**Guided Reading Lesson Plans**

Teacher: \_\_\_Bisceglia\_\_\_\_\_\_\_\_  Book: **New $100 Bills Are High-Tech** Level: \_\_60\_\_\_Focus: \_\_\_Cause and Effect

Standard(s):  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| *Resources* | NO SCHOOL | Star 360 Article- New $100 Bills Are High-Tech  Cause and Effect Graphic Organizer  Printed Article | Star 360 Article- New $100 Bills Are High-Tech  Cause and Effect Graphic Organizer  Printed Article | Star 360 Article- New $100 Bills Are High-Tech  Cause and Effect Graphic Organizer  Printed Article | Field Trip |
| ***Introduction***  *Learning*  *Objective* |  | Students will be able to find cause and effect relationships in an article by highlighting the cause and the effect and explaining how the cause leads to the effect. | Students will be able to find cause and effect relationships in an article by highlighting the cause and the effect and explaining how the cause leads to the effect. | Students will be able to find cause and effect relationships in an article by highlighting the cause and the effect and explaining how the cause leads to the effect. |  |
| ***Before Reading***  *Direct*  *Instruction*  *Modeling*  *Vocabulary* |  | Review Cause and Effect Poster  **Vocabulary**   * Features * Prevent * Counterfeiters * Confident | Review Cause and Effect Poster  **Vocabulary**   * Features * Prevent * Counterfeiters * Confident | Review Cause and Effect Poster  **Vocabulary**   * Features * Prevent * Counterfeiters * Confident |  |
| ***During Reading***  *Guided Practice Independent*  *Practice* | NO SCHOOL | **Students will** read the article and highlight the cause using a yellow highlighter and effect using a pink highlighter. Students will write down the different cause and effect relationships they have found on their graphic organizer.  **Teacher will** listen into students reading asking comprehension questions. | **Students will** read the article a second time and make any necessary changes to their high lighting. Students will then take the quiz.  **Teacher will** listen into students reading asking comprehension questions. | **Students will**  read the article for a third time making sure that they can put their sentence into the sentence frame  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_ so\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher will** listen into students reading. | Field Trip |
| ***After Reading*** *Discussion* |  | Students will share with the group the different cause and effect relationships they found in the article. Group members will discuss if these are in fact cause and effect examples by using the key words because and so.  **Discussion Questions**   * What clue words help us to determine cause and effect relationships? * How does the cause lead to the effect? * Do you agree with your classmate? Why or why not? * What caused the FEDs to put these safety tools into $100 bills? Use the text to support your answer. | Students will discuss any changes they made to their cause and effect graphic organizer from the day before.  **Discussion Questions:**   * What changes did you make? * Why did you make these changes? * Do you agree with your group mate? Why or why not? | Students will use their cause and effect graphic organizer to help them complete the article quiz. |  |
| ***Independent***  *Formative*  *assessment*  *Application* |  | Students will complete the third assignment by explaining the Cause and Effect they highlighted and explaining how the cause leads to the effect. | Students will update their graphic organizer making sure that everything they have highlighted are cause and effect events. | Students will complete the assessment independently. |  |