

Active Learning With a Cause and Effect Unit



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What is Active Learning?

When students are engaged in instructional activities that help them apply new material in a participatory and collaborative environment



Why Active Learning?

- Students actively engaged in activities rather than just sitting and listening
- Encourages all students to participate and help one another
- Promotes recall, deeper understanding, and making connections after active involvement
- Encourages critical thinking, teamwork, leadership skills, communication skills, and creative problem-solving



Why Active Learning?

- Student-centered learning allows for responsibility for their own learning and discoveries
- Provides more opportunities for feedback and assessment
- Promotes life-long skills such as a strong work ethic, perseverance, and resilience
- Builds a sense of community in the classroom as teacher and students get to know each other



Examples of Active Learning in the Classroom

- class discussions
- partner/ group work
- drama, music, art, dance
- games and activities
- charts and visuals
- riddles, mysteries, and puzzles



All of these create excitement and allow students to discover, process, and apply subject matter



How Does Active Learning relate to learning theories?

Vygotsky

- Learning occurs through social interactions with others (parents, teachers, peers, etc.)
- Students are able to form their own deeper understanding based on these interactions
- Zone of Proximal Development: what students CAN NOT do --> what students can do with assistance--> what students CAN do on their own
- Scaffolding activities encourages teachers to actively assist students



How Does Active Learning relate to learning theories?

Piaget

- Cognitive Theory and Stages of Development
- --> School-aged children make independent explorations based on their developmental stage
- Assimilation vs. Accommodation
- --> Creating active learning experiences helps students process new information when in disequilibrium
- --> New material will fit into existing schema or expand it



How Does Active Learning relate to learning theories?

Bandura

- Children learn by:
 - --> Watching and imitating
 - --> Reinforcement and punishment
 - --> Self-efficacy and self-regulation
- Teachers are important role models!
- --> Students imitate each other as well



How Does Development Influence Active Learning and Instruction?

- Know your students and develop strong relationships!
- Brain development, gross motor skills, fine motor skills
- Cognitive, social, and language development
- Everyone develops at their own pace
- Everyone has a different personality and temperament
- Students will attach to their teachers
- The home environment has a huge impact on learning
- Plan accordingly and create a safe and nurturing environment for all
- Be aware of delayed or atypical development as well as health issues!



How to Build Community in the Classroom

- Define community values
 - --> Safety, respect, trust, equal value
- Create and pursue common goals
 - --> All moving cohesively in one direction; limits confusion
- Learn to work collaboratively
 - --> Strengthens relationships
 - --> Make it social AND academic



How to Build Community in the Classroom

- Be inclusive
- --> Language, teaching methods, grouping strategies, body language...
- Adapt activities to suit community needs
- --> Varying levels of participation and understanding
- --> Being flexible is key



How to Build Community in the Classroom

- Learn each other's names
- Greet students at the door
- Classroom jobs
- Class pet
- Arrangement of Desks
- Class Constitution
- Display students' work
- Pictures of students
- Go outside during recess
- Applauding
- Morning Meetings
- Attend extracurricular events
- Toilet Paper Game
- Find Someone Who...
- Would You Rather
- Puzzle Mural
- Guess Who Cards
- "How Full Is Your Bucket?"
Book reading and discussion
- All About Me Poster or Bag/ Star of the Week
- Classmate Books
- Study Buddies



Active Learning Strategies

1. **Pass the pointer**- Give students laser pointer and have them identify key features of an image, story, etc; Or they ask a question regarding something they don't understand
2. **Total Physical Response (TPR)**- Stand or sit to answer true/false or yes/ no questions
3. **Pop Culture**- Bring in current event examples; useful for math statistics
4. **Make it personal**- Design class activities that address real lives of each student. Ask for personal stories
5. **Provocative Picture**- Start lecture with a picture to provoke discussion, emotion, or as a writing prompt



Active Learning Strategies

6. **Beach Ball Bingo**- Write questions in all areas of beach ball. Students catch ball and answer question where fingers touch ball
7. **Tournament**- Divide class into groups, study questions, then ask questions and have them answer. Whoever answer correctly wins a point.
8. **Muddiest point**- Ask students to write about most confusing point of class session
9. **Advice Letter**- Write letter of advice to future students on how to be successful in course
10. **Think-Pair-Share**- partners discuss question then share response with class

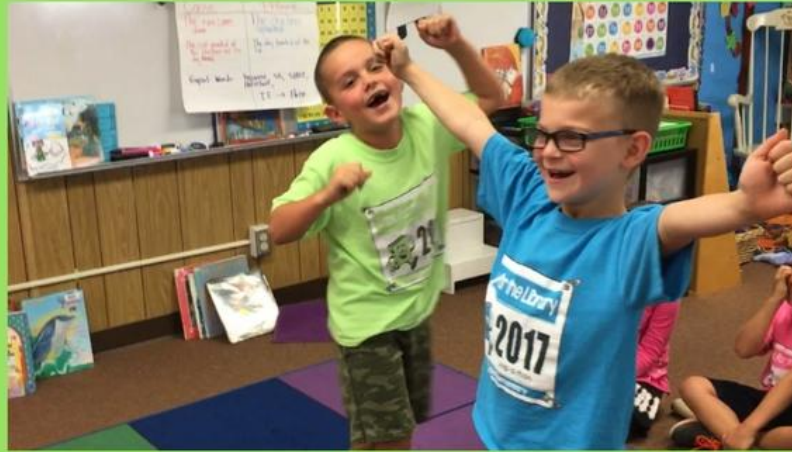


Active Learning Strategies

11. **Drawing for Understanding**- Students illustrate a concept or idea and share with others to clear up misconceptions
12. **Concept Mapping**- Students write keywords onto sticky notes and organize them into a flowchart
13. **Board Rotation**- Set up four boards with one topic/question per board. Assign groups to each board. They write an answer and rotate.
14. **Telescoping Images**- Group sets of index cards by theme. Randomly pass them out and have students look for members of their group.
15. **Role-playing**- Have students research a character and act it out in class. Observers can interview the character.



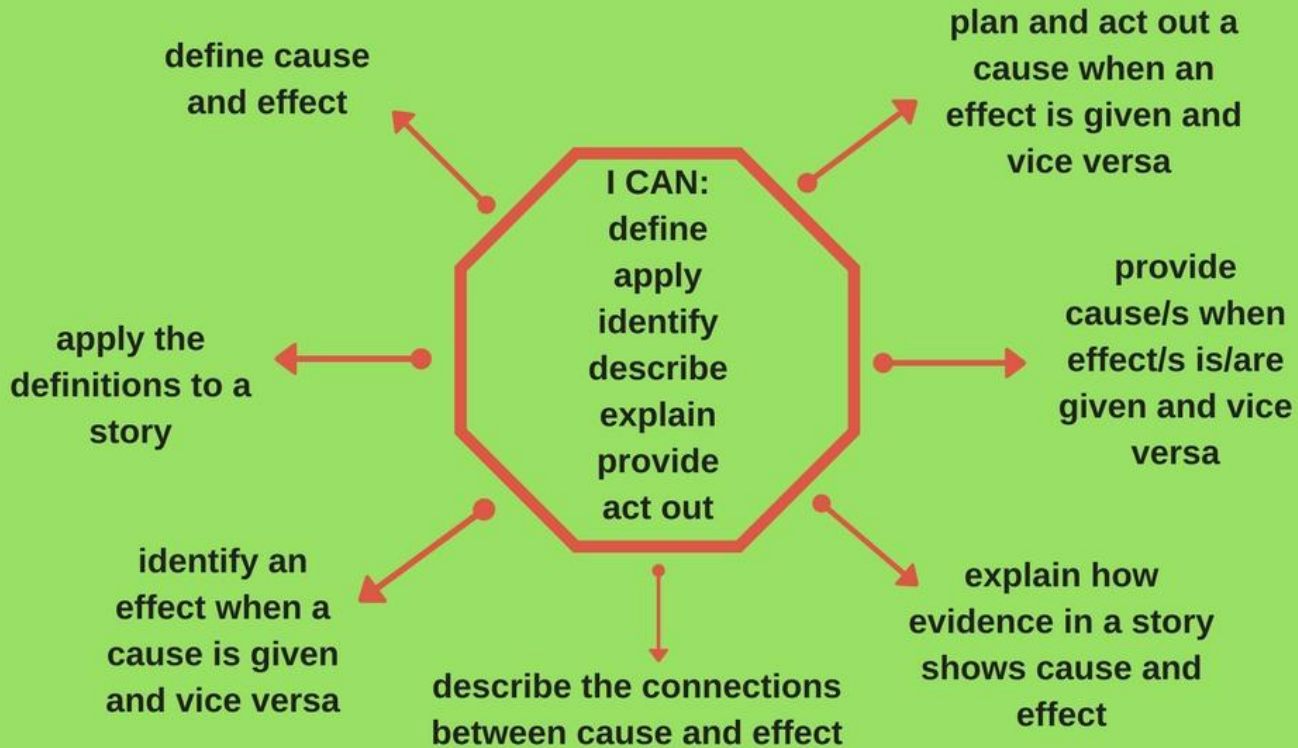
Cause and Effect Unit



Wildwood Elementary School
Cooperating Teacher: Karen Henige
Room 21
1st/2nd Grade Combo



Curriculum Map



Lesson 1

Department of Learning and Teaching
Full Lesson Plan

Date: November 27, 2017

1. Class Description:

23 students total, 11 girls and 12 boys
14 first graders and 9 second graders

Ethnicity: 20 White, 1 Asian, 1 Indian, 1 Hispanic

One student with emotional issues.



Lesson 1

2. Universal Access:

Throughout the unit, I used a lot of differentiation with the first and second graders by giving the first graders more clues and by going a little deeper in content with the second graders. Sometimes I would split the lesson completely. I often paired quieter students with more outgoing students, and students who took a little more time to grasp a concept with those who could provide help. For my student with emotional needs, I would offer him extra space when needed and more choices when it came to completing his work. If students needed more time to complete their assignment, they would save it for later in their classwork folders.



English Language Arts/ Literacy

Standards

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RI.1.8

Identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RI.2.8

Describe how reasons support specific points the author makes in a text.



Lesson 1

4. Learning Objectives:

Students will accurately define cause and effect and apply their definitions to the story by identifying effects when the cause is given.

Students will describe the connection between cause and effect by using evidence from the story.

Students will discuss how the characters react (effect) to certain events in the story (cause).



Lesson 1

5. Assessments:

Diagnostic:

"Who has heard of the words **cause** and **effect**?"

"Where and how have you used them?"

Formative:

Listen to student discussions.

Ask each group what the effect is and how they know.

Summative:

Check for correctness on their sticky notes.



Lesson 1

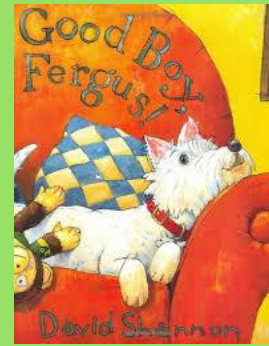
6. **Vocabulary:** Cause, Effect

7. **Materials and Resources:**

2 big post-it posters, many small sticky notes, markers,
David Shannon book **The Rain Came Down**

For other lessons: David Shannon book **Good Boy, Fergus!**, flip books, index cards, lined paper, classroom props

8. **Technology:** document camera



Lesson 1

9. Instructional Design:

Grouping Strategies: Start out as a class on the rug, then table groups of 4-5

Intro: Introduce, ask background knowledge about, and then define cause and effect as a class.

Direct Instruction: Make a big poster with cause and effect definitions and a couple of examples.

Guided Practice: Read David Shannon book, **The Rain Came Down**, and identify a few causes and effects in the story as a class.

Independent Practice: Write causes on a chart. In groups of 4-5, students identify the effects, write them on sticky notes, and post them next to the corresponding cause.

Closing: Review posters as a class and make sure all the effects are similar.



Lesson 1

10. STRIVE and TPE Focus:

S: Serve as a mentor and model for moral and ethical leadership

T: Think critically to connect theory with practice

TPE 1: Engaging and Supporting All Students in Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students



Lesson 1

CAUSE and EFFECT

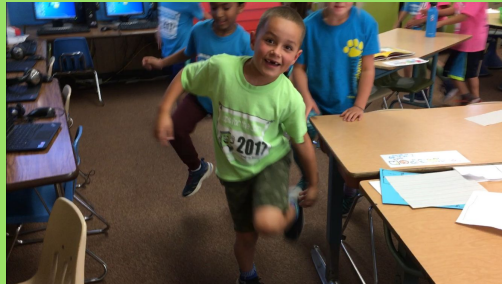
Cause: The **REASON**...
WHY something happens

Effect: The **RESULT**...
WHAT happens

Cause	Effect
The rain came down.	The chickens squawked.
The cat yowled at the chickens and the dog barked.	The dog barked at the cat.



Cause	Effect
The man yelled at the dog. He was being loud.	The baby woke up and started crying.
The policeman heard a noise and stopped to see what was wrong.	
The owner of the beauty parlor came outside to check the fuss.	
The boy splashed the little girl.	
The rain stopped and the sun came out.	



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Lesson 2

Core Lesson Plan

Date: November 29, 2017

Assessments:

Learning Objectives:

Students will use evidence from the story to identify causes and effects.

Students will recognize the connection between two pieces of information from the text by matching the causes and effects.

Listen to student discussions. Are they using evidence from the text?

Collect and review flip books for correctness.

Make sure causes and effects connect and are relevant to evidence from the story.



Lesson 2

Instructional Design:

Grouping Strategies: Split lesson, second graders and then switch to first graders

Intro: Review posters from Lesson 1 and go over more examples.

Direct Instruction: Read David Shannon book, **Good Boy, Fergus!** and identify a couple causes and effects together.

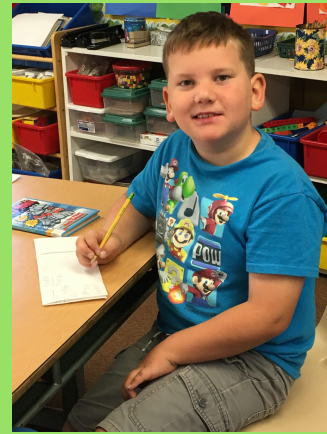
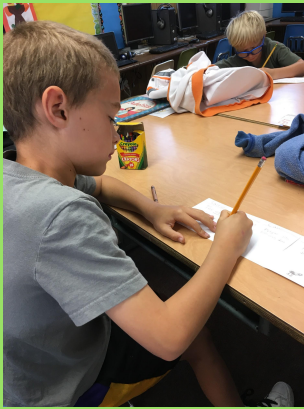
Guided Practice: Introduce flip book. Write definitions on first page and do first example together.

Independent Practice: Individually, students will come up with the remaining effects of the causes given and complete their flip book.

Closing: In their table groups, have students discuss their effects, why and how they chose them.



Lesson 2

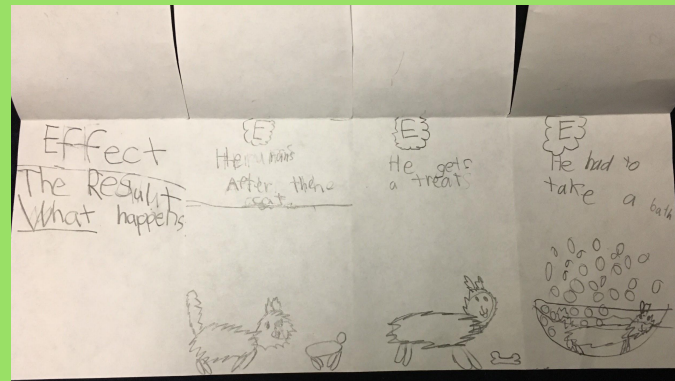
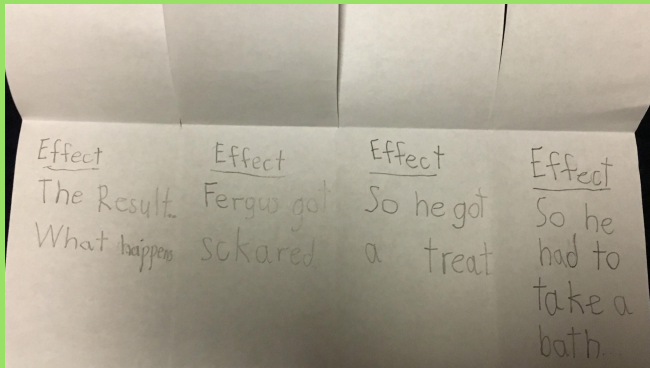
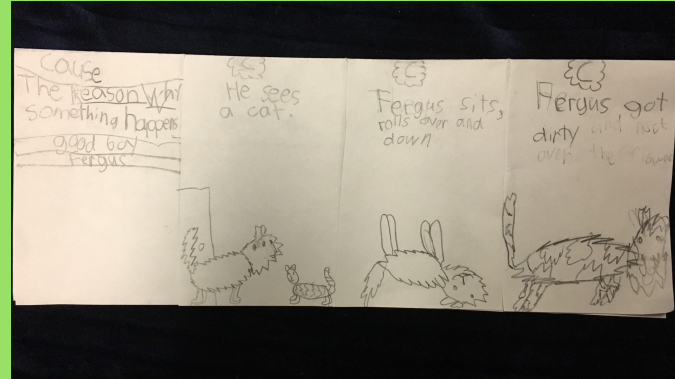
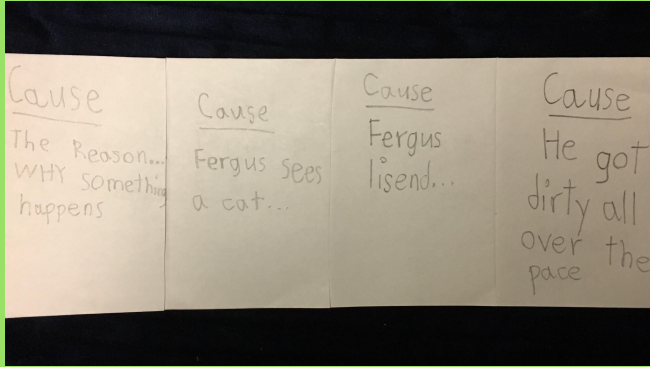


Students working on their flip books.



Lesson 2

Student samples:



Lesson 3

Core Lesson Plan

Date: December 04, 2017

Assessments:

Learning Objectives:

Students will recognize that one cause can have many effects and that many causes can have the same effect.

Collect and review lined papers for correctness.

Make sure causes and effects connect and are relevant and logical.

Students will provide their own examples of multiple causes for one effect and vice versa.



Lesson 3

Instructional Design:

Grouping Strategies: Split lesson, second graders and then switch to first graders

Intro: Review posters from Lesson 1 and ask for student examples.

Direct Instruction: Explain that one cause can have many different effects and many causes can have the same effect. Provide examples. *Touch on signal words with 2nd graders only.*

Guided Practice: Work on coming up with additional examples as a class. Then, introduce SCOOT activity.

Independent Practice: Individually, SCOOT from desk to desk writing a cause or an effect based on what is provided on the lined paper on their desk.

Closing: Read each list of causes and effects. Discuss how and why they are similar and different.



Lesson 3

CAUSE: It was a very cold day outside.
EFFECTS: we play inside.
- We build a snow man
So we went sledding on a hill. He or she made a unicorn out of ice.
I had to wear a jacket and a sleath shirt and pants and BlizerD
Ahhhhhh!!!!
We had to stay inside for recess
We had a snowball fight, we cancel school!!!!



CAUSE: The class was on their best behavior.
EFFECTS: They were rewarded.
They got a prize.
all fo the kids got to clip up.
They got cookies
their class got to go to the aquarium
their class got to go to a inside play ground.
They got to ride a unicorn in real life. The hole classroom clipped up.



CAUSE: It was winter vacation...
EFFECTS: (so what happened?)
So I got to play in the snow.
So I get to go to my cousins house.
I got to do nothing but play video games all day.
I went to Oregon for winter vacation.
I had a lot of fun.



Lesson 4

Core Lesson Plan

Date: December 08, 2017

Learning Objectives:

Students will apply their definitions of cause and effect in order to determine a possible cause for a specific effect.

Students will work together to create a scene that demonstrates their cause and effect and perform it for the class.

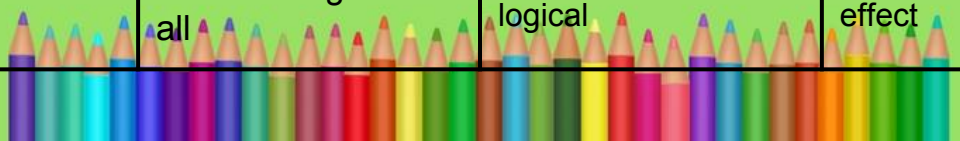


Lesson 4

Core Lesson Plan

Assessment: Rubric

	1	2	3
Teamwork/ Participation (Brainstorming cause and effect with definitions)	Only 1 member contributed to the group.	2 members brainstormed and participated in skit.	All members brainstormed together and participated in skit.
Audience Behavior	Not at all engaged or paying attention	Were somewhat engaged, but talking a lot on the side	Were quietly engaged and paying attention
Logical Cause and Effect	Cause and effect did not connect and were not logical at all	Cause and effect were somewhat connected and/or logical	Skit demonstrated an appropriate and logical cause and effect



Lesson 4

Instructional Design:

Grouping Strategies: Start with whole class, then split into groups of 3 for their performances

Intro: Warm up with drama activity "Space Walk" and connect it to cause and effect. Ex: "What would walking on an ice rink look like? What are some possible effects?"

Direct Instruction: Review examples of cause and effect and practice going from one to the other in both directions. Then, introduce skits and explain rules and requirements.

Guided Practice: Tell students their group will receive an index card with an effect. They have to work together to come up with a corresponding cause and create a skit to demonstrate their scenario. Ask for a volunteer to help me act out an example for the class.

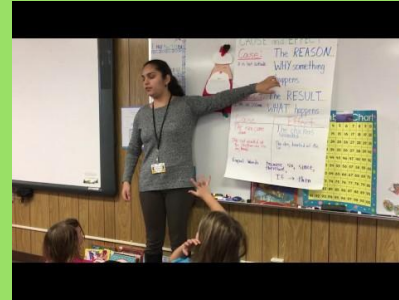


Lesson 4

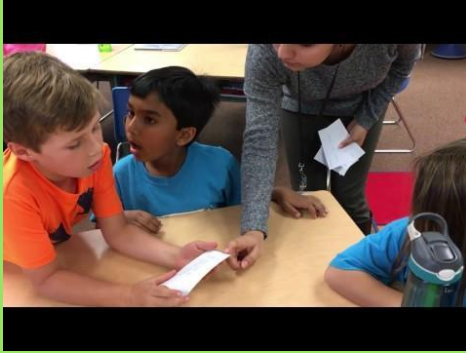
Independent Practice: Students work together in their groups to brainstorm possible causes. When they have agreed on one, and are ready, they perform their skit for the class.

Also, go over appropriate behavior for the audience members beforehand.

Closing: Class will try to determine each group's cause and effect. Groups will tell the class why they chose to act out their specific scenarios. Class will decide if it makes sense according to original definitions.



Lesson 4



A group of students brainstorms their cause.



Effect given: You were late to an important meeting.

Final Performance:

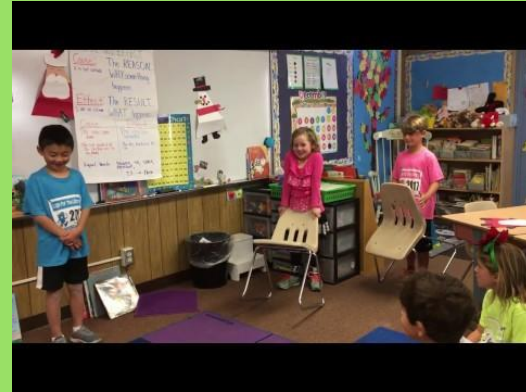


Lesson 4



Effect given: Some students got in trouble.

Student explains the cause and effect in this skit.



Effect given: Food is burning in the oven.



Reflection/Conclusion

Overall, I think my first time teaching a full unit went pretty well. The students enjoyed each lesson more and more, and the last one was an exciting hit. The active learning was definitely effective in keeping them engaged and helping them meet all of their learning goals. They were able to learn about and understand cause and effect a lot more. Next, they will discover how cause and effect applies to every subject as well as use it in the real world.

If I could teach this unit again, I would definitely switch the first two lessons. The first lesson was a little too much for them to handle at first. There was a lot of chaos and confusion, but I think they would've done a lot better after some practice and additional group work beforehand.

I learned how difficult it is to teach a split class because you have to adapt the lessons for two different age levels. Sometimes the lessons will have to be completely different. Time management was also something that was very difficult. In the end, I was able to learn and grow with each lesson I taught. I was also able to adapt each lesson as I got to know my students more. Teaching this unit was an amazing learning experience!

