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English 374: Theory and Methods Writing Grade 5-12

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Cause and Effect Paragraph Mini-Bites

Grades 9-10

Mini-Bite Lessons Overview

The goal of these lessons is to guide students through the process of writing a cause and effect paragraph. Through these lessons, students will learn: how to define cause and effect, identify and understand different kinds of effects, construct clear and concise thesis statements, outline topics and ideas using a graphic organizer, structure a cause and effect paragraph, and effectively use cause and effect transitional words/phrases. Students will demonstrate that they have acquired these skills in the final summative assessment in the form of a cause and effect paragraph.

The first set of lessons establishes the fundamental characteristics of cause and effect with the students. Lesson 1A provides brief definitions of cause and effect while allowing students to explore the topic collectively as groups. At the end of this lesson, students should be able to recognize the role of cause and effect in the real-world. Lesson 1B allows students to further examine topics by thinking creatively through the process of ascertaining relationships between causes and effects.

The second set of lessons presents students with the criteria of the summative assessment. As an activity, lesson 2A introduces students to the topic choices and allows them to discover their options for their paragraphs. This lesson also promotes understanding of different types of effects. Lesson 2B acts as an application process of the previous lesson where students are presented with an effect and must match it with one of the causes.

The third set of lessons emphasizes the importance of writing a solid thesis statement. In lesson 3A, students will pinpoint and comprehend characteristics of an effective thesis statement through Atwell-style, small-group interaction. Lesson 3B will incorporate a video, which offers a visual representation of strong thesis statements, including a different mode of learning. This

lesson will also provide students with the opportunity to practice constructing their own thesis statements.

The fourth set of lessons illuminates outlines and the importance of organization. This lesson introduces students to the 3.8 paragraph. Utilizing a graphic organizer, Lesson 4A allows students to visually plot their ideas along with the 3.8 style. Lesson 4B continues to help students grasp the 3.8 paragraph by using a traditional outlining technique. Both these lessons will encourage students to incorporate their chosen topic ideas.

The fifth and final set of lessons work to aid students in the drafting process of their cause and effect paragraphs. Lesson 5A provides students with the opportunity to practice using cause and effect transitional words/phrases. The activities will encourage them to write original examples to further their ability of correctly incorporating them into their writing. Lesson 5B deepens their understanding by making them add cause and effect transitional words/phrases in a pre-constructed paragraph.

All of these lessons will help guide students through the writing process of their cause and effect paragraphs. Each lesson focuses on a specific skill required to complete an effective 3.8 paragraph. While these lessons pertain to cause and effect paragraphs, these skills embedded throughout each mini-lesson will benefit students in many other types of writing.

Our lessons pepper theories and methods throughout the project. Our overall assessing includes the knowledge obtained through the 6+1 traits. As well, specific lessons have students working in Atwell-style groups to work on peer-to-peer interaction alongside dealing with specific processes within writing as a whole. Furthermore, some lessons can be taught in a Gallagher-style think-aloud by the teacher demonstrating brainstorming and creation of writing through physical, visual representation to the class. Lastly, our lessons set out to use many

different modes of learning. Our lessons, hopefully, capture the students and create lasting information that can be applied outside the academic realm.

Writing a Cause and Effect Paragraph

By the end of this assignment, students will be able to:

- Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions.
- Introduce a precise claim, distinguish the claim from alternate or opposing claims, and create an organization that establishes clear relationships among the claim, counterclaim, reasons, and evidence.

Your job is to write a paragraph in the cause and effect format that we are discussing in class. The paragraph must include a title, a topic sentence/thesis statement, three main points with one supporting detail for each point, and a conclusion sentence. You must choose one of the five topics listed below, and discuss the effects of the one you choose. Effects can be positive or negative.

Due Date: October 2, 2017
Length of assignment: One 3.8 paragraph

Choose one topic from the following:

1. Technology, such as computers, tablets, smartboards, and cellphones can be used in all classrooms.

2. Social media, such as Facebook, Twitter, and Instagram, are used in the classroom as learning tools. This includes using them to teach lessons, complete assignments, and teachers using them to inform students about coursework.

3. If your grade point average is a 3.5 or higher, and you are taking a study hall, you can get out of the study hall and utilize that time as a free period.

4. The school is requiring all students to wear a uniform during the school day.

5. The school is requiring all students to join an extracurricular activity, whether it's a sport, a club, or any school activity outside of class hours.

This assignment will be out of **twenty-eight points**. Turn to the rubric on the next page for a detailed description of what is expected.

	4	3	2	1	
Thesis Statement	The thesis is clear, concise, and focused to fit the topic.	The thesis is present; however, it may be too broad.	The thesis is without direction, vague, and not focused.	The thesis statement is not present.	/4
Ideas/Content	The paragraph is clear and focused on one of the five topics and accurately identifies three effects relating to the topic. Supporting details are well-chosen.	The paragraph is focused but not all effects are depicted accurately. Supporting details are not all efficient.	The paragraph lacks focus, and the effects and supporting details are vague and/or confusing.	The paragraph is without direction, and the effects and supporting details are underdeveloped and unfocused.	/4
Organization	Paragraph follows the 3.8 paragraph format. Topic sentence is clear and catching; concluding sentence completes the paragraph with a sense of resolution. Sequencing of ideas are effective and well-placed.	Paragraph follows the 3.8 paragraph format. Some components of the structure may be mistaken or absent. Topic sentence may not be strong or clear enough. Concluding sentence is repetitive of topic sentence or leaves the readers with questions or confusion. Sequencing of ideas are mostly effective and well-thought out.	Paragraph tries to follow the 3.8 paragraph format but struggles to fully operate. Topic sentence does not successfully capture the reader or is unclear about what the paragraph is discussing. Concluding sentence is either a repetition of the topic sentence, is confusing or leaving off with more questions, or does not efficiently wrap up the topic. Sequencing of ideas are sporadic, jarring, or too abstract.	Paragraph does not follow the 3.8 paragraph format. The topic and concluding sentences are too vague, confusing, or absent. Sequencing of ideas are sporadic, abstract, or absent.	/4
Sentence Fluency	The paragraph has a natural flow and sentences are rhythmic and graceful. Transitions are appropriate and fluid.	The paragraph shows control over simple sentence structure, and rhythm is attempted. Transitions are present but could use more efficient or appropriate terms.	The paragraph's flow is choppy and incomplete. Transitions are present but do not effectively work, are confusing, or makes the paragraph jumpy.	The paragraph's rhythm is clumsy and jarring. Transitions are ineffective, mistakenly used, or absent.	/4

Conventions	Spelling and punctuation errors are very limited, and the writer utilizes a wide range of standard writing conventions.	Some minor errors in spelling and punctuation occur, but do not detract from the overall quality of the paragraph.	A variety of or frequent errors in spelling and punctuation detract from the quality of the paragraph.	Errors in spelling and punctuation are serious and excessive.	/4
Presentation	--	--	There is a title and the page is typed, double spaced, and uses 12pt Times New Roman font.	Title is not present and page does not follow correct format.	/2
In class graphic organizer					/3
In class cause and effect worksheet					/3
				Total:	**/28**

*Some standards in this rubric came from our printed-out handouts on the 6+1 Traits of Writing

Lesson 1A
Cause and Effect Paragraph: Basics (Introduction), Grades 9/10, 50 minutes.

Standard(s) addressed:
9.11.1.1 *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
9.11.3.3 *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.*

Objectives:
At the end of the lesson, students will be able to:

- Understand characteristics of what is a cause, and what is an effect.
- Be able to tie cause and effect together to see the bigger picture

Materials:

- 8 Large sheets of paper
- Handout explaining what cause and effect is
- Markers
- Assessment

Procedure:

1) Have 8 large sheets of paper taped around classroom before students enter
2) Go over the attachment on the basics of cause and effect (5 min)
3) Group students into 3-4 (1-2 minutes)
4) Have students fill out what they know about the topic on each large sheet with their partners (25 min)
    - 8 stations, groups will only visit 4 (roughly 6 minutes each)
    - The eight stations include:
        - What is cause and effect?
        - What are some examples?
        - Where do we find cause and effect in our lives?
        - Predict what will happen if we dropped a water balloon off of a water tower? Identify the cause and effect.
5) Each group stays at the last station they visited, and share to the group at large. (10 min)
6) Have students complete the Formative Assessment (5-10 min)

Formative Assessment:

- Exit slip- give two examples of cause and effect situations (check system)
- Teacher Identifies if students can create their own "bigger picture"scenario
  - ✓+ -Student identifies two accurate examples of cause and effect
  - ✓ -Student identifies only one accurate example of cause and effect
  - ✓− -Student identifies no cause and/or effect

Differentiation:

- ELL students- ELL students will be allowed to work with a partner
- Gifted & Talented- Gifted students will be able to write a 5-6 sentence overview of the lesson
- Accommodations will be made for students with IEP's

Citation:

Quinonez, Natasha. "Examples of Cause and Effect: Writer Better Setences and Essays." *Udemy Blog*. 8 Mar. 2014.

Cause and Effect Paragraph

Definition:

1. Identifying the causes (reasons) or the effects (results) of an event or situation
2. Two or more events occur in a way that one event is the result of another

Examples:
Since it was so chilly outside, Benjamin built up a big fire in his fireplace
Cause: It was so chilly outside.
Effect: Benjamin built up a big fire in his fireplace.
Key word: Since

A great twister picked up Aunty Em's house, and as a result, Dorothy and Toto ended up in the wonderful world of Oz
Cause: A great twister picked up Aunty Em's house.
Effect: Dorothy and Toto ended up in the wonderful world of Oz.
Key word: as a result

We went to the grocery store because we needed sour cream, eggs, and milk.
Cause: We needed sour cream, eggs, and milk.
Effect: We went to the grocery store.
Key word: because

Lesson 1B
Cause and Effect Paragraph: Basics (Introduction), Grades 9/10, 50 minutes.

Standard(s) addressed:
9.11.1.1 *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
9.11.3.3 *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.*

Objectives:
At the end of the lesson, students will be able to:
- Understand characteristics of what is a cause, and what is an effect.
- Be able to tie cause and effect together to see the bigger picture

Materials:
- Additional handout restating what cause and effect is
- Small strips of paper with different topics on each
- 5 hats or bowls, etc

Procedure:
1) Go over handout explaining basics (10min)
   - Have students fill out examples on the handout
2) Organize students into 5 groups of 5 (1-2 min)
   - Each group receives a hat (or bowl) with topics
     - Topics include "cat runs away", "Long-distance dating", etc.
3) Students choose a topic out of the hat
4) Student creates a cause and an effect for their topic in front of their group (20 min)
5) Class comes together, and volunteers (or designated volunteers) do activity for the group as a whole. (15 min)

Formative Assessment:
- List 1-2 things that you've learned from yesterday (Check system)
- Students need to answer the exit slip with at least one new thing that they are taking away from this lesson.
  - ✓+ -Student lists two ideas that they've learned
  - ✓ -Student lists only one idea that they've learned
  - ✓− -Student does not list an idea that they've learned

Differentiation:
- ELL students- ELL students will be allowed to work with a partner
- Gifted & Talented- Gifted students will be able to write a 5-6 sentence overview of the lesson.
- Accommodations will be made for students with IEP's

Citation:

Quinonez, Natasha. "Examples of Cause and Effect: Writer Better Setences and Essays." *Udemy Blog*. 8 Mar. 2014.

Cause and Effect Paragraph

1. Define what cause and effect is:

2. Identify the cause and effect in each sentence below

a) Mary was getting very angry and frustrated because none of her good deeds were being recognized as good.

Cause:

Effect:

b) It had begun to rain so Sally and Jake had to run inside.

Cause:

Effect:

c) Lilly forgot to eat breakfast, so she was hungry all day.

Cause:

Effect:

Lesson 2A
Identifying the Effects of a Specific Cause, Grades 9/10, 50 minutes

Standard(s) addressed:
9.7.1.1.a. *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*
9.7.2.2.a. *Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

Objectives:
At the end of this lesson, students will be able to:

- Write out the effect of a cause.
- Distinguish between different types of effects.
- Convey ideas and information clearly and accurately through effective selection and organization.

Materials:

- Worksheet
- Pen/Pencil
- Assignment Sheet
- PowerPoint

Procedure:

1. (10 minutes): The teacher will explain what the final, summative assessment is going to be and hand out the assignment sheet. The students will be expected to write a cause and effect paragraph at the end of the unit. The teacher will read the assignment sheet with them, and allow them time to ask questions.
2. (10 minutes): The teacher will explain the difference between an emotional, physical, and social effect on a PowerPoint presentation.
3. (25 minutes): Pass out an assignment to the class. The assignment will have five causes on it, and the student must choose three of the five causes to write about. Then, the students must write three effects of each cause they choose to work on. One effect must be emotional, another physical, and the final must be social. The students will choose one of these causes at the end of the unit to write their cause and effect paragraph on. The students can get creative, but their answers must fit each situation and they must make sense.
4. (5 minutes): The students will hand in the assignment and ask the teacher any last-minute questions they have about cause and effect.

Low-Stakes Assessment:
The students will hand in the assignment before the class period ends. The teacher will grade them out of three points.

3 – One error or less and exemplary work. The student completely understands the effects of a cause.
2 – A few minor errors in the effects. The student shows understanding but may have some difficulty.
1 – Multiple errors in the effects and shows little understanding of the content.
0 – An incomplete assignment that has no writing on it.

Differentiation: For ELL students, they can have somebody help them during the assignment, preferably a paraprofessional. ELL students also need to do only two out of the five causes, rather than choosing three to focus on. For gifted students, once they complete the assignment, they can reflect on which cause they would like to choose for their cause and effect paragraph. They must explain why they chose that cause. They can use the bottom of the page to write this.

Citation:
"Chapter 5. The Model of Cause and Effect Relationships." *Interpreting Signs of Illness*, http://literacy.kent.edu/eureka/EDR/5/Teaching%20Cause%20and%20Effect%20Relationships.pdf

Name_____ Date_____ Period_____

Directions: I will give you a situation, or a cause, and you must write down three effects that may occur from each cause. You must explain how the situation would impact you emotionally, physically, and socially. You will choose one of these five topics for your final paragraph, so be thinking about the one you would like to write about as you complete this assignment.

CAUSE:	EFFECTS:
1. Technology, such as computers, tablets, smartboards, and cellphones are allowed to be used in all classrooms.	1. Emotionally: 2. Physically: 3. Socially:
2. Social media, such as Facebook, Twitter, and Instagram, are used in the classroom as learning tools. This includes using them to teach lessons, complete assignments, and teachers using them to inform students about coursework.	1. Emotionally: 2. Physically: 3. Socially:

3. If your grade point average is a 3.5 or higher, and you are taking a study hall, you can get out of the study hall and utilize that time as a free period.	1. Emotionally: 2. Physically: 3. Socially:
4. The school is requiring all students to wear a uniform during the school day.	1. Emotionally: 2. Physically: 3. Socially:

5. The school is requiring all students to join an extracurricular activity, whether it's a sport, a club, or any school activity outside of class hours.	1. Emotionally: 2. Physically: 3. Socially:

Lesson 2B
Identifying the Effects of a Specific Cause, Grades 9/10, 50 minutes

Standard(s) addressed:
9.7.1.1.a. *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*
9.7.2.2.a. *Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

Objectives:
At the end of this lesson, students will be able to:

- Write out the effect of a cause.
- Distinguish between different types of effects.
- Convey ideas and information clearly and accurately through effective selection and organization.

Materials:

- Paper
- Pen/Pencil
- White board with an expo marker

Procedure:

1. (15 minutes): The teacher will have a class discussion about cause and effect. The teacher will go through the difference between an emotional, physical and social effect again, to ensure understanding.
2. (30 minutes): The teacher writes down the five effects that the students can choose from for their paragraph on a white board. Then, they will pass out every student a piece of paper with an effect on it. The paper will tell the students whether their effect is emotional, physical, or social. The students must decide which cause they believe their effect goes with. The students must try to do this on their own, but if they are lost they can talk to the teacher for guidance.
3. (5 minutes): Once the students are match their effect to a cause, they will write on a piece of paper what their sentence is, and hand it to the teacher as an exit slip.

Formative Assessment:
Once the students are paired up, they will write their full sentence on a piece of paper and hand it in to the teacher.

+ If the sentence is correct, it will receive a plus.
- If the sentence is incorrect, it will receive a minus. Then, the next day in class, the teacher will go through a few with checks and all of them with minuses, to reiterate their understanding.

Differentiation: ELL students will be allowed a paraprofessional to help them match up their effect with a cause. Gifted students will write a reflection explaining why their effect goes with the cause they chose, along with the initial sentence they must write as an exit slip. ELL students can also be given an extra effect that they must match with one of the causes.

Citation: This lesson was inspired by "Exploring Classroom Reading, School Reading, and More!" on Pinterest.

Back-up Lesson Plan Effects: (cut out and give one to each student… more than one student may have the same effect)

PHYSICAL The students will all look the same, and nobody will stand out based on their clothing.	EMOTIONAL No student will feel uncomfortable due to their clothing because everybody looks the same.	SOCIAL Nobody is bullied based off of what they wear to school.
SOCIAL It is for the teacher to communicate with their students.	PHYSICAL Students are constantly on social media during class, class, causing an addiction to it.	EMOTIONAL Cyber-bullying is increased in school.
EMOTIONAL Students build relationships with peers and gain a feeling of belonging.	SOCIAL Students communicate with more peers and will make friends easier.	PHYSICAL Students will stay away from drugs and partying because they will be focused on an activity.
PHYSICAL Students spend their time inappropriately and waste the free period.	EMOTIONAL Students gain the feeling of trust and freedom, being able to choose how they spend their time.	SOCIAL Students spend too much time in the hallway talking to friends when they should be spending their free time productively.
SOCIAL Students won't communicate as much because they will be too absorbed into technology.	PHYSICAL Students and teachers will be able to use online activities that they can use to further understand class material/assignments.	EMOTIONAL Students will become too dependent on technology and may feel negative emotions when parting with it outside of school hours.

Lesson 3A
Topic Sentences and Thesis Statements, Grades 9/10, 50 minutes

Standards addressed:
9.7.1.1.a. *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*
9.7.5.5. *Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Objectives:
At the end of this lesson, students will be able to:
- Apply their knowledge to draft a thesis statement for their final paragraph
- Evaluate whether sample thesis statements could serve well as a beginning of a paragraph

Materials: Sample thesis statements for students to interpret

Procedure:
1. Discuss the purpose of a thesis for both readers and writers. How it helps writers to stay focused on one topic, and how it helps readers to know what a paragraph or paper is going to be about. Discuss how in a longer essay, the introduction includes the thesis statement and each supporting paragraph includes a topic sentence relating to the thesis statement and the paragraph that follows. In this assignment, however, the thesis statement will double as a topic sentence since the final assessment will only be a paragraph. (5-10 minutes)
2. Discuss that a thesis statement should not be simply stating what the writing is going to be about. It should not state, "This paragraph is going to include…" It should, however, include an assertion which is an arguable position. Give an example of a thesis lacking an assertion such as, "This paragraph will focus on how schools should curb child obesity." Then show students a thesis statement that does include assertion such as, "To fight the growth of child obesity, schools should offer more options for physical activities and healthier cafeteria options." Point out how the second example keeps the writer focused on specific elements and how it would help the reader to know what the paragraph is about before reading the entire thing. (5 minutes)
3. Start the in class activity by splitting students into groups and placing some example thesis statements in the front of the room. Ask students to rate each thesis as a group on a scale from 1-5 based on how effective it is. Have students revise the thesis statements that receive low scores into thesis statements that include assertion and serve as an anchor for a longer assignment. (15 minutes)
4. Have individual groups each share one of their revised thesis statements and determine (as a class) how the statement has improved. (5 minutes)
5. Remind students that their thesis statements/topic sentences should anchor their paragraphs and inform the reader of the cause/effect that is going to follow. (3 minutes)

6. Give students the remaining time to form potential thesis statements for their own final paragraph. Students can use this time to peer edit thesis statements or ask questions. (10 minutes)

Formative Assessment: Have students submit their thesis statements as exit slips

- Look over each statement to ensure students understand how to form an effective thesis statement
  - √+ Thesis statement is clear and concise, would double as a topic sentence in the final assessment
  - √ Thesis statement is evident, but is too vague or too broad
  - √- Thesis statement is not clear and does not guide the reader or writer

Differentiation: Pair ELL students or students with learning disabilities with students who understand the lesson, so the students can work together on how to write thesis statements and topic sentences.

Citation:

Carbajal Van Horn, Marcy. *Teaching with Hacker Handbooks: Topics, Strategies, and Lesson Plans.* Bedford/St. Martin's, 2012, pp. 52-53.

Sample Thesis Statements

The following sentences are example thesis statements. Please read through them, rate them each on a scale from 1-5 on how effective they would be in opening a paragraph or essay. Then, revise the statements that receive any rating other than a 5.

1. Living in the world today causes stress on a lot of people.
2. Getting fresh air is essential to the lives of young people because it can improve their health in many ways.
3. Many high schools confront the issue of bullying in different ways such as holding schoolwide talks, encouraging students to speak up, and reminding students that they are not alone.
4. Fights in high school are most often caused by a misunderstanding and occur between people who are friends.
5. By incorporating healthier lunch options in the cafeteria, schools can ensure that students make the right choices for their health.
6. Learning how to cook is essential for students growing up in today's world.
7. Going to the dentist every six months is beneficial because it prevents gum disease, ensures cleanliness, and can even kill bad breath.
8. Keeping a journal full of personal experiences allows people to reflect back on the important events in their lives.

Lesson 3B
Topic Sentences and Thesis Statements, Grades 9/10, 50 minutes

Standards addressed:
9.7.1.1.a. *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*
9.7.5.5. *Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Objectives:
At the end of this lesson, students will be able to:
- Apply their knowledge to draft a thesis statement for their final paragraph
- Evaluate whether sample thesis statements could serve well as a beginning of a paragraph

Materials: Video from Shmoop, example paragraphs lacking thesis statements

Procedure:
1. Let students know that the class is going to revisit thesis statements for some extra review on how to write an effective statement. Remind them that if they have questions, they can consult some reliable online resources on how to write a thesis statement. (3 minutes)
2. Play the Shmoop video on how to write a "killer" thesis statement. (5 minutes)
3. Have students reflect on the video for a short amount of time and then ask what students believe an effective or "killer" thesis statement must include. (5 minutes)
4. Begin the activity by handing out sample paragraphs lacking thesis statements to each student. Have the students read through the paragraphs and write their own thesis statements to go with each paragraph. Then have students work in small groups (3-4 people) and discuss the statements they wrote to accompany the paragraphs. During group discussions, encourage students to help peer edit each other's work to craft the best possible thesis statements. (15 minutes)
5. Reconvene as a whole class and have a large group discussion about the students' thesis statements. Have students volunteer to share what they wrote, and explain their thought process while they were writing. Ask other students what makes the thesis statement effective and beneficial to the entire paragraph. (10-15 minutes)
6. Give students the remaining time to revise their thesis statements for their final paragraph. Students may also use this time to peer edit or ask questions. (10 minutes)

Formative Assessment: Have students turn in an exit slip containing one of the essential things needed to ensure a thesis statement is effective

- √+ Students named at least one of the following to ensure an effective thesis statement
    - Establish and issue or problem, establish a question, express your own opinion on the topic, introduce supporting points, have 3 supporting points
- √ Students named something not present in today's lesson, but still would be beneficial to a thesis statement
- √- Students named something completely off topic or something that would not help in crafting an effective thesis statement

Differentiation: Pair ELL students or students with disabilities with students who showed an understanding of thesis statements on the prior day. Students can learn from each other how to write thesis statements.

Citation:

Shmoop Editorial Team. "How to Write a Killer Thesis Statement." *Shmoop University Inc,* 6 Sept. 2013, https://www.youtube.com/watch?v=8wxE8R_x5I0.

Name_____ 3B

Thesis Statement Activity

Please read through each of the following paragraphs. You will notice that each paragraph is lacking a thesis statement. After reading each one, write your own thesis statement at the beginning of the paragraph.

There are many different genres of music, so people are able to decide what appeals to them, which gives everyone the opportunity to express themselves in different ways. Some people like to play music rather than just listening to music. People that play music have the chance to learn a skill that not all other people possess. Music has the power to help people deal with their emotions or personal challenges. It can have a calming effect on some people, so it can be used as a healthy coping mechanism when approaching teenage issues. These are some of the reasons that people should listen to music and believe it is beneficial to their lives.

Books allow readers to jump into a world that isn't their own, so readers can have experiences they wouldn't normally have. Reading lets readers understand characters. This can help in real life situations because it allows us to know how to respond and interact with many different types of people. Lastly, reading is fun. It's interesting to imagine how an author forms ideas and puts them onto paper in such an appealing way. Everyone should read because it has many benefits for life.

Teenagers should have their own laptops because it would give them an opportunity to do homework in any setting. They could do homework at coffee shops, at school, in their bedrooms, or even on the bus. This would benefit students with busy schedules because their computer work would be totally portable. If every teenager had their own laptop, many family arguments would end. Families fight over who gets to use the computer during different times, and students who need the computer for homework wouldn't have to argue with their parents or siblings over a shared computer. The final reason teenagers should have their own laptops is for entertainment. Students can watch Netflix, play games, and go on social media. This can teach teenagers responsibility because they have to manage their time and decide the most important use of their laptop.

Family vegetable gardens are beneficial because they limit the amount of money people need to spend on vegetables during the summer months. Even though stores aren't getting this money, people benefit because they save their money for more important or fun things. Having your own garden also ensures that your vegetables are not tainted with preservatives. Some preservatives are harmful and some are just unhealthy, so having your own garden is one way to avoid these problems. The last reason to have a vegetable garden is because it encourages the outdoors. Gardens require work such as pulling weeds, watering, and picking the veggies. This can ensure we are getting the sunlight and fresh air necessary to living a healthy lifestyle. Each family should have their own vegetable garden because it is overall healthier and more beneficial than buying vegetables from the grocery store.

Lesson 4A
Outlining for Cause and Effect Paragraphs Activity, Grade 9/10, Approx. 40-45 minutes

Standards addressed:
9.7.2.2.a *Introduce a topic; organize complex ideas, concepts, and information, to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
9.7.5.5. *Use a writing process to develop and strengthen writing as needed by planning, drafting, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Objectives:
At the end of this lesson, students will be able to:

- outline topics and ideas using a graphic organizer.
- structure a cause and effect paragraph

Materials:

- Graphic organizer template (*Adapted from Kathleen T. McWhorter's Reflections: Patterns for Reading and Writing*).
- Slips of paper or popsicle sticks, each with a cause written on them.
- A bowl, hat, can, or other container for the slips to be in for students to grab from.

Procedure:

1. Introduce lesson about outlines. (5-10 minutes) Possible things to discuss are:
    a. The importance of organization of writing and how it pertains to the writing process.
    b. Discuss the graphic organizer we will be using for this kind of writing. (There should be two handouts for each student of the adapted graphic organizer for cause and effect paragraphs/papers; one for use for this lesson/activity and one for student's future reference)
    c. Discuss a 3.8 paragraph and how that correlates to the organization (3.8 outline).
2. As a class, go through a practice topic and graphic organizer to demonstrate how to do one. (10 minutes)
3. Each student will then be given a cause topic, chosen from a hat by the student, which they will use to create a cause and effect outline using the provided handout. There should be enough topics for students to switch if they are not comfortable with their chosen topic. (5 minutes)
4. Students will be given the majority of class time to think about their topic and create a graphic organizer of a cause and effect paragraph (30 minutes). Students will be limited to having between one and three effects of their cause due to complexity.

Assessment:
Students will turn in their graphic organizers at the end of class. These graphic organizers will be a low-stakes assessment to interpret if students are on track with the objective. The criteria for assessment are as follows:
✓+ : The graphic organizer was complete, meaning all necessary boxes were filled out. Each box had the appropriate information within each box (e.g. the topic sentence or intro to paragraph was in the introduction box; the concluding statement was in the conclusion box, and so on). All information and ideas follow the topic appropriately. (3 pts).
✓ : The graphic organizer was complete. Each box may have the appropriate information, but some possible confusion of which box the information should be placed was noticed. Most of the information and ideas follow the topic appropriately. (2 pts).
✓- : The graphic organizer was partially complete. Boxes have some information and ideas within but may not be pertinent to the topic or in incorrect boxes. Ideas are not always on track or too broad. (1 pt).
0 : Assignment was not completed or partially completed with no intentions of working towards the finished goal. Information was incomplete or absent. Boxes were not filled out or entirely incorrect. Topic and/or ideas are not organized or put on paper well or were absent.

Citation: Graphic organizer handout was adapted from Kathleen T. McWhorter's *Reflections: Patters for Reading and Writing*, page 543.

Attachments:
- Graphic organizer template (*Adapted from Kathleen T. McWhorter*)
- List of 40 cause topics for a cause and effect paragraph

Seasons changing

Rumors

Forgetting to homework

Earth rotates

Don't study

Shoplifting

Having a pet

Raining

Staying up late

Texting and driving

Playing video games

Using social media

Cyberbullying

Smoking

Eating Healthy

Exercising

Waking up early

Recycling

Reading a book

Learning another language

Going to the doctor

Trying new kinds of food

Experiencing a new culture

Teasing/harassment

Having a job

Taking notes in class

Listening to music

Getting good grades

Having a cell phone

Being in a club or sport

Sneaking out

Going to a party

Dating

Skipping school

Failing an exam

Playing outside

Peer pressure

Plagiarism

Volunteering at a homeless shelter

Going to a museum

Lesson 4B
General Outlining Paragraphs Activity, Grade 9/10, Approx. 45-50 minutes

Standards addressed:
9.7.2.2.a. *Introduce a topic; organize complex ideas, concepts, and information, to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
9.7.5.5. *Use a writing process to develop and strengthen writing as needed by planning, drafting, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

Objectives:
At the end of this lesson, students will be able to:

- demonstrate how to outline topics and ideas using an idea web and standard outlining.

Materials:

- Handout on standard outlining format.

Procedure:

1. Introduce the class to idea mapping or webbing. Go through a brief example of how this should be done in correlation to the activity they will be doing. Teach idea webbing to be free and allow for anything to come up. (See example of an idea map/web) (10 minutes)
    a. In the demonstration, start with a word or phrase, something random. And start mapping out ideas. Show interconnections and continue to brainstorm ideas.
2. After a good, brief demonstration is done, have students take the time to do some brainstorming on their own. (15-20 minutes)
3. Once the students are done mapping out some ideas, distribute the outlining format handout. Demonstrate, using one of the mapped out ideas, how to take a topic and outline it using the outline handout. The students should do this along with you so they have guided practice. (20 minutes)

Assessment:

At the end of the period, students will complete an exit slip asking two questions:

1. Name one thing you learned about outlining today that will help you with your paragraph?
2. What about outlining are you still confused about?

For question one, we hope the students respond with an answer that follows along the lines of: "I understand the formatting of an outline," "I know how to organize my ideas," or "I understand the structure of how my paragraph should be."

For question two, anything that responds opposite to what the teacher is looking for in question one, are things that need to be retaught because these are the things students still aren't comprehending.

Attachments:

- Example of an idea map/web
- Outlining format handout

Format for Formal Outlining for a 3.8 Paragraph:

I. Thesis Statement (Topic Sentence)

II. First Main Point

    A. Supporting Detail

III. Second Main Point

    A. Supporting Detail

IV. Third Main Point

    A. Supporting Detail

V. Conclusion (Revisiting the Thesis)

Student Example of a Formal Outline of a 3.8 Paragraph:

I. Flowers need sunlight, water, and dirt to grow.

II. Sunlight allows flowers to grow.

    a. Flowers use sunlight for nutrients, which makes their stems, leaves, and petals stronger.

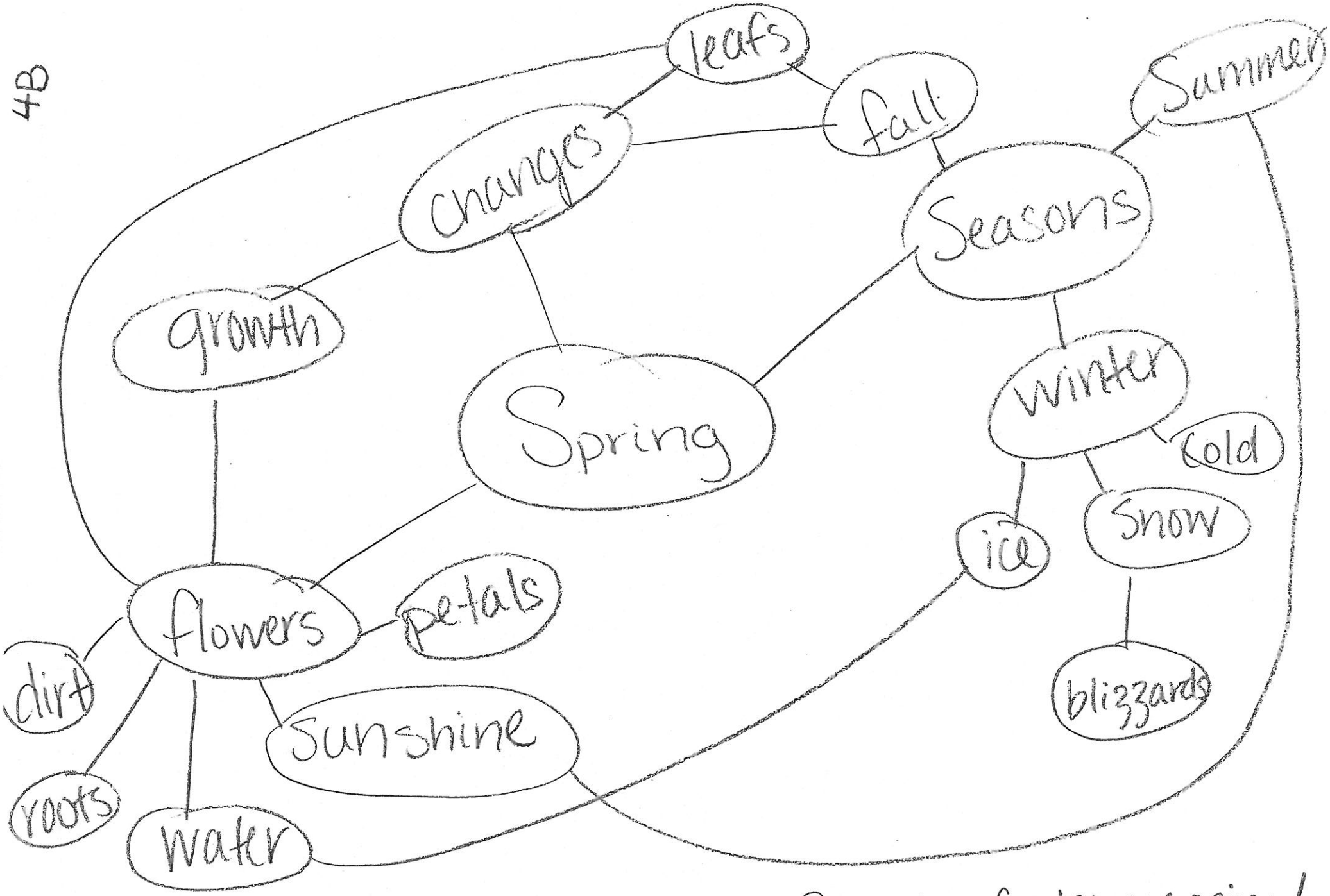
III. Flowers develop better when they have enough water.

    a. When flowers don't get enough water, they shrivel up and start to die.

IV. Flowers require dirt to take root

    a. A flower's roots need dirt to hold on to and absorb water and nutrients in the dirt.

V. For a flower to grow well, they need these very important ingredients.



Example of idea mapping/
idea webbing

Lesson 5A
Cause and Effect Transitional Words, Grades 9/10, 50-minute class period

Standards:
9.7.1.1.c. *Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
9.7.4.4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Objectives:
At the end of this lesson students will be able to:
- List transitional words/phrases for a cause and effect paragraph
- Create sentences using the transitional words/phrases

Materials:
- Index cards with causes and effects on them
- Cause and Effect Sheet (**Attachment A**)
- Overhead or doc cam (optional)

Procedure:
Introduction (5 min)
- Bell ringer
  - Students will be asked to write three main points from their chosen topic and outline that was assigned the day before
  - They will turn in their bell ringers to the teacher
  - The teacher will look them over during the activity and make note if any student needs extra attention

Activity (20-25 min)
- The teacher will either pass out the Cause and Effect sheet to each student or put it up on the overhead/doc cam
- Then, explain the activity
  - Students will be given a card with either a cause or effect on the card
  - Then students will mingle with the class to identify their correct match
  - Once everyone has a match, the students will go around reading off their causes and effects
  - The teacher will have a list in front of her of the correct causes and effects and give them thumbs up or thumbs down
  - If they get thumbs up, they can sit down; if they get thumbs down, the students will re-mingle until they find a new match
  - Repeat this process until everyone has their correct match
- Once everyone has their correct partner, the teacher will inform the duos to use some of the connecting phrases found on the Cause and Effect sheet to create sentences
  - Encourage them to create as many as they can that make sense (at least 2)

- Once every duo has a couple sentences written down, go around the room and have them share a few of theirs
- Assign Assessment

After students finish their assessment, they can work on drafting their paragraphs or editing their paragraphs with the remainder of the class period

- They can work individually or in peer-review groups

Formative Assessment:
Students will individually write and turn in four cause and effect sentences using four different cause and effect transitional words/phrases for each sentence. The sentences must be different than the ones created in class during the activity. They can make up the sentences or include sentences they want to use in their paragraph. They will be graded on the following scale:

√+ - Student correctly wrote 4 sentences with a cause and effect transitional word/phrase that made sense

√ - Student used cause and effect transitional words/phrases in their sentences, but not all of them fit correctly with the content of the sentence in a way that makes sense

√- - Student is struggling with using cause and effect transitional words/phrases. Their sentences don't use them correctly

Differentiation:
ELL: ELL students will be partnered with a student who can help them with the writing of the sentences and making sure the wording is correct

Gifted: Gifted students can be encouraged to write more than 4 sentences – They can choose 4 different transitional words/phrases and write 4 sentences for each one

Citation:
Inspiration for this lesson came from a couple different lessons on cause and effect found at NCTE (National Council of Teachers of English

Attachment A

Cause and Effect Transition Words

accordingly	since
as a result	so
consequently	therefore
hence	thus
then	because
due to	for
for this reason	resulting
are due to	the consequence of
owing to	one effect of
this is because	as/
the effect of	as a consequence

Lesson 5B
Cause and Effect Transitional Words, Grades 9/10, 50-minute class period

Standards:
9.7.1.1.c. *Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
9.7.4.4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Objectives:
At the end of this lesson students will be able to:
- List transitional words/phrases for a cause and effect paragraph
- Rewrite a paragraph including cause and effect transitional words/phrases

Materials:
Copies of the paragraph missing cause and effect transitional words/phrases (**Attachment B**)

Procedure:
The teacher will begin class by saying that we are going to spend some more time on the cause and effect transitional words/phrases

Activity
- Have the students partner up (groups of 2)
- Hand every duo a copy of the paragraph missing the cause and effect transitional words/phrases
- One of the partners will read the paragraph out loud to the other partner
- The students should realize how wrong the paragraph sounds without the cause and effect transitional words/phrases
- Instruct the students to work with their partner to go back and rework the paragraph to include the cause and effect transitional words/phrases

Students can use the rest of class time to work on drafting their paragraphs or editing their paragraphs
- They can work individually or in peer-review groups

Formative Assessment:
Students will turn in their rewritten paragraphs and be graded on the following scale:

√+ - Student recognized where cause and effect transitional words/phrases needed to be inserted and inserted a variety of ones that made sense

√ - Student recognized most of the places where cause and effect transitional words/phrases needed to be inserted and inserted them, but stuck with the same one or two words/phrases

√- - Student struggled to see where cause and effect transitional words/phrases were needed

Differentiation:
ELL: ELL students will be partnered with a student who can help them with the rewriting of the paragraph and wording

Gifted: Gifted Students can be partnered together and asked to rewrite the paragraph inserting cause and effect transitional words/phrases where needed without repeating any of the ones they use

Citation:
Inspiration for this lesson plan came from William Lewandowski and the sample paragraph was written by Paige Hanson

Cause and Effect

Read the following paragraph to your partner. What is missing? You and your partner will rework this paragraph adding cause and effect transitional words/phrases to help make the paragraph make sense.

Brandon finished his homework in class instead of goofing around. He finished his homework during class, Brandon had more free time in his study hall. Brandon had more free time in his study hall, he was able to complete his homework for all his other classes during this time. During his study hall Brandon got all his homework done; he was able to go to the baseball field with this friends after school. As you can see, getting your homework done during class time allows you to do fun activities after school.