**Lisa Beasley Assignment 8 Language Arts 2nd Grade**

**Part 1.**

Cause and Effect Model:

Step 1: Choose the data or Topic, Action, or Problem to Be Analyzed.

Step 2: Ask for Causes and Support for Those Causes.

Step 3: Ask for Effects and Support

Step 4: Ask for Prior Causes and Support

Step 5: Ask for Subsequent Effects and Support

Step 6: Ask for Conclusions

Step 7: Ask for Generalizations

**Lesson Plan Format**

Teacher Name Lisa Beasley Subject Language Arts Grade 2nd

Title of Lesson: The Sundial Time Needed: 2 weeks

Unit Topic Exploring Astronomy

Model of Instruction Cause and Effect

**I.      Rationale:** This lesson is important for the students because it will help them to obtain a better understanding about collecting and writing data using a scientific method.

**II.     Learning Prerequisites:** Students will need to cut with scissors, read and follow instructions on a 2nd grade level in order to construct the sundial. Students will need to be able to write on a 1-2 grade level for their journals.

**III.   Goals and Student Objectives:**

**IIIa. Goals:** Students will create a sun dial and learn how to read it. Students will collect data and learn what that data means.

**IIIb. Student Objectives:**

1. I can identify at least 4 different entries for my science journal. (Cognitive)

2. I can create a sundial and daily go outside to use it. (Psychomotor)

3. I can listen to music, Journey *through Our Solar System* and I will give 2 examples as to why I like or dislike a song. (Affective)

**IV.  Organizing or Essential Questions:** What is a sun dial? Why were sundials used? How and by whom were they used?

**V.    Lesson Procedure:** Describe the step-by-step, sequential outline of the lesson plan by using the following A - F items:

1. **Lesson Introduction:** To introduce this lesson I will use the Sundial PowerPoint. I will immediately know what students prior knowledge at that point is. We will than do research on the history of sundial.
2. **Lesson Development:**

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1. **Specific instructional strategies included in the lesson:** Throughout this lesso**n** th**e** specific teaching strategies I would use would be using Cooperative Groups and Think-Pair-Share .
2. **Guided or Independent Practice:** I will be using scaffolding in the beginning of this lesson and myself and peers will help the students throughout the lesson who are still struggling until they are able to do it on their own.
3. **Lesson Closure:** Students will be in groups of fours. They will present their own sand art stories to finish up this lesson.
4. **Homework:** Students can ask parents/grandparents to help them write down a story about an event that happened to them as a child. When students come back with stories we can share with the class. And talk about how it could be handed down from generation to generation.
5. **VI.   Formative Student Assessment and Evaluation:**  I will start by using a KWL chart, students' science journals, written assessment and the sundial project rubric that is within the Sundial PowerPoint.

**VII.  Materials and Resources:** This lesson will need the following materials, the Sundial PowerPoint, template of sundial, Smart Board, Internet, oak tag paper, scissors, glue, pencils, science journals, and flashlights.

**VIII. Modifications for Diverse Learners:** Describe how you will consider the different learning styles of your students (visual, auditory, and kinesthetic). Describe any modifications that are needed for gifted or special needs students.

**IX.   Reflection/Modification: I will use a tape recorder to evaluate this lesson to evaluate after instruction is given to the students. I want to know how the atmosphere in the class sounds, it should be students talking with each other and less of the teacher. If it is more them on task and engage then things went well. If not then I will have to come up with a different story or essential questions that will interest them more.**