

Lesson Plan Template

Date: _____

Grade: 3rd	Subject: Reading
Materials: worksheets, projector, poster	Technology Needed: projector
Instructional Strategies: € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list)	Guided Practices and Concrete Application: € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list)
Standard(s) 3.RI.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. 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Differentiation Below Proficiency: For students who are struggling, I will make sure they have their books open in front of them so they are able to follow along. The think, pair, share will give them the opportunity to work with a student who understood the text more. I will also make sure I read the questions out loud for the students individually so that they comprehend the questions better. I will also go over the answers at the end of the lesson so the students can see how they can improve. I also will be able to cross off one answer for each question to help students who need that extra support. Above Proficiency: For students who are above proficiency, I will walk around and challenge the way they are comprehending the story and make them think a little harder. I also could have them write different effects that may happen from pollution on the back of their worksheets when they are done. Approaching/Emerging Proficiency: Reading the story and looking for the cause-and-effect scenarios and signal words in the text will be a good challenge for them. I think the comprehension check will also be right at their level. Modalities/Learning Preferences: <u>Visual:</u> Having the images at the beginning will hopefully get the intrigued and interested. I will display the story on the board for the students to see and they will have their books out to follow along to the story. <u>Auditory:</u> I will read the text out loud for the students and have them participate in a discussion with their peers. <u>Kinesthetic:</u> The students will have to get up and mover around the classroom to find their partner for discussion. <u>Tactile:</u> Students will be using their book and filling in their answers on the worksheet.
Objective(s) Students will: Learn strategies for analyzing questions and finding answers, clues, and evidence. Identify causes and effects in a text. Answer text-dependent cause and effect questions. Use academic vocabulary to discuss strategies. Bloom's Taxonomy Cognitive Level: Identify, Analyze	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During the lecture students' voices will be off, they will be sitting respectfully, and their eyes will be focused on the materials. During individual work time, students will stay seated at their desks and work quietly. During clean up time students will use their walking feet, put materials where they belong, and take out the next subjects' materials. During transition phrases students will stop what they are doing and focus their attention on the teacher with their voices off.
Classroom Management- (grouping(s), movement/transitions, etc.) Large group/lecture-discussion: Students will have their listening ears on, and their voices off. Students will be sitting with their hands in their lap, and their focus will be on the teacher. Individual Work: Students will work quietly with their voices off to complete the activity. If they have questions, they will raise their hand until the teacher can assist them. Clean-Up: Students will all participate in clean-up efforts. Materials will be put away and completed worksheets will be turned into the teacher.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During the lecture students' voices will be off, they will be sitting respectfully, and their eyes will be focused on the materials. During individual work time, students will stay seated at their desks and work quietly. During clean up time students will use their walking feet, put materials where they belong, and take out the next subjects' materials. During transition phrases students will stop what they are doing and focus their attention on the teacher with their voices off.

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<p>Transitions: Teacher: "Okay class, once you have finished the assignment, put your materials away, turn it in, and start getting ready for the next subject." Teacher: "Okay class, eyes on me in five, four, three, two, one."</p>	
Minutes	Procedures
3	<p>Set-up/Prep: Set up the images on the smart board. Print comprehension worksheets. Get the poster ready. Have students take out their reading books to they can follow along with the story while I read it.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Say: Today we are going to finish up the section on cause and effect that we have been talking about all week. Tuesday, we took a look at the snowy day posted and made connections. Wednesday we read that funny story about Mike and his talking tape measure, and yesterday we read a short story about the tundra. Today we are going to look at another story. This story is about air pollution and the affects it has on the environment. Say: Before we read that story, I want to show you some pictures of what pollution can do to our beautiful earth and its creatures. Earth day is coming up pretty soon and we all need to take part in caring for the earth. Picture 1: Here is a picture of pollution that ends up in the ocean and can affect the marine life. Picture 2: Here is a picture of pollution on the earth that build up over time. Where do you think all the garbage you through away goes? A lot of times it ends up the ocean or in a dump somewhere. This is why we need to be really smart about recycling as much as we can and being smart about what we throw away. Picture 3: The third picture we are looking at is of air pollution. Air pollution is when big factories let out too much smoke and it breaks down the earth atmosphere. One of the results of air pollution that we will read about is acid rain. Picture 4: Here is a picture of what acid rain did to a forest. It killed all the trees and damaged the forest that once was there.</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.) Say: Now that we have taken a look at how harmful pollution is the earth, we are going to read a short story on it. Please get your reading books out and turn to page 124 to follow along. Say: A few things to remember when reading along are to: <ul style="list-style-type: none"> ● Make connections while you read. ● Try and find one to two cause and effect scenarios in the reading. <p>I am going to have your turn and talk to your neighbor about what you found in the text that you made a connection about or identified a cause-and-effect scenario. Ask: So, before I start reading, how many cause and effect scenarios are you going to think of or identify? And what should you be doing while you read? Once the class has responded to these questions, I will begin to read the whole text. Read the text to the class with them following along. I DO: I made connections early to ocean and land pollution and now we are going to share some more together. Now that I have finished reading to story, I am going to have them do a think, pair, share. I will give them a minute or so to gather their thoughts and then give them ten seconds to find a partner in the room who shares the same color shirt as them or close to it. I will remind them that they are only sharing what connections they made and the cause and effects they identified in the text. Quick Assessment: By having them share out after the think, pair, share, I will be able to do a quick assessment of how well they are understanding the reading and the concept of cause and effect. Reminder: While giving them directions for think, pair, share, make sure to remind them to put masks on while they are out of their desks. Attention: When I want their attention back, I will say: "Okay class, eyes on me in five, four, three, two, one." Say: Thank you all for your great discussion and quick pairing. I am really impressed with you guys! Now that you have had a little time to talk, can one member from each group give me a very brief idea of what their group talked about? WE DO: We will go over the groups answers quick together to make sure they are understanding the story correctly. I will have the students briefly share when I call their names and then transition them all back into their desks for a compression check.</p> </p>
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) After having the think, pair, share, the students should have the story fresh in their minds and have a better grasp of what the story was about. I will then hand out a comprehension check worksheet for them to fill out. It only has four questions so it shouldn't take the students too long. Read the questions out loud for the class. Say: Alright class, make sure to use your book as a resource to help you find the answers. You can skim through what we just read to see if it will help you. Also, make sure you put your name at the top of the paper, so I know who did the work. Remember if you are struggling, I can come read the questions and answers for you. When you finish the worksheet, please turn it over on your desk so I know you are done. If you get done early and want a challenge, I want you to think of some ways you could help, take care of the earth and the effects that would come from it.</p>

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	<p>YOU DO: Students will work independently to complete the worksheet. For students who struggle to read on their own, I will walk around the room at read the questions for them. When all most all of the students have finished, I will have them wrap up and flip their worksheets back over so we can go over the answers as a class. I will look at the worksheets after class to assess how well they all did and where they struggle the most.</p>
5	<p>Review (wrap up and transition to next activity): Once we have gone over the answers, I will start to ask them discussion questions to wrap up the lesson. What strategy did we use to answer questions about the text? What signal words did we find in the text? How did this help us identify a cause and an effect? I will then transition them into the reading rotations. I will have them put their book away and hand it their worksheet to me.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student’s learning?)	<p>Summative Assessment (linked back to objectives, END of learning)</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The lesson I taught on Friday where I wrapped up cause and effect with the students was by far my best lesson yet! After struggling on Wednesday, I took the time to think out every detail of the lesson plan and how I was going to make this one so much better. To improve the engaging part of the lesson I displayed pictures of pollution on the board for the students to see and reflect on. This got them thinking about the different effects pollution can have on the earth. I was really happy with how they responded to this attention getter. The second thing I changed about my lesson was that I read the story aloud twice instead of once. So before I read the first time, I asked them to really listen for the details of the story and what the causes and effects of the story might be. Then after reading it the first time, I gave them time to think before I read again. In addition to this, I had the students pull out their own reading books so they were able to follow along with me as I read the story. I think this allowed them to maintain focus longer than just having me read aloud to them. After reading the story twice, I tried a “think, pair, share” for the first time. I gave the students a minute to formulate their thoughts about the story, I gave them ten seconds to pair with someone who shares the same color shirt, and I had them share with a peer what they took away from this story. This went amazing and the students did an incredible job staying on task and really engaging with their peers for discussion. When they were done discussing, I brought their attention back to me and had them share out some of the main points their group discussed. I was so impressed with how this went that I will most likely use is again during my Monday lesson. After we finished up the “think, pair, share” I handed out a comprehension worksheet for the students to complete. It was pretty simple and only had four questions so I knew some of the students would buzz through it. Knowing this, I had given directions that when they finished, they needed to write down a few ways they could going to try and keep the earth clean and healthy. In addition to prep work I did for the lesson, I also took the time to think over differentiation for students in the class who are struggling. I made sure on their worksheet to cross off one of each answer so they had an easier time narrowing down the potential solutions. When I finished the lesson, I was so proud because I felt like for the first time I was getting the hang of it and I could be a great teacher someday. Know I know that it is really important for me to plan out my lessons thoroughly if I want them to be that successful and run that smoothly. Overall, I am excited to teach on Monday and feel more comfortable after today’s lesson.</p>	





- **Cause:** air pollution **Effect:**
- **causes** “holes” in Earth’s ozone
- layer; acid rain is a **result**
- **Cause:** ozone layer **Effect:** Earth
- is protected from harmful rays of
- the sun
- **Cause:** “holes” in the ozone layer
- **Effect:** harmful rays are allowed
- to reach Earth
- **Cause:** “strong chemicals in acid
- rain **Effect:** water supplies, soil,
- plants, and animals are harmed;
- can **cause** statues and buildings
- to wear away and metal surfaces
- to crumble

BLM 5

Name _____ Date _____

Air Pollution: Comprehension Questions

Directions: Use information from the poster to answer questions 1–4.

1. What causes “holes” in the ozone layer?

- Ⓐ the sun
- Ⓑ acid rain
- Ⓒ air pollution

2. What does the ozone layer do?

- Ⓐ protects Earth from harmful sun rays
- Ⓑ causes buildings to wear away
- Ⓒ harms water supplies

3. Which is an effect of air pollution?

- Ⓐ “holes” in the ozone layer
- Ⓑ acid rain
- Ⓒ both of the above

4. Which is NOT an effect of acid rain?

- Ⓐ metal surfaces crumbling
- Ⓑ “holes” in the ozone layer
- Ⓒ water supplies, soil, plants, and animals being harmed