Student Teacher/Intern: Karen Garraway		**Date**: 12/15/2022
Check one: ☐ 1st Placement ☐ 2nd Placement		**Formal Observation # 1-4:**
Unit Title: **The First Thanksgiving**		**Age/Grade Level**: 2nd Grade
Lesson Title: Cause-and-Effect Paragraph Writing		**Order in Learning Segment**: #3
Total # of Students: 15	**# IEP Students**: 2	**# ELL Students**: 1

PREPARATION

Context of the Lesson:
- Students will be able to identify the main topic and key details, identify cause and effect of an event, and write a paragraph detailing cause and effect. Students will be able to understand events that occur and the reasons why they occur in the text and know that actions have consequences.
- This class has an ELL and two IEP students, one with a visual impairment, the other has ADHD.

Standards to Address:
- 2R2 – Identify a main topic or central idea and retell key details in a text; summarize portions of the text. (RI &RL)
- 2W2 – Write informatory/explanatory text that introduce a topic, use facts and other information to develop points, use content -specific language, and provide a concluding statement or section.

Academic Language and Language Demands:
- **Language function**: explain, identify, develop
- **Academic vocabulary**: paragraph, cause-and-effect, because, therefore, as a result of, due to, because of, Pilgrims, England, spies, secret, neighbors, religion, voyage, Mayflower, Indians
- **Discourse**: sentence starters, discussion stems, graphic organizers

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Know-ledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (2R2) Students will identify the main idea of the text and retell key details.	formative	Students will read text and identify main idea and key details with highlighter pens and determine the cause and effects of events in the text.	Identify and establish	-Large print text will be given to IEP with visual impairment. He will be seated close to the smartboard. -Student with ADHD will be giving extra time, allowing for breaks to move around. -Para will pre-teach vocabulary words to Ell
2. (2W2) Students will be able to write an	formative	Students will work independently to develop a paragraph	Analyze and develop	Students with IEPs and ELL will use sentence

informative/explanatory text that introduce a topic, use facts and other information to develop points, and provide a concluding statement.		stating the cause and effects of events in the text.		starters to help develop the paragraph.

Materials/Resources/Media Technology Needed:
- Cause-and-Effect Writing Graphic Organizer, Smartboard, The First Thanksgiving(book), writing sheets, sentence starters, pencils, and highlighter pens

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations
	Anticipatory Set • Teacher will ask students to recall what they've learnt about cause and effect, and paragraph writing from previous lessons. The teacher will then give a brief recap on both concepts.	• IEPs will refer to cause and effect signal word sheets. Ell will use picture and word glossary to assist in understanding key vocabulary.

Time	LESSON DEVELOPMENT	Accommodations
	Step-by-Step Input, Checks for Understanding, and Modeling 1. Using the smartboard, the teacher will provide students with an overview of the steps in paragraph writing, while asking for feedback from students. 2. Students will work in small groups for the first section of the lesson. 3. Students will be asked to use their highlighter pens to identify the main topic and key details in the text. 4. Next, students will work to determine whether each event is a cause or effect 5. Teacher will check frequently for understanding by checking students' work, giving students a chance to ask questions, and giving clarification where needed. 6. Students will then record each event or action on the cause-and-effect graphic organizer and use this information to formulate a cause-and-effect paragraph. 7. Students will determine the topic sentence, which tells the reader what you're writing about, find supporting details of the cause and effect of events, and end with a summary.	-Large print text will be given to IEP with visual impairment. He will be seated close to the smartboard. -Student with ADHD will be giving extra time, allowing for breaks to move around. • -Para will pre-teach vocabulary words to ELL. He will be given a translated version of the text (in Spanish)

Time	GUIDED PRACTICE	Accommodations
	Activities ("We do") • Students will work in small groups to identify the main topic	• IEP with vision

	and key details. They will also collaborate in determining whether an event is a cause or effect. The teacher will circle the room, checking for understanding and giving support where needed.	impairment will work with an audio recording of the text. Para will check for understanding by asking questions and listening to responses given.
Time	**INDEPENDENT PRACTICE**	**Accommodations**
	Assignments ("You do") • Using their writing sheets, students will work independently on their paragraph writing, detailing the topic, supporting body of evidence and the summary or conclusion.	• IEPs will be given extra time and will use sentence starters to develop their paragraphs.
Time	**CLOSURE**	
	• Students will read their paragraphs to the class and peers will use discussion stems to agree, disagree, or add-on	
		Accommodations

Name _____   RI.5

Cause and Effect

Write what happened (effect) and why it happened (cause).

Cause why it happened	→	Effect what happened
	→	
	→	
	→	

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