

Lesson Plan Template

Grade:2		Subject:ELA	
Materials:If You Give a Mouse a Cookie Book, Worksheet		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.RI.6 Identify the main purpose of a text, including the author’s point of view, explanation, or description. 2.RI.8 Describe how reasons support specific points the author makes in a text.		Differentiation Below Proficiency: If a student is below proficiency, I will have them pair up with another student to determine causes and effects of each page. Above Proficiency: If a student is above proficiency, I would have them complete more of the worksheet on their own, as well as guide their peers on deciding what is specifically cause and effect. Approaching/Emerging Proficiency: Students at proficiency will be able to complete parts of the worksheet and understand which pieces are cause and effect of the book. Modalities/Learning Preferences: Visual, Auditory, Tactile	
Objective(s) By the end of the lesson, the student will be able to identify the causes and effects in the story by filling out a worksheet Bloom’s Taxonomy Cognitive Level: Applying		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students know their carpet expectations are to be seated with eyes forward and bodies in a ready to learn position. They can participate in group discussions and shout outs using their voices, but not while the teacher is explaining the topics. If this cannot be accomplished by the student, they have a timer set to get back on task, and if the time is up before they’re ready, they will come in for a reteach.	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be transitioned to carpet time by my use of the chimes and positive reinforcement will be given to students whose bodies look ready to learn, encouraging others to follow. They will also at times be turning to a partner to discuss.			
Minutes	Procedures		
1	Set-up/Prep: I will transition students to the carpet and have a worksheet ready to fill out.		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Ask students if they know what causes the snow to be moved from off of the roads and sidewalks • Explain that they probably have some examples of cause and effects like this • Put them in their brains • Show them the book and ask if they’ve read it before • Tell them to look for cause and effect in the book 		
7	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Tell them that this book builds each page off of cause and effect • Have them hold up a finger every time they hear a cause and its effect • Explain that we will be filling out a worksheet together afterwards to decide which causes go with which effects • Start reading the book. • Pause every couple pages to wonder out loud if they have had a cause and effect similar to this before 		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Go through the worksheet • Reopen the book and go through pages to decide the cause and effect • Put these on the worksheet • Have students give a thumbs up for cause and a head pat for effect • Ask students to come up and fill in the effect for the causes 		
1	Review (wrap up and transition to next activity):		

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	<ul style="list-style-type: none">• Start calling for students to go into daily 5 stations• Remind that you're looking for ready bodies•
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none">• Ask them for hand signals if they notice cause and effect in the book <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none">• We may just start reading the book and then ask only for hand signals without completing the worksheet	<p>Summative Assessment (linked back to objectives) End of lesson: The students will fill in the effect portion of the worksheet.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I was not able to complete this lesson in person, but my teacher and I discussed the plan of it before we let out of school.</p>	