# TEKS Based Lesson Plan

**Subject:** 5th Grade Reading  
**Weeks:** Second Nine Weeks Group 1

## Unit of Study
Summarize - Asking Questions and Comprehension

## Essential Questions
- What is cause and effect?

## TEKS/Essence Statements

### 5.11) Reading/Comprehension of Informational Text/Expository Text
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes);

### STAAR Reporting Category 2—Understanding and Analysis of Literary Text
The student will demonstrate an ability to understand and analyze literary texts.

#### Essence Statement:
- Uses a variety of strategies to demonstrate comprehension within and across literary texts.

### STAAR Reporting Category 3—Understanding and Analysis of Informational Text
The student will demonstrate an ability to understand and analyze informational texts.

#### Essence Statement:
- Uses a variety of strategies to demonstrate comprehension within and across informational texts.

## Critical Skills/Postsecondary Goals

*This section needs to be completed based on the students in your class. However, recommended critical skills for this lesson could be the following:*

### Social Skills:
- Peer interaction
- Sharing objects
- Conversational skills
- Knowing what to do in different situations

### Problem-Solving Skills:
- Recognizing what is expected for a given situation
- Knowing the difference between right and wrong

### Communication Skills:
- Responding to basic yes and no questions
- Share ideas and opinions
- Asking “wh-” questions
- Conversation skills
- Asking clarifying questions
**Instruction/Classroom Activities:**

**Small Group Direct Teach-**

**Activity 1-**

Begin a KWL chart and ask the student’s What is a cause and effect? Why is it important to learn about cause and effect? Discuss what do the students already know about this subject. Next help the students come up with some ideas about what they want to know about cause and effect. Why do they think it is important to learn about cause and effect?

*Assessment:*
- Level 3- The student will determine what they want to learn about cause and effect.
- Level 2- When given choices, the student will identify what they want to learn about cause and effect.
- Level 1- The student will acknowledge the KWL chart.

**Activity 2-**


*Assessment:*
- Level 3- The student will determine an answer to the question asked about the lesson vocabulary.
- Level 2- When provided with choices, the student will identify an answer to the question asked about the lesson vocabulary.
- Level 1- The student will acknowledge the picture of one of the vocabulary words.

**Activity 3-**

Begin by going through the Understanding Text Structure- Cause and Effect PowerPoint adapted from Emily Kissner blog use this PowerPoint to guide and lead your classroom discussion. Be sure to use The Florida Center for Reading Research’s Text Structures.pdf to make a Cause and Effect anchor chart as well as use their graphic organizers in activity 4.

*Assessment:*
- Level 3- The student will determine what cause and effect is.
- Level 2- When provided with choices, the student will identify what cause and effect is.
- Level 1- The student will acknowledge the Understanding Text Structure- Cause and Effect PowerPoint.

**Activity 4-**

Using The Florida Center for Reading Research’s Text Structures graphic organizers as you show the KLRN United Streaming Videos video called Angus and the Ducks (Running Time: 14:00) [http://player.discoveryeducation.com/index.cfm?guidAssetId=D4EF11E6-B069-48B2-AE00-AC711476B246&blnFromSearch=1&productcode=US]. Model and discuss what cause and effect is and how it is important for your students to learn about cause and effect. If your class needs some more work with cause and effect the website Library Things ([http://www.librarything.com/tag/cause+and+effect](http://www.librarything.com/tag/cause+and+effect)) has a great list of short picture stories that have a cause and effect.

*Assessment:*
- Level 3- The student will determine the cause and effect from the video or story.
- Level 2- When provided with choices, the student will identify either the cause and/or the effect from the video or story.
- Level 1- The student will acknowledge the video or story.
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Stations/Centers-  

**Level 3 & 2 Stations:**
- Computer Station: Students can organize and/or write their own story using cause and effect.
- Daily 5 Read-to-Self Station: Students can read either the pictures or words of various stories in the class Library.
- Daily 5 Read-to-Someone Station: Students can read either the pictures, words, or retell the stories in pairs.
- Daily 5 Listen-to-Reading Station: Students can listen to Tumble Books or Start-to-Finish books.
- Daily 5 Work-on-Writing Station: Students can work in pairs and brainstorm together and write or dictate a story using cause and effect.
- Daily 5 Work-on-Words Station: Students can use personal word wall words or they can work with the content word wall words (Predictions, Conclusions, Cause and Effect, Multiple meaning words, and Vocabulary) and do the activities from the websites below.  
  (http://specialed.about.com/od/wordwalls/a/morewordwalls.htm,  
  http://www.teachingfirst.net/wordwallact.htm,  
  http://www.kllynch2000.com/wordwallactivities.html,  
  http://www.teachingfirst.net/wordwall.htm)

**Level 1 Stations:**
- Daily 5 Listen-to-Reading Station: Students can listen to Tumble Books or Start-to-Finish books.

**Individualized Communication Planning:** This section needs to be completed based on the individualized communication needs of the students in your class.

**Differentiated Tasks:**

<table>
<thead>
<tr>
<th></th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The student will determine what they want to learn about cause and effect.</td>
<td>☐ When given choices, the student will identify what they want to learn about cause and effect.</td>
<td>☐ The student will acknowledge the KWL chart.</td>
<td></td>
</tr>
<tr>
<td>☐ The student will determine an answer to the question asked about the lesson vocabulary.</td>
<td>☐ When provided with choices, the student will identify an answer to the question asked about the lesson vocabulary.</td>
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<td></td>
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</tbody>
</table>
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## Materials/Resources:
- Create a KWL chart; You may use the KWL Smart Notebook file already created for you.
- Smart Notebook Software
- 4 Corners Vocabulary template & internet resources
- Chart paper
- Markers
- Understanding Text Structure- Cause and Effect PowerPoint adapted from Emily Kissner blog
- The Florida Center for Reading Research’s Text Structures.pdf
- The KLRN United Streaming Videos video called Angus and the Ducks (Running Time: 14:00) [http://player.discoveryeducation.com/index.cfm?guidAssetId=D4EF11E6-B069-48B2-AE00-AC711476B246&blnFromSearch=1&productcode=US]
- The website Library Things (http://www.librarything.com/tag/cause+and+effect)
- Class Library
- Student Computers
- Start-to-Finish books

*Materials need for stations are not listed, and may or may not be included as provided materials.

## Assessment Strategies: This section needs to be completed based on the strategies appropriate for the students in your class.

## IEP Connections: This section needs to be completed based on the IEPs documented in the students’ ARDs in your class.

## Work Cited Information:
- KLRN United Streaming Videos
- Dictionaries (http://dictionary.reference.com/)
- Microsoft Word Clip Art
- Boardmaker® and the Picture Communication Symbols® © 1981-2004 Mayer-Johnson LLC - P.O. Box 1579, Solana Beach, CA 92075 U.S.A. Phone (800) 588-4548 web site: www.mayer-johnson.com
- All Smart Notebook Activities from Smart Exchange (http://exchange.smarttech.com/index.html#tab=0)
- The Florida Center for Reading Research’s Text Structures.pdf
- Library Things (http://www.librarything.com/tag/cause+and+effect)
- Emily Kissner’s PowerPoint from her Summarizing, Paraphrasing, and retelling book (http://emilykissner.blogspot.com/)
- NEISD Reading Program Support Documents