praise for good behavior. When students shared an answer during whole-group instruction I was able to give positive comments, but for the most part I neglected to encourage good behavior. Giving positive praise is a necessary element in classroom management because it shows other students what their teacher is looking for in their behavior. In addition to giving more positive feedback, I think that I need to have made my instructions and objectives clearer. The lesson was a little unorganized because I did not ask the students to collect their pencils and textbooks before beginning the lesson. This caused confusion in the class and added unnecessary distractions to the lesson. Lastly, I think that I needed to have remembered to check in on student engagement and voice levels throughout the lesson. I taught the whole lesson with no check-ins such as breathing or clapping and may have lost student attention as a result. When students started to have side conversations throughout the lesson, I did not stop to redirect their attention. This is an element of classroom management that I would like to work on in the future. Despite my lack of classroom management, I feel that this was an effective lesson because it allowed for several different learning styles and was not in a sit-and-get format. Students were able to work alone, in groups, with their whole bodies, and hands. Most of my students got up to engage in the stretches and asked questions about the muscles and joints as we stretched. In addition to kinesthetic elements, there were also visual elements in this lesson. The students were able to read from their own text as well as up on the board and there was a diagram of a skeleton to help them imagine what goes on inside of the body with muscles and joints. There were also verbal instructions from myself and discussions for my students. They were able to get up and move and engage in the reading by feeling the movement in their own joints as well as read the information in their text and participate in discussion. Although there were multiple elements of classroom management that I need to improve on for next time, including check-ins, more organization with instruction, and using positive praise for good behavior, I think that this lesson was engaging for my students and immersed them in the content in a hands-on way that helped them engage in the content.