

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
		<p>A. Introduction/Motivation:</p> <ol style="list-style-type: none"> 1. Begin by reviewing the previous three lessons that we have covered which include sequencing, context clues, and following directions. 2. Review each of the activities from the three lessons that were completed and discuss the purpose for each one. 3. Ask the student to explain what he learned from the last lesson on following directions. 4. Remind the student that the last lesson was on context clues which are a comprehension skill that helps a reader use clues in a story to understand unknown words. 5. State that today we will be learning about another comprehension skill, cause and effect. Also tell the student that we will be talking about health also in this lesson. 6. Inform the student that causes and effects are always used together and that they can say that the two have a bond. State that the cause is what causes something to happen, and that the effect is what happens after the cause. 7. Inform the student that we will be talking about germs and things he can do not get sick. 8. Get the student involved by introducing the story that will be read. 9. Ask him if he has any predictions on the stories outcome. 10. Ask him if he has any prior knowledge of germs or cause and effect relationships. 11. Inform the student that a cause of a situation will be read orally and that they must state an effect. Give the student a piece of paper to write down the cause and effects as we go over them. <ul style="list-style-type: none"> • I went to the door because I heard _____. Wait for students answer. • Jill's doll was dirty because _____. Wait for students answer. 	<p><u>Germs Make Me Sick!</u> By Melvin Berger</p> <p>Paper & Pencil</p>	

I. Main Ideas/Conceptual Understandings/Goals: The student will have many opportunities to work with cause and effect, he will know the difference in them and be able to pick them out of future readings.

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<p>Objective #1: Given an oral cause and effect test, the student will listen carefully, and label the statement as cause or effect making no more than 3 errors. (Comprehension /Blooms Level 2)</p>		<ul style="list-style-type: none"> • Tom chased his dog down the street because _____. Wait for students answer. • I did not study for my test so I _____. Wait for students answer. • Make sure the student has time to write down what they want or need to. • Repeat things if necessary. • If the student is having trouble we will come up with an effect together for the cause. <p>12. Discuss the activity that we just completed and go over any of the questions that the student may have.</p> <p>B. Study/Learning</p> <ol style="list-style-type: none"> 1. Explain to the student that for every cause there is always an effect, and that causes and effects are in our everyday life. 2. Give the student the example of Tracy’s daily schedule. 3. Ask the student to read over each thing on the schedule. <ul style="list-style-type: none"> • Ask the student what would be the effect if Tracy did not brush his teeth that morning. • Ask the student what would be the effect if Tracy did not put his shoes on before he left home. 4. Now give the student the list of things that happened during Tracy’s day. 5. Ask the student to read over each thing on the list. <ul style="list-style-type: none"> • Ask the student the cause of why Tracy’s truck ran out of gas. • Ask the student the cause for Tracy getting wet while having to walk in the rain. 6. Ask the student if they have a better understanding of cause and effect by doing that activity. 	<p>Tracy’s Daily Schedule Example</p> <p>Tracy’s Day Happenings List</p>	

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		<p>7. Ask the student if he remembers the story that we are going to be reading.</p> <ul style="list-style-type: none"> • Read the story together. • Help the student with any unknown words. • Stop and ask questions about the cause and effect relationships that are used throughout the story. • After the story talk to the student about germs, and make sure they know how important it is to be germ smart. • Discuss the examples of cause and effects that we covered in the reading of the story. • Ask the student to make a list of those examples to help them have a better knowledge of cause and effects. • Discuss the students list and add any that were not included. • State that the student did an amazing job at finding causes and effects (if they did). <p>Activity/Practice: Activity #1: After discussing the previous activities present the student with two envelopes. One should be labeled cause and the other should be labeled effect.</p> <ul style="list-style-type: none"> • Tell the student that in the cause envelopes there are 5 note cards with a cause wrote on them. • Tell the student that in the effect envelope there are 5 note cards with an effect wrote on them. • Ask the student to read each note card before starting the activity. • State that each cause has a matching effect, and that they must find it. • Give the student time to complete the activity. • When the student is finished check his work. 	<p><u>Germ</u> <u>Make Me Sick!</u> By Melvin Berger</p> <p>Paper & Pencil</p> <p>Cause Envelope & Effect Envelope Cause&effect envelopes.docx</p> <p>5 cause note cards</p> <p>5 effect note cards</p>	

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		<p>Activity #2: Ask the student if they can remember what else we have covered today besides cause and effect relationships. They should answer health and germs. Present the students with a Wellness Chart.</p> <ul style="list-style-type: none"> • Go over each part of the Hannah’s Wellness Chart with the student. • Tell the student that because Hannah takes vitamins she stays healthy. • Tell the student that Hannah does not drink after others because she does not want to receive germs form others. • Ask the student to make up 4 cause and effect relationships by using the information on the chart. • When the student is finished check his four examples. • Discuss the activity and answer any questions that he may have. <p>C. Culmination</p> <ol style="list-style-type: none"> 1. Remind the student of the activities that were throughout the lesson to enforce the use of following directions. 2. Discuss each activity and answer any questions that the student has. 3. Present the student with the Cause & Effect worksheet. <ul style="list-style-type: none"> • Inform the student that he needs to read the directions before he starts and follow them accordingly. • Give the student time to finish the worksheet. • Help the student if he seems to be having any trouble. • Check his work and answer any questions that he might have. 4. Ask the student what he learned today. 5. Ask the student what his favorite part of the lesson was today. 	<p>Hannah’s Wellness Chart</p> <p>Paper & Pencil</p> <p>Cause & Effect Worksheet cause & effect worksheet.pdf</p>	

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		<p>D. Follow Up</p> <ol style="list-style-type: none"> 1. Encourage the reinforcement of cause and effects by presenting the oral test to the student. <ul style="list-style-type: none"> • Tell the student he must listen very carefully. • Give the student paper and pencil so he can write his answers down. • Begin the test. • Answer questions or repeat anything if needed. • When finished check the students work. 2. Discuss the test with the student. 3. Chart the student's progress on his tri-fold board. 	<p>Cause & Effect Oral Test cause & effect oral test.pdf How to administer the oral test.docx</p> <p>Paper & Pencil</p>	<p>Evaluate the objective by checking the student's answers from the test. For mastery of the lesson there should be no more than 3 errors.</p>