















# Technology-Connected Lesson Plan

<b>Title:</b>	<b>Cause and Effect</b>
Grade Levels:	2-4
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> <li>🖥️ TSW listen to a story in order to discover the concepts of cause and effect (United Streaming Video) <i>Why Mosquitoes Buzz in People's Ears</i></li> <li>🖥️ TSW locate a matching cause and effect.</li> <li>🖥️ TSW complete a multi-flow Thinking Map</li> <li>🖥️ TSW complete an Accelerated Reader Quiz</li> </ul>
LA Content Standards:	<ul style="list-style-type: none"> <li>🖥️ ELA-4-E6 listening and responding to a wide variety of media</li> <li>🖥️ ELA-7-E4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.</li> <li>🖥️ ELA-6-E2 recognizing and responding to a variety of classic and contemporary literature from many genres.</li> <li>🖥️ ELA-7-E1 using comprehension strategies in contexts.</li> </ul>
Grade Level Expectations (GLE)	<p>Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> <li>🖥️ identifying differences between fact and opinion</li> <li>🖥️ skimming and scanning texts to locate specific information</li> <li>🖥️ identifying multiple causes and/or effects in texts and life situations</li> <li>🖥️ raising questions to obtain clarification and/or direct investigation</li> <li>🖥️ connecting what is learned to real-life situations (ELA-7-E4)</li> <li>🖥️ Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)</li> <li>🖥️ Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:             <ul style="list-style-type: none"> <li>• sequencing events</li> <li>• making predictions using information from texts</li> <li>• making simple inferences and drawing conclusions about information in texts</li> <li>• comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts</li> <li>• distinguishing between a main idea and a summary</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• identifying main ideas of texts (ELA-7-E1)</li> </ul> <p> Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)</p>
K12 Educational Technology Standards:	<p> <b>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</b></p> <ul style="list-style-type: none"> <li>◆ Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products.</li> </ul> <p> <b>Basic Operations and Concepts</b></p> <ul style="list-style-type: none"> <li>◆ Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>◆ Students are proficient in the use of technology.</li> </ul>
Technology Connection:	<p> <b><i>TV/Computer/Scan Converter</i></b></p> <p> <b><i>Internet</i></b></p> <p> <b><i>United Streaming Video</i></b></p> <p> <b><i>Thinking Maps Software</i></b></p> <p> <b><i>Accelerated Reader Software</i></b></p>
Procedures:	<p> TTW begin the lesson by telling the students that they are going to be reviewing cause and effect. TTW use an internet site to help facilitate the review. On the TV/Computer/Scan Converter, TTW display website <a href="http://courses.lib.odu.edu/eci/wreed/eci304wr/s_collins/pageseven.htm">http://courses.lib.odu.edu/eci/wreed/eci304wr/s_collins/pageseven.htm</a> and click through the site while asking the students questions.</p> <p> TTW tell the students that they are going to watch a United Streaming Video called <i>Why Mosquitoes Buzz in People's Ears</i>. This is a video of the Book by Verna Aardema. Again TTW use the TV/Computer/Scan Converter to display the video. TTW tell the students to pay close attention to the cause and effects that are seen throughout the story. After watching the video, TTW ask the students to name some of the problems they saw. Then ask what caused those problems.</p> <p> Have the student pair up for the next activity. Give each pair a sentence from the story. One sentence is a cause and the other is an effect. Give the groups 3 minutes to locate the two sentences that match to create a cause and effect in the story. After each group is formed, TSW read their sentences aloud to show their cause and effect. TTW check the students grouping as they read aloud.</p> <p> TSW then create a multi-flow map at their desks with the</p>

	<p>important events from the story. The main effect being mosquitoes buzz in people's ears. TSW name all of the events in the story that cause the mosquito to buzz in people's ears. TSW complete their maps with paper and pencil, and then transfer the information to the computer program for Thinking Maps.</p> <ul style="list-style-type: none"> <li>☞ While students are working on their Multi-Flow maps, TSW rotate to the computer to complete the Accelerated Reader quiz on the book. TSW print their TOPS reports to give to the teacher.</li> <li>☞ TTW close the lesson by having the students give examples of cause and effect relationships. TTW choose volunteers to share their examples.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>☞ The book <i>Why Mosquitoes Buzz in People's Ears</i>.</li> <li>☞ Sentence strips</li> <li>☞ Video</li> <li>☞ Thinking maps printout</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>☞ Completed a multi-flow map using Thinking Maps software</li> <li>☞ Accelerated Reader TOPS Report</li> <li>☞ Observation and Questioning</li> </ul>
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