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ED-602
3/3/16

Stage 1- Desired Results

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| **Established Goals:***Targeted CCSS*RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.W.3.2.c Use linking words and phrases to connect ideas.L.3.6 Acquire and use general academic words and phrases, including those that signal relationships. |
| **Understandings:*** Students will understand that events result in another event, in a logical order
* Students should know that in a series of events, the events go in order and have a cause and effect relationship
* Students may get the cause and the effect mixed up due to not understanding vocabulary OR timeline of events
 | **Essential Questions:*** Essential Question 1: How can solving problems lead to new ideas?
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| **Students will know…**Students will describe a series of events, using signal words to link their cause-and-effect relationships. |

**Stage 2- Assessment Evidence**

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| **Performance Tasks*** Students will have choice on how to assess their knowledge between the events within cause and effect relationships. They should be able to *explain how events are related using signal words to link events to each other.*

*Possible Products:*\*Cause and effect flipbook\*Matching game\*Journal response\*Audio/video recording | **Other Evidence**Throughout this unit, cause and effect will be a reoccurring skill. The culminating event requires students to read a text and identify the key events in a cause and effect relationship. Students must be able to link these events in order by using signal words. Throughout this unit/lesson, this skill may be assessed using the following:* Discussions about events and relationships between them
* Quizzes that will assess knowledge of events
* Journal prompts
* Turn & talks
* Homework assignments
* Anecdotal notes
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 **Stage 3- Learning Plan**

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| **Learning Activities****W-** Teacher will describe the culminating event expectation to students.Teacher will also explain: Every action has a consequence, whether it be positive or negative. Students and teacher can discuss real life examples.*For teacher to gauge prior knowledge, students can explain what they know about cause and effect on a padlet. This will allow them to show their knowledge and learn from their classmates.***H-** Kahoot: using real life examples and events, we will quiz students about linking words and cause/effect relationships. From prior knowledge, students are very engaged using this program. Video to introduce cause and effect**E-** See above for real experiences and real world connections discussed. **R-** Opportunities to revise and rethink understandings will be available through small group discussion and individual conferences. They will be able to explain their understanding and edit their product before final submission. **E-** See above!**T-** Students will have a variety of choices throughout the lesson. They will be able to choose which text they would like to read and how they will demonstrate their understanding of the objective/skill.  Choice of text: * *The Amazing Benjamin Franklin* (this is also a leveled reader, which allows students to read texts on their ability level)
* *All Aboard! Elijah McCoy’s Steam Engine*
* *Mary Anderson’s Great Invention*

*\*These texts are selected because they relate to the “Inventions and Innovations” unit and will relate to the essential questions.* Choice of Product:* Cause and effect flipbook
* Matching game
* Journal response
* Audio/video recording

*Students can also choose to work alone or with a partner***O-** Teacher will continuously meet with students to track and discuss progress.  |

The original lesson plan does not cater toward a learner centered education because it is teacher directed with no student choice. Our revised lesson plan provides more student engagement and a variety of choices. This new lesson plan also includes a “hook” to grab students’ attention from the beginning. We also included many examples as to how and why this skill relates to the real world. The expected assignments are not only fun and engaging, but they allow students to display their knowledge.

 The products that are expected from the students will show their knowledge of the skill(s). They are able to apply these skills in a variety of ways to show they have grasped the concept. Not only are these skills important for students to learn in what they are reading because they should see the timeline of events along with cause/effect and events and results, it is important for them to see that these events can lead to certain things that we have in our lives today because of it. It is also important for them to see that these types of relationships exist in the real world and these skills are applicable to everyday life. In thinking about the assessments, any of these will enable us to “infer a student’s knowledge, skill, or understanding” (p. 150).