

UNIT TOPIC: CAUSE AND EFFECT RELATIONSHIPS**UNIT OVERVIEW:****Unit Rationale:**

This unit requires the students to learn foundational literature comprehension skills needed to scaffold knowledge that relates to future Indiana Academic Standards. The students need to understand how to identify main characters in literature and predict cause and effect relationships. The students must understand how to use text examples and illustrations to predict and visualize cause and effect relationships. This foundational knowledge will assist students to understand complex concepts such as story elements and using text evidence to make inferences. Collaborative discussions, play, and hands-on activities will support students understanding of cause and effect events when communicating and building relationships with others throughout real-world experiences.

Unit Goal:

The students will demonstrate their knowledge of cause and effect relationships by identifying and predicting character actions and events in literature to apply within real-world applications.

Unit Lesson Summary:

1. Day 1: Unit Pre-Assessment
2. Day 2: Who and Why?
3. Day 3: What if? Then what? – “Cootie Catcher Cause and Effect”
4. Day 4: Relating to Cause and Effects
5. Day 5: Unit Post-Assessment

UNIT: Approximate Time Needed:

5 / 50-minute class periods – (1 week)

LESSON PLAN TITLE: LESSON PLAN 2 (LP2) - WHAT IF? THEN WHAT? – “COOTIE CATCHER CAUSE AND EFFECT”**LESSON AUTHOR:**

Name:	Marie R. Broyer
School District:	NHJ United
School Name:	Indian Creek Elementary
School City, State:	Trafalgar, IN
Grade Level:	Grade – 2
Subject:	ELA / Reading
Time Duration:	FULL UNIT – 1 Week LP2 – Lesson Time 50 minutes.

INDIANA ACADEMIC STANDARDS - UNIT:

- **2.RL.2.1:** Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- **2.RL.2.3:** Describe how characters in a story respond to major events and how characters affect the plot.
- **2.SL.3.2:** Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

- **ROLE OF CITIZENS: SS 2.2.4:** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

LEARNING OBJECTIVES / OUTCOMES:

- **OBJECTIVE: SWAT:** Identify cause and effect relationships by categorizing character actions and events given a T-chart graphic organizer.

W/DOK – LEVEL 1 (RECALL)

- **OBJECTIVE: SWAT:** Predict how characters in a story respond to major events and how characters affect the plot.

W/DOK – LEVEL 2 (Predict / Cause and Effect)

- **OBJECTIVES: SWAT:** Work with partners and small groups to develop a cooperative learning environment.
- **OBJECTIVES: SWAT:** Communicate with peers by contributing input.

ESSENTIAL QUESTION (S):

1. How can our actions change the community?

VOCABULARY DEFINITION (S):

1. **Visualization:** Form a mental image of; imagine.
2. **Prediction:** A thing predicted; a forecast.

ASSESSMENT SUMMARY:

Students will be assessed informally by observing active participation and checking for understanding, (e.g., students listened and participated). Students will be formally assessed by completing a “cause and effect” – if then / true & false worksheet. (Peer Grading)

ACCOMMODATIONS / DIFFERENTIATION ASPECTS FOR INSTRUCTION:

HIGH ABILITY:

- Provide students with a journal to write or draw reflective ideas, answers to higher-order thinking/challenge questions, or to encourage new means of positive expression due to possible boredom. **[PROCESS]**
- Incorporate student interests increase engagement. **[PROCESS]**
- Provide opportunities to ask and answer higher-order thinking comprehension questions regarding the connected text. By doing this, it satisfies the student’s need to participate socially in response to a personal interest topic promoting engagement. **[PROCESS]**
- Provide blank “cootie catcher” predictors to write and draw their own “if/then” prediction. **[PROCESS]**
- Allow students to work independently. **[PROCESS]**

GENDER: (MALE)

- Provide multiple means of product representation, (e.g., visual, auditory, and tactile), throughout the lesson due to spatial awareness and hands-on opportunities. **[CONTENT/PROCESS/PRODUCT]**
- Develop a task list or agenda to ensure students stay on track. Present the task list within the Google Slide presentation to read-aloud. Providing organization will assist the students by supporting focus and developing organizational skills. **[PROCESS]**
- Allow a choice of seating, (e.g., sit, stand, knees, or wobblers) in the student’s dedicated area to ensure engagement and movement due to a cultural understanding of personal space and awareness. **[ENVIRONMENT]**

RELIGION:	(N/A)
LOW SOCIO-ECONOMIC (SES):	<ul style="list-style-type: none"> • Due to possible lower vocabulary levels, allow students extra time to process new TIER 3 academic vocabulary and concepts. [PROCESS]
BEHAVIORAL / HIGH RISK (SEL):	<ul style="list-style-type: none"> • Promote partner discussions skills and social interaction [PROCESS]. • Provide students with “brain breaks” in a dedicated area when students get over-sensitized. [ENVIRONMENT]
CULTURAL:	<ul style="list-style-type: none"> • During questioning strategies, provide questions that relate to different cultures. [CONTENT / PROCESS] • Provide multiple means of content representation including an audio/visual representation of the connected text, as well as, an iPad to follow along with the lesson, read aloud videos, and activities in Google Classroom. [CONTENT] • Allow extra time to complete activities. [PROCESS]
EXCEPTIONALITY: VISUAL IMPAIRMENT	<ul style="list-style-type: none"> • Provide student seating in the least restrictive environment to see and hear instruction. [Environment] • Present content through audio and visual representation to allow the visually impaired student to participate during activities. Provide a Google Slide presentation in Google Classroom so the student can follow along with the materials with the ability to see and hear the information within a closer distance. [CONTENT/PROCESS] • Provide the student with large format paper and choice of writing supplies ensuring the student has ample space to write words and ideas bigger with a high visibility color choice. [PRODUCT/PROCESS] • Read and model the directions aloud to ensure the student understands the practice activity and can participate. [PRODUCT/PROCESS]
ELL:	(N/A)

INSTRUCTIONAL PRACTICES / STRATEGIES:

PREPARATION:	SCAFFOLDING:	GROUPING OPTIONS:
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content adaptation <input checked="" type="checkbox"/> Links to background knowledge <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategy incorporation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
PROCESS INTEGRATION: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	APPLICATION: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Links to objectives <input checked="" type="checkbox"/> Promotes engagement 	ASSESSMENT: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group / Partners <input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal
OTHER STRATEGIES:	GRR, Think-aloud, Turn-and-Talk (T-N-T), QARs, Read-aloud, Visualization, Predictions, Task Modeling	

ASSESSMENTS:

1. **Informal:** Monitor students for participation.
2. **Informal:** Monitor students for checks for understanding.
3. **Informal:** Observations and anecdotal notes.
4. **Formal:** Students complete a worksheet.

MATERIALS AND RESOURCES REQUIRED FOR LESSON:

TECHNOLOGY: (HARDWARE)	<ul style="list-style-type: none"> • Chromebooks – One-to-one • Digital Doc Cam – Projection • Digital Doc Cam – Projection • Digital Mic – Voice Enhancer
TECHNOLOGY: (SOFTWARE)	<ul style="list-style-type: none"> • Google Doc • Google Drive • Google Classroom • Google Slides • Online Digital Stopwatch
PRINT MATERIALS:	<ul style="list-style-type: none"> • Blank Sheet of Paper (per/student) • Engineering Design Process Foldable • Per Team (2-3 Students) / Individual – Challenge Handout and Guidelines
SUPPLIES:	<ul style="list-style-type: none"> • Daily Folders (per/student) • Response cards in snack bags (4 cards/ 1 bag per student) • Pencils/colored pencils/crayons • Paper Predictor Organizer (per/student) • “Cootie Catcher Cause and Effect Predictors” (per/student) • “If/Then” Cause-Effect Graphic Organizers (per/student) • Table talk /Partner talk items (in-hand objects flower, stress ball brain, etc.)
INTERNET RESOURCES:	(N/A)
OTHER RESOURCES:	<ul style="list-style-type: none"> • Connected Text: <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i>, (Campoy, Howell, & Lopez, 2016). • Comprehension Lesson Adaptation (Houghton Mifflin Harcourt, 2014).
TEACHER RESOURCES:	<ul style="list-style-type: none"> • Whiteboard • Popsicle sticks (Classroom Management) • Stuffed Unicorn (Classroom Management) • Smelly Swipes (Scented Management) • Magic Eight Ball • Smock/apron/paint brushes

ACTIVITY PREPARATION: (TEACHER)

1. Load Google slide deck on computer and push to Chromebooks.
2. Place daily folders in the center of color-coded tables. (All materials for each lesson are in student folders).
3. Make sure all students have art box supplies ready.

LESSON DELIVERY AND INSTRUCTION: (SEQUENCE)

<p>ANTICIPATORY SET: (Duration: 3 minutes)</p>	<p><u>ACTIVATE PRIOR KNOWLEDGE:</u> Say, “Yesterday, we learned about Mira and how her loving actions caused an effect that invited the community to participate and transform an entire city. Can you think of a time when you did something that created a positive effect on someone or a community? Also, when you do something kind for someone, how do you predict their response? Put your thoughts in your brain’s “parking lot” for the moment.”</p> <p><u>HOOK:</u> Walk around and show the students a predictor eight ball. Teacher asks the predictor eight ball, “If I check my mailbox today, then will I get a million-dollar check?”</p> <ul style="list-style-type: none"> • Teacher closes eyes and then looks at the answer. Then tells the response to the students. • Teacher asks the predictor eight ball a few more "if/then" questions while including the students. <p>Teacher says, “Now, I am using this predictor eight ball to ask cause and effect questions. Can you see the cause and effect relationships? Think about the question for a moment and put it in your “brain’s parking lot” because we are going to talk about it in a few minutes.</p> <ul style="list-style-type: none"> • (Use the “stress ball” brain manipulative to show the student’s where to park their answers.) <p><u>STATEMENT OF LEARNING OBJECTIVE:</u> Say, “Today we are going to learn how to visualize and predict cause and effect relationships because learning these strategies will help comprehend the story and understand real-world cause and effect relationships. <i>Also, it will help develop your critical thinking skills just in case you are playing a video game, a sport, or if you accidentally broke one of your parent’s phones to visualize and predict a response to RUN!!!!!!</i></p> <p><i>(Show slide with learning objectives, the “WHY,” and I can statement.)</i></p>
<p>LEAD IN (WARM-UP): (Manipulative Play) (Duration: 10 minutes)</p>	<p><u>[INPUT/DEFINE]:</u> Explain to the students that we are going to use our visualization and prediction skills to learn cause and effects in a play activity.</p> <p><u>[ACTIVITY - GRR]:</u></p> <ol style="list-style-type: none"> 1. Hold up the yellow and blue colored pencils. <ol style="list-style-type: none"> a. Teacher says, “I want you to close your eyes or look at the ceiling and visualize what you predict mixing blue and yellow make. Please get out your yellow, blue, and red crayons or colored pencils.” b. Ask the predictor eight ball “if” blue and yellow make green. Tell the student’s eight-ball prediction answer. 2. [MODEL – I DO] – Teacher models a think-aloud strategy with the colored pencils and spaces on the graphic organizer. <ol style="list-style-type: none"> a. Say, “If I put yellow in the first square, then put blue in the second square, and mix them in the third square, then what do you think I will get?” <i>(Random selection.)</i> b. Model mixing the two colors to get green. c. Have the students place yellow in the first square, blue in the second square, then mix the two to test their predictions. 3. [MODEL – WE DO] – Teacher says, “I want you to visualize and predict what color we would get if we mixed red and yellow together.” <ol style="list-style-type: none"> a. Ask the predictor eight ball if mixing red and yellow together make purple. Show and tell the predictor eight ball response. b. Say, “Before you place the red and yellow onto your sheet, I want you to turn to your partner and discuss your predictions.” <ol style="list-style-type: none"> i. <i>(Pause and observe partner interactions.)</i> ii. (Choose student at random using “Pixie Peeve” to answer –

	<p>Orange.)</p> <p>c. Have students color the squares to test their hypothesis and predictions.</p> <p>4. [MODEL – YOU DO] – Teacher says, “Next, I want you to visualize and predict what color red, yellow, and blue make. Visualize what you think, then turn to your partner and discuss your prediction.”</p> <p>i. <i>(Pause and observe partner interactions.)</i></p> <p>b. Teacher asks, “What are some of your predictions?”</p> <p>i. <i>(Choose a few students at random using “Pixie Peeve” to answer – Brown.)</i></p> <p>c. Say, “Put the yellow in the first square, blue, in the second, and red in the third square. Then, mix the colors to see what color you get.”</p> <p>i. <i>(Choose a few students at random using “Pixie Peeve” to share their color mixing effects and provide feedback).</i></p> <p>[CHECKS FOR UNDERSTANDING]</p> <p>A) Did asking you to close your eyes, look at the ceiling or think about the colors help you see what color you might get help to predict the effect?</p> <p>a. <i>(Students’ use the thumbs up or thumbs down method. Praise.)</i></p> <p>B) What was the cause of your predictions?</p> <p>a. <i>(Choose student at random using “Pixie Peeve” to answer – Visualizes and mixing two colors. Praise.)</i></p> <p>C) What was the effect of your predictions?</p> <p>a. <i>(Mixing the colors to see the effect. Praise)</i></p>
<p>SEQUENTIAL STEP-BY-STEP PROCEDURES: (Duration: 15 minutes)</p>	<p>[INPUT/DEFINE]: Explain to the students we will re-read passages in the story to analyze illustrations from the book “Maybe Something Beautiful.” We will visualize and predict cause and effect events using “if/then” statements. Then we are going to play a partner activity using “if/then” statements to predict events in the story using our “cootie catcher predictors.”</p> <p>CONNECTED TEXT:</p> <p>(Google Presentation “Passages and Illustrations” Predictions</p> <p><i>TEACHER: Project the Google Slide presentation passages on the doc cam screen to read-aloud. Read selective passages from the story to the class using the audio voice enhancer. Model the character’s voices and actions with enthusiasm and expression. Pause in various spots to model visualization and prediction strategies.</i></p> <p>1) [MODELING – I DO]: The teacher puts up a Google Slide with an illustration from pages (6) of Mira taping her painting to the wall in the shadows. Use a think-aloud strategy to point to the image and say, “What if Mira DID NOT hang her painting on the shadowy city wall?”</p> <p>a) Read aloud the passage about the muralist man meeting Mira.</p> <p>b) Model closing your eyes and visualize the question. Teacher says, “Then maybe the muralist man wouldn’t have seen the painting.”</p> <p>2) [MODELING – WE DO]: The teacher puts up a Google Slide with an illustration from pages (9-10) of when the muralist man handed Mira a paintbrush. Teacher says, “Together, let’s look at the image of the muralist and his actions.”</p> <p>a) Ask, “I want you to visualize (pretend) and predict (think about) what effect or event would happen if the muralist DID NOT hand Mira a paintbrush?” <i>(Pause.)</i> Choose a student to share a “then” statement.</p>

	<p>i) <i>(Choose student at random using “Pixie Peeve” to share and provide feedback.)</i></p> <p>3) [MODELING – WE DO]: The teacher puts up a Google Slide with an illustration from pages (22-23) of the painting block party. Teacher says, “Let’s think backward. Let’s look at the image of the block party.”</p> <p>a) When everyone closes their eyes or visualizes the image say, “Then everyone joined in and danced and spread color and joy throughout the streets.” <i>(Pause.)</i> Ask the students to open their eyes and choose a student to share an “if” statement.</p> <p>i) <i>(Choose student at random using “Pixie Peeve” answer and provide feedback.)</i></p> <p>4) [MODELING – WE DO]: The teacher puts up a Google Slide with an illustration of the block party and the policeman scowling at Mira. Teacher says, “Let’s think backward. Let’s look at the image of the block party and the policeman’s reactions. Read aloud the passage about the policeman.</p> <p>a) When everyone closes their eyes or visualizes the image say, “Let’s look at the block party and the policeman’s reactions.” <i>(Pause.)</i> Ask the students to provide an “if” statement about the policeman. Choose a student to share an “if” statement.</p> <p>i) <i>(Choose student at random using “Pixie Peeve” answer and provide feedback.)</i></p> <p>5) [CHECKS FOR UNDERSTANDING – INFORMAL]</p> <p>a) Can we visualize and predict cause and effect relationships forwards and backward using “if/then” statements?</p> <p>i) <i>(Students’ hold up their green response cards. Praise.)</i></p> <p>b) Is a “if” statement the cause or effect in a relationship?</p> <p>i) <i>(Students’ hold up their green response cards. Praise.)</i></p> <p>c) Is a “then” statement the cause or effect in a relationship?</p> <p>i) <i>(Students’ hold up their blue effect response cards. Praise.)</i></p> <p>6) QUESTIONING STRATEGIES (QARs): Ask the following questions and use popsicle sticks and “Pixie Peeve” to choose students to respond randomly.</p> <p>i) <i>Provide direct feedback to answers and discuss.</i></p> <p>b) ANALYZE: What was the underlying theme or lesson of the story? (When people work together, they can have fun and positively affect a community.)</p> <p>c) SYNTHESIS: What would happen if the muralist man didn’t show up? (The, Mira may not have been able to see something beautiful and help her community.)</p> <p>d) EVALUATE: Do you believe if you worked together, you could create a positive cause and effect relationship in the community? (Answers will vary.)</p> <p>i) <i>Add “table points” to the whiteboard to assist in transitions and lesson momentum.</i></p>
<p>STUDENT PRACTICE: (PLAY) (Duration: 10 minutes)</p>	<p>OVERVIEW: Students will practice the new cause and effect comprehension information by playing an “if/then cootie catcher” prediction play game with a partner. Each student must take a turn choosing the outside of the square and following the prompts on the “cootie catcher.”</p> <p>INSTRUCTIONS: Students will pair up with their pre-determined table partners. Student “A” holds the “cootie catcher” and allows student “B” to pick an “If Mira” or “If the Muralist” color. Partner “A” says the “if” statement and color aloud to student “B.” Student “B”</p>

	<p>chooses the mystery “then” statement. Once both “if (CAUSE)/then (EFFECT)” statements are read aloud, the partners discuss the cause and effect to determine if it is a true or false statement. <i>(Peer review.)</i></p> <ol style="list-style-type: none"> 1) [MODELING – WE DO]: Before the students start the game, the teacher will choose a student via popsicle stick to help model the activity via a doc cam. <ol style="list-style-type: none"> a) The teacher will model a think-aloud strategy performing the instructional steps with the student using the digital doc cam to project the activity: Teacher will select the first “if” predictor on the outside of the “cootie catcher.” b) The student chooses the mystery “then” statement and reads it aloud. The teacher models writing the “if/then” statements in their categories. Once both “if (CAUSE)/then (EFFECT)” statements are read aloud, the partners discuss the cause and effect to determine if it is a true or false statement. <ol style="list-style-type: none"> i) <i>Additionally, the teacher should observe the class and praise all who are showing good “listening skills.”</i> 2) DURING STUDENT PRACTICE: [CHECKS FOR UNDERSTANDING – INFORMAL] <ol style="list-style-type: none"> 1) Ask students if they understand the directions and how to participate. <ol style="list-style-type: none"> i) <i>(Thumbs up or thumbs down.)</i> <p>This activity may not take the entire 5-10 minutes of practice time. If student’s finish quickly, allow them to create their own “cootie catcher” predictor on a blank template.</p> <p>[CHECKS FOR UNDERSTANDING – INFORMAL] <i>(The teacher will walk through the class and monitor and observe the activity, student discussions, on-task behavior, provide feedback, and take anecdotal notes.)</i></p> <ol style="list-style-type: none"> 1. During the student practice activity and while moving through the classroom to answer questions and assist students, ensure to use “desist statements” to keep students on track due to specific student behavior observations. 2. Offer praise and feedback using “smelly swipes,” “air” high fives, and feedback prompts. 3. Add “table points” to the whiteboard to assist in transitions and lesson momentum.
<p>EOL - ASSESSMENT (S): Hands-On (Duration: 5 minutes)</p>	<p>OVERVIEW: The teacher will provide an individual worksheet assessment given “if/then” statements about the story.</p> <p>INSTRUCTIONS: The students must determine if the statements are true or false by circling the correct response.</p> <ol style="list-style-type: none"> 1) The teacher will read the questions and answers aloud during the assessment and allow time for all students to answer the questions. <ol style="list-style-type: none"> a) Explain to the students this is an individual activity without partner discussions. 2) [CHECKS FOR UNDERSTANDING – INFORMAL] <ol style="list-style-type: none"> a) Ask students if they understand the directions and how to participate. <ol style="list-style-type: none"> i) <i>(Thumbs up or thumbs down.)</i> 3) [CHECKS FOR UNDERSTANDING – INFORMAL] <ol style="list-style-type: none"> i) <i>(The teacher will walk through the class and monitor and observe the activity, student discussions, on-task behavior, provide feedback, and take anecdotal notes.)</i>

	<p>Students who get 4 out of 5 true or false “if/then” statements correct or 75% is considered mastery.</p> <p>DESCRIPTIVE FEEDBACK (PEER DISCUSSIONS/OBSERVATIONS)</p> <p>During the assessment, walk around and monitor student activity and progress. After the assessment, project a Google Slide with the correct answers. Ask the students to grade their responses. Read aloud each question and answer. Ask the students to show their green response cards if they got the question right, red if they got the question incorrect. If students received a wrong response, prompt them to explain their rationale. Once noted, provide another example to assist the student to understand the cause and effect “if/then” relationships. Repeat.</p> <ul style="list-style-type: none"> • Ask student to place all their activity papers and assessment in their “daily folders.” • After the lesson, have the designated “teacher assistants” and “paper passers” collect the daily folders with information and activities. The daily folders will be placed back into a crate. • Count 24 folders and briefly look through the crate to make sure everything is completed and returned in the “daily folders.” • Record data, individual anecdotal daily notes, and grades in Google Sheets.
<p>CLOSURE: (Duration: 5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask students to recall what they learned about cause and effect relationships. <ol style="list-style-type: none"> a. (Elicit answers through random selection). 2. Ask students what the purpose of the challenge and how it applies to real-world applications. <ol style="list-style-type: none"> a. (Elicit answers through random selection).
<p>EXTENSIONS:</p>	<ul style="list-style-type: none"> • Challenge students to browse local community projects and present a service project helping the community. • Invite students to create a presentation using real-world applications. • Connect cause and effect relationships with other subject matter (e.g., social studies topics, math, science).
<p>TEACHER REFLECTION:</p>	
<ol style="list-style-type: none"> 1. What went well? 2. What did not go well? 3. What adjustments can be made to ensure success? 	