

Poetic Cause and Effect Unit Plan Overview

The Unit Plan Overview assists teachers in understanding which pieces of the Unit Plan will be used daily. It lists the Assessment pieces, Lesson Plans and/or Student Web Lessons that the teacher will need for a particular day.

Day 1

Diagnostic Assessment

Day 2

Lesson Plan Match It Up!

After receiving definitions for cause and effect, students move around the room to match either a cause or effect with another students. This lesson uses poetry as the text to teach cause and effect.

Day 3-6

Lesson Plan Making Inferences and Drawing Conclusions

Students use poems to make inferences and draw conclusions.

Day 7

Summative Assessment

Diagnostic #1 Assessment for Poetic Cause and Effect Through Poetry

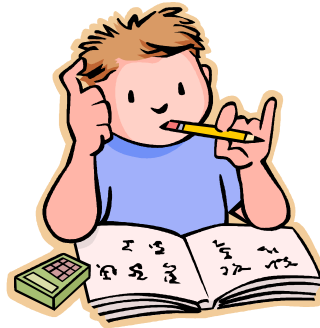


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Diagnostic for Poetic Cause and Effect

Assessment Form: Diagnostic

Type of Assessment: Constructed Response/ Day 1

Duration: 20 minutes

Standard Assessed: LA.E.2.2.1.5.1: The student recognizes cause-and-effect relationships in literary texts.

Description of Assessment Activity: Students read a grade level appropriate text and complete fill-in-the-blank items about cause and effect.

For further diagnostic, students are given a KWL chart and asked to complete what they know about cause and effect.

Teacher Directions: Give each student a copy of the text with the fill-in-the-blank items. Allow students ten minutes to complete and then collect. Assess items using the rubric provided.

Then, give each student a copy of the KWL chart. Ask them to complete the "K" column for what they already KNOW about cause and effect. Explain to the students that they will have only five minutes to complete the "K" column. Next, ask students to complete the "W" column for what they WANT to learn about cause and effect. Use the questions provided to prompt student responses. Again, allow five minutes for this part. Note: Students should have been taught how to use a KWL chart prior to using it as an assessment. Collect the KWL charts and use the information provided to determine further unit planning.

Student Directions: Students are expected to read the text and complete the fill-in-the-blank within ten minutes.

Students are expected to complete as much as they can for the "K" and "W" columns. It is likely that a student would have more information in the "W" (WANT to learn) column than the "K" (already KNOW column). Encourage the use of whole sentences.

Scoring Method and Criteria: Use the rubric provided to determine if the student is novice, somewhat knowledgeable, or very knowledgeable about cause and effect.

Sample questions to prompt responses for KWL Chart

(These are sample questions that will help bring out what students know and understand about cause and effect. It may be necessary to reword them for understanding based on the needs of your students.)

Have you done something that caused another event to happen?

In books, if a character does a bad deed, what sometimes happens?

If the character does a good deed, what sometimes happens?

How does the classroom behavior system work? When do you receive consequences? When are they good? When are they undesirable?

When you get a bad grade, do you think about how or why it happened?

When you get a good grade, do you do the same? What determines your grades?

What would bring on a punishment at home? What would bring on a reward?

We studied war in social studies. Why did some of those occur? Was there a reason?

In math, what happens when you plug different numbers into a formula?

What I Know

What I Want to
Learn

What I Learned

Sample Responses:

What I Know

Cause is something that makes an event.

Causes and effects are the problems in the story.

Effect is what happens because of a character's actions.

When you do something, you get a result.

If you break a rule, you receive a consequence.

I forgot to study so I made a bad grade on my test is an example of cause and effect.

What I Want to Learn

What is cause?

What is effect?

Why learn cause and effect?

How do characters' choices change the effect?

How can this help me a better reader?

What I Learned

Rubric for assessing KWL Chart diagnostic:

The student was able to define or describe a "cause."	1	2	3
---	---	---	---

The student was able to define or describe an "effect."	1	2	3
---	---	---	---

The student mentioned references to books, characters, writing.	1	2	3
---	---	---	---

The student used a real-world example.	1	2	3
--	---	---	---

The student gave three ideas for what he/she wants to learn.	1	2	3
--	---	---	---

Score: _____ points

13 to 15 points Very knowledgeable about cause and effect

10 to 12 points Somewhat knowledgeable about cause and effect

9 to 5 points Novice at cause and effect

Diagnostic Passage and Fill-in-the-blank.

Read the following passage and fill in the blanks with the effect or cause.

It was a bitter cold and snowy day throughout the city. The temperature had dropped low enough for six inches of snow to fall. This meant no school for the city school children. Jamie and Claudia decided they would build a snowman in the front yard. At lunchtime, they had to stop and return inside to eat hot soup that their mom had made. Each had snow soaked gloves so they put them in the dryer. Once their gloves were dry, Jamie and Claudia bundled up once more. They headed back outside to their snowman. Since the snow had continued while they ate, Jamie and Claudia had some "repairs" to make on the snowman. The two children worked hard until the sun went down.

Since the temperature dropped _____.

So much snow fell that _____.

_____ because they had to eat lunch.

_____ so they put them in the dryer.

The gloves became dry; therefore, _____.

The snow fell on the snowman so _____.

Sample Responses

Read the following passage and fill in the blanks with the effect or cause.

It was a bitter cold and snowy day throughout the city. The temperature had dropped low enough for six inches of snow to fall. This meant no school for the city school children. Jamie and Claudia decided they would build a snowman in the front yard. At lunchtime, they had to stop and return inside to eat hot soup, that their mom had made. Each had snow soaked gloves so they put them in the dryer. Once their gloves were dry, Jamie and Claudia bundled up once more. They headed back outside to their snowman. Since the snow had continued while they ate, Jamie and Claudia had some "repairs" to make on the snowman. The two children worked hard until the sun went down.

Since the temperature dropped six inches of snow fell.

So much snow fell that school was cancelled for the day.

Jamie and Claudia went inside because, they had to eat lunch.

Their gloves were soaked, so they put them in the dryer.

The gloves became dry; therefore, Jamie and Claudia went back outside.

The snow fell on the snowman so they had repairs to make.

Assessing Diagnostic Passage and Fill-in-the-blank.

Cause and Effect

5-6 out of 6	Very Knowledgeable about Cause and Effect
3-4 out of 6	Somewhat Knowledgeable about Cause and Effect
1-3 out of 6	Novice at Cause and Effect