Siop Lesson Plan

Background:

Unit: Writing Workshop

Lesson Topic: Cause and Effect

Length of Lesson: 90 Minutes Language Arts block

Background to Lesson: Students had been working on grammar for the past several class periods. They were supposed to pick out grammar mistakes in prepared, grammatically incorrect paragraphs, a different paragraph for different kinds of mistakes. They worked corrections such as subject/verb agreement, wordiness, and comma splices. This section of the unit is allowing them to use those tools to write a cause and effect essay.

English Proficiency Levels: mixed class of native speakers and ELLs. The Ells range from intermediate to advanced levels.

Grade: 12

Standards: Missouri English Language Standards

W3Aa: Write effectively in various forms of types of writings to compose a variety of texts, i.e. persuasive features.

R3Ca: Use details from argumentative texts to analyze and evaluate organizational patterns.

Preparation:

Content Objectives: Students will be able to

-complete a well-developed argument in the form of a research paper, employing the argumentative strategy of cause and effect.

-complete a graphic organizer after analyzing a given text.

Language Objectives: Students will be able to:

-write a sort paragraph utilizing cause and effect.

-ouline ideas/details within a given text using graphic organizers.

Key Vocabulary:

Review Vocabulary:

-Comma Splice

-Run-On Sentence

-Wordiness

-Subject/verb agreement

New Vocabulary:

-Cause

-Effect

-Correlation

-Causation

Materials:

Teacher Materials:

-Harry Potter cartoon

<http://www.offthemarkcartoonscom/cartoons/2007-09-04.gif>

-NAEP website:

<http://www.nces.ed.gov/nationsreportcard/itmrlsx.detail.aspx?subject=longterm_trend_reading>

-YouTube video clip:

<http://www.youtube.com/watch?v=WUU9CqrtFiU&feature=related>

Student Materials:

-Cause/Effect graphic organizer handout

-Stephen King’s “Why We Crave Horror Movies” Article-Handout

Motivation/Building Background

-Watch the YouTube video clip, paying close attention to any examples of Cause and Effect. Afterward, have the students share with a partner about what examples they found in the clip. Explain that they will be writing their own cause and effect paragraph later and that they will be expected to implement the strategy in their persuasive essay later in the semester.

Review with the students the grammar issues they have been discussing in class. Make sure that each student remembers and can describe/fix the mistakes.

Presentation:

-Explain that Cause and Effect can be used to prove a point in argumentation, as a well. For examples, if I want to convince my husband that I need a new shirt, I need to give him a positive effect that my shopping spree would have on our family. Authors do this in literature to prove their own arguments also. I’m sure you use it all the time of your parents and younger siblings.

-Have the student look at the Harry Potter cartoon, picking out the cause and effect relationship portrayed in the cartoon. They will need to sum up the cartoon’s message in one sentence, without using the word “because.” Have them share their sentences with a partner. Then share answers with the entire class. Brainstorm other words that should gives us a clue was to when a cause and effect relationship is occurring: as, since, so therefore, consequently, due to, for this reason, as a result, conclusion, end result, aftermath, repercussion, ramification, effectiveness, influence,…and so on.

-Use the cartoon to teacher the vocabulary for the lesson:

-Cause: The release of the Harry Potter book

-Effect: Company productivity decreased

-Correlation: the relationship of the book release with company productivity

-Negative: The book reading went up, productivity went down.

-Positive: If the book reading went up and the productivity went up.

-Positive: If the book reading went down and the productivity went down.

-Causation: also known as, “causality,” the act of creating a reaction (the reaction caused by book reading)

Practice:

-Give students the graphic organizer handout and the article. Have them chart the causes and effects of the article, “Why do we crave horror movie?” They can work with their tables to complete this task or they can work alone. Either way, they will be sharing with a partner and then with the class. Explain that the graphic organizer can help to see the relationship between two parts of an article or argument and why the author chose to use the details he did.

-Go over the graphic organizer together, giving students the opportunity to fill in a graphic organizer on the board with the information they put in their own. Have the students agree/disagree with the students’ additions to the board. When everyone is happy with the board, the students are to move on to individual work. Explain that this is good way to organize their own thoughts for their cause and effect papers, making sure they have ample support for their arguments.

-Ask the students how they knew that they were looking at a cause or effect. King gave the effect first and then outlined the causes of that effect. Ask if it matters which comes first, the causes or the effects? Is one pattern stronger, depending on the topic?

Application:

Have students go the computer lab and write their own short cause and effect paragraph.

-1 page, typed, double spaced

-Clear, well-defined claim (thesis), requiring a cause and effect argument

-Creative topic

-Watch for the reviewed grammar issues: run-ons, fragments, comma splices, etc. Those will be graded harshly.

Review and Assessment:

Students will describe the organizational patterns used in cause and effect papers. Ask a couple of student which pattern they chose for their paragraph and why. Tell the students that they will be looking at more argumentative strategies to use in their final essay in the next class periods.

Works Cited:

“Bryan Regan Doctor.” (2007). YouTube. Retrived from

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