

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1



# Sequels

Brittany Cruz

4th Grade

August 4, 2016

## Rationale

In fourth and fifth grade, students are to be proficient in certain standards that demonstrate understanding of characters in stories and cause and effect relationships. We want to see the story through the eyes of the main character but are only able to when we understand their interpretation of and reaction to the events in the story. We can predict what they might do next based off the cause and effect of events taken place throughout the story and continue the story by creating sequels. Sequels become the intersection of events from the previous story and personality of the main characters. The action in the first story becomes the "what if" while the sequel becomes the "so then".

The ELA literature standard RL 4.3 says "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). When students are able to use these elements appropriately while continuing a story through a sequel you can say that they have accomplished this standard. They show not only that they understand the character, setting, problem, and solution, but also that they understand how one event or action led to another.

We focused on the unit question, how does cause and effect enable predictions? Cause and effect happens in every content area as well as in life. Decisions that we make effect the outcome. We can take events to predict what might happen based on reasonable effects in weather, in cycles, over time, with money, and other patterns.

## Differentiation

Since the students that the lessons were intended for gifted students that are going to the fourth grade, the lessons were written to assess higher learning and understanding. This means that many of the questions were very thought provoking and called for multiple right responses. However, we know that students still work differently, learn differently, and come need with different gifts.

For some of the lessons, we changed the environment for which students came to in order to learn. For example, we moved into the hallway to display the work of Harris Burdick. This was supposed to symbolize a museum demonstration of the Missing Author's work. Students walked throughout the hall looking at different exhibits and answering questions about one of the pictures in order to gain details about what a story could have been like for the illustration. We also set our classroom up in a way that looked like a game show while intending to play on the game show "What Comes Next?"

Students were able to choose pictures from the Harris Burdick files to write a story about while creating their own characters, setting,

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

problem, and solution based on the illustrations. Before writing, many students tried to connect the pictures as if they were chapters of a book, or apart of a series. These led students to collaborating with others to make sure their characters were named the same, settings connected, and problem and solution led to other events in a cause and effect relationship.

## Gifted Population

The students that fed into the sequels class were all Caucasian American with two students being bi-racial. The students came with a lot of background knowledge and thinking skills. They were all gifted in either math or reading. Many students came from schools that are well known for being a school that is academically proficient or close to being with less free and reduce lunch than the majority in DPS. These students have a lot of experience with real world advantages such as field trips, traveling outside of the community, flying, reading informational material such as newspapers, speaking with their parents about real world issues, etc.

Because the students have so much knowledge, they were prepared and ready to discuss cause and effect issues and predict what could come next. They were able to apply skills, evaluate their thinking and that of others without being told to and critique thoughts without hurting others.

Even though I thought I chose stories to review that student would not be as familiar with, they surprised me. At least  $\frac{1}{3}$  of the class was familiar with The Mystery of Harris Burdick and Tuck Everlasting. This made it that much easier for discussion of the plot and creating sequels. Matter fact, the students were so grateful to be learning about sequels and writing them, they poured out many novels, stories, and films that they wish their were sequels for already. This caused for a lot of writing and creations.

## **Goals**

### **Content Goal**

**Goal 1: To describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

*Students will be able to:*

- a) Analyze the character, setting, and plot of a story*
- a) Determine the cause and effect in a story*
- b) Make inferences as to what happens and why it happens*
- c) Use cause and effect to enable predictions*

**Goal 2: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

- a.) Create an original ending to a story*
- b.) Create narratives using descriptive details and sequence events*

### **Process Goals**

**Goal 3: Analyze why certain events take place in a story and predict the outcome.**

- a) Explain and evaluate the character's personality and actions*
- b) Predict how the character's actions will effect other characters and actions*

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

## **Concept Goals**

### **Goal 4: Understand the concept of predictions**

*a) Use cause and effect to enable predictions*

*b) Predict the outcome of situations*

## Assessment and Performance Task

*Throughout the lesson, students were assessed by writing to continue stories that did not have a solution to a problem or had more than one possible solution. They were able to be creative with their ending while still keeping in mind the main character, their personality, and their actions to determine how they would solve the problem or create a new problem. Students created stories for the Harris Burdick illustrations, and they wrote short sequels for the story Tuck Everlasting after viewing the original film.*

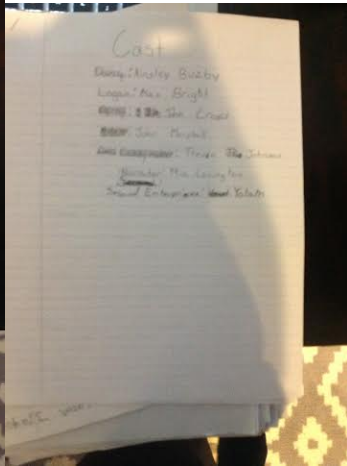
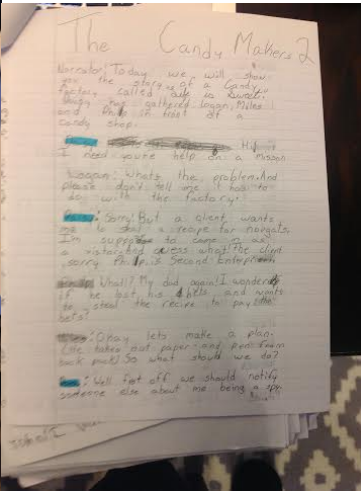
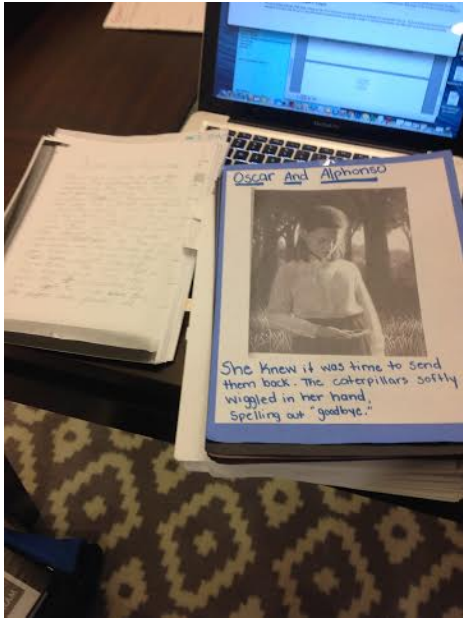
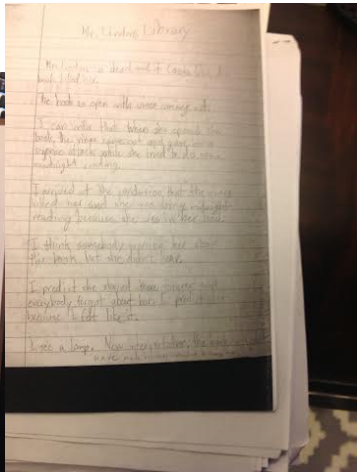
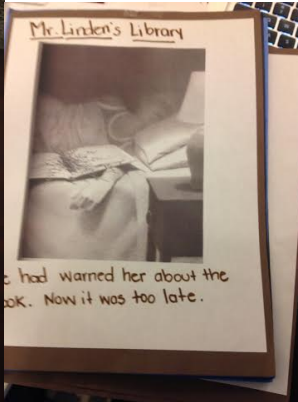
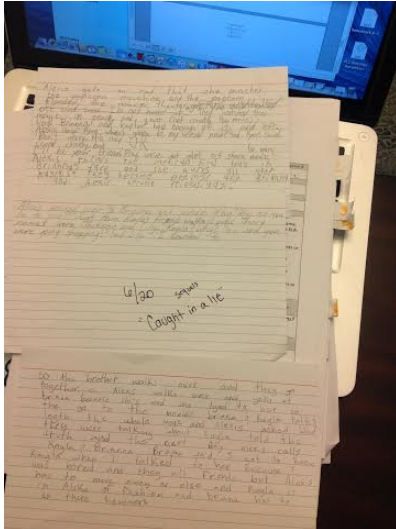
*They completed their final assessment using the following performance task to assess their application of new skills and knowledge.*

*“You are a film writer for Spark Movie Company. The director of the company has decided to create a sequel for a popular movie. They have not determined which movie, but have asked their scriptwriters to create such a sequel. Choose popular children movies to which you would like to write the sequel. Develop a creative sequel that continues the characters’ journal. The directors will choose the movie that will most likely depict the main characters’ perspective and point of view.”*

*In order to write the sequel, students had to demonstrate understanding of the characters, plot, the problem, and the solution in order to predict what would happen in a sequel.*



Brittany Cruz  
 8-4-16  
 Unit Lesson Plan  
 EDU 622:1





Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

## Unit Lessons 1-4

<b>TEACHER NAME</b>		<b>Lesson #</b>
B. Cruz		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Visual Thinking	ELA	4
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Predictions		Sequels
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> <li>· <b>CCSS.ELA-LITERACY.RL.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> <ul style="list-style-type: none"> <li>· <b>CCSS.ELA-LITERACY.W.4.3.B- Use dialogue and description to develop experiences and events or show the responses of characters to situations.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.C- Use a variety of transitional words and phrases to manage the sequence of events.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.D- Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.E- Provide a conclusion that follows from the narrated experiences or events.</b></li> </ul> </li> </ul>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<b><i>Cause and effect enable predictions</i></b>		<b><i>How does cause and effect enable predictions?</i></b>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<b>Students will know:</b> <ul style="list-style-type: none"> <li>· A series is a set of books, television</li> </ul>		Students will be able to:

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

<p>episodes, or articles that involve the same characters or subject.</p> <ul style="list-style-type: none"> <li>· A series usually requires a sequence where events or episodes happen one after the other.</li> <li>· Cause is why an event happens and effect is the result of an event</li> <li>· Prediction is a statement about what could happen or might happen in the future</li> <li>· Sequel is a follow up or a continuation to a text, video, etc. created before</li> </ul>	<ul style="list-style-type: none"> <li>· Analyze the character, setting, and plot of a story</li> <li>· Determine the cause and effect in a story</li> <li>· make inferences as to what happens and why it happens</li> <li>· Create an original ending to a story.</li> <li>· Create narratives using descriptive details and sequence events</li> </ul>
---	---

**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>· How does sequence relate to cause and effect?</li> <li>· What is a series?</li> <li>· What is a sequel?</li> <li>· How do you make a prediction?</li> <li>· How does predictions and sequels relate?</li> <li>• How did you come up with your ending?</li> <li>• What clues from the story and real life did you use?</li> <li>• How did one event affect another event?</li> <li>• What can you infer about the character based off their reactions of previous events</li> <li>· <i>What books, stories,</i></li> </ul>	<p style="color: red; text-align: center;"><b>All questions are geared to the story <u>Finders Keepers</u>.</b></p> <p>§ In the story Finders Keepers, another reason the characters may be keeping quiet is because...</p> <p>§ What do you think the characters will do next? Why?</p> <p>§ How do you think keeping the wallet will impact the two characters?</p> <p>§ How might it impact the person that lost it if the</p>	<p>§ How does cause and effect enable predictions?</p> <p>§ How are you able to write a sequel for a story that you have read?</p>

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

<p><i>movies do you know that have more than one part to it?</i></p> <p><i>Next questions are for <u>Diary of a wimpy kid</u></i></p> <ul style="list-style-type: none"> <li>· How did the sequel to the first movie begin?</li> <li>· Why did it begin this way?</li> <li>· What else do we need to know about the first movie in order to understand the sequel?</li> </ul>	<p>characters keep the wallet?</p> <p>§ What would you do in the situation of finding a wallet? Why?</p> <p>§ If the two characters disagree at a way to solve the problem at the end of the story, what could they do to come up with a solution?</p> <p>§ What would you do now that the owner has been identified in the wallet?</p> <p>§ What do you think the characters will do now?</p>	
---	--	--

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	<p><b>Vocabulary recording can be done in a way that promotes retention and application best for students. This may include visuals/ drawings, frayer model, sentences, antonyms/synonyms , foldables, etc...</b></p>		<p><b>Partner activities for Reading and working through <u>Finders Keepers</u></b></p> <p><b>Whole group for engagement</b></p> <p><b>Independent work for engagement story <u>Caught in a Lie.</u></b></p>

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

			<b>Visual aids and videos for engagement and vocabulary</b>

<b>PLANNED LEARNING EXPERIENCES</b>
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p><b>Engage and Connect</b> - <i>This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</i></p> <p>(The students will walk into the classroom that will be set up as a game show where the teacher will be wearing a badge and a game host jacket.) The teacher will introduce the students to the setting by saying "<i>Welcome to the game show <u>What happens next?</u></i>" Explain to them the directions of the game:</p> <ul style="list-style-type: none"> <li>- <i>Find your station with your name located at it and remain quiet to hear the directions of the game. (4 students at most in each group, hopefully no more than 4 groups)</i></li> </ul> <p><i>(Using a pre-recorded voice or simply speak the following rules to the game) (Each student in the groups should have a role...time keeper, speaker, score keeper, answer recorder)</i></p> <ul style="list-style-type: none"> <li>- <i>You will watch a short video clip of an event that is taking place. Immediately following the event, the question "What will happen next?" will pop up along with 3 answer choices. (The teacher may choose not to show the answer choices at all in order to prevent limiting students predictions).</i> <a href="https://www.youtube.com/watch?v=W5ExZGQ9hel">https://www.youtube.com/watch?v=W5ExZGQ9hel</a></li> <li>- <i>The video will be paused and you and your group must discuss what you believe will happen next and justify the prediction that you make. You will have 30 seconds.</i></li> <li>- <i>When the time goes off, the first team to hit there buzzer will have the opportunity to share their prediction and justification.</i></li> <li>- <i>The video will be resumed, if you are correct then then your team gets the point, if not we will move on to the next clip and continue the game.</i></li> </ul>

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

During the game ask students questions such as :

- What do you see?
- What makes you think that will happen?
- How is your prediction reasonable?
- What could cause that to happen?
- What evidence helped you come to that conclusion?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

When the game is over, give students the story **Caught in a lie** (3<sup>rd</sup> grade) (What will happen to Brianna and Alexis' friendship?)

Students will read over it quietly and then they will come up with an ending for the story by making a prediction using the events that took place.

Ask the students or have them discuss with a partner the following questions:

- *How did you come up with your ending?*
- *What clues from the story and real life did you use?*
- *How did one event affect another event?*
- *What can you infer about the character based off their reactions of previous events?*

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Ask the students to share with a partner; *what books, stories, movies do you know that have more than one part to it?* After students have shared, call on students to share out. Write these stories and movies on the board. Then explain to the students that these are sequels.

Show the book series "Diary of a Wimpy kid". Then show the ending clip of the first movie and the beginning of the second movie.

[https://www.youtube.com/results?search\\_query=diary+of+wimpy+kids+movie+ending](https://www.youtube.com/results?search_query=diary+of+wimpy+kids+movie+ending)  
[https://www.youtube.com/results?search\\_query=diary+of+wimpy+kids+2nd+movie+beginning](https://www.youtube.com/results?search_query=diary+of+wimpy+kids+2nd+movie+beginning)

Ask the students the following questions:



Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

- How did the sequel to the first movie begin?
  - Why did it begin this way?
- What else do we need to know about the first movie in order to understand the sequel?

I often look forward to sequels for many stories!

Introduce sequels to the students by telling them that *we will be writing sequels to some popular stories and movies that exists today*. Ask the students to tell *what they know about sequels and create a word splash on chart paper for the students to see*.

The students may write down things they know on a sticky note and post it on the word splash instead.

Then ask the students to discuss with a partner in a **partner talk**:

Suns explain *why they think sequels are created* and moons *explain how they believe sequels are created*? Call on students to share out their answers.

The teacher will explain what a sequel is. It is *a published, broadcast, or recorded work that continues the story or develops the theme of an earlier one. It is something that follows as a continuation, especially a literary, dramatic, or cinematic work whose narrative continues that of a preexisting work* ( <http://www.thefreedictionary.com/sequel> )

*It is a book, movie, etc., that continues a story begun in another book, movie, etc. It is something that happens after and usually as a result of a previous event* ([www.merriam-webster.com](http://www.merriam-webster.com))

Explain that in order for a sequel to be developed, the writer must first understand the characters and there perspectives, the setting, the plot and the events that impact one another in order to make a prediction about what could possibly happen next.

Introduce the key vocabulary for the lesson using the attached power point slide show and video clips.

**§ Series**

**§ Cause and effect**

**§ Character-** the way someone thinks, feels, and behaves that may set them apart from others, someone's personality

**§ Perspective-** the ability to understand what is important and what isn't; a way of looking at or thinking about something

**§ Event-** something (especially something important or notable) that happens

**§ Plot-** a series of events that form the story in a novel, movie, etc.

**§ Prediction**

Have students repeat words after you as you say them and then the teacher say the



Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

words and explain what they are. The students will create a foldable to record and retain the words and their meaning after the teacher goes over them. **These word are key will be used throughout the unit.**

Bring the students back together and place them in groups of 3. Tell them that they are going to read **Finders Keepers**. Tell the students *as we read; we will be interacting with the story*. Give each student about 2 sticky notes and explain that the sticky notes are for ideas that come to mind at certain parts of the story. Give them 2 index cards, one big and the other small. The small index card is for the question in the middle of the story:

***Another reason they may be keeping quiet is because?***

And the big card is for analyzing the story by describing the characters, setting, and plot while reading.

After reading the story, Come back together as a whole group. Discuss the characters and the story's ending.

Ask the following questions:

- § How do you think keeping the wallet will impact the two characters?
- § How might it impact the person that lost it if the characters keep the wallet?
- § What would you do in the situation of finding a wallet? Why?
- § If the two characters disagree at a way to solve the problem at the end of the story, what could they do to come up with a solution?
- § What would you do now that the owner has been identified in the wallet?
- § What do you think the characters will do now?

Ask students to brainstorm things that might happen next in the story and how they came to that conclusion. *How would they continue the story?* Add this to a chart for the story. (This can be done with a partner.)

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Allow students to continue the story by writing a part 2 known as the sequel down on paper. The sequel can be written as a narrative or as a script for a play/movie. Remind them to think of the characters we met in the first story and the problem that occurred in the story while predicting what will take place next.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment*

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

*strategies.*

Right before ending the lesson for the day, Ask students:  
 § *How were you able to write a sequel for a story that you have read?*  
 § *How does cause and effect enable predictions?*  
 Students will write their answers on a twitter bird and will be posted on a twitter page  
 (Chart) titled “**Sequel this...**”

TEACHER NAME		Lesson #
B. Cruz		2
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking	ELA	4
CONCEPTUAL LENS		LESSON TOPIC
Prediction		Sequels
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<ul style="list-style-type: none"> <li>· <b>CCSS.ELA-LITERACY.RL.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</b>CCSS.ELA-LITERACY.W.4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.B- Use dialogue and description to develop experiences and events or show the responses of characters to situations.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.C- Use a variety of transitional words and phrases to manage the sequence of events.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.D- Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.E- Provide a conclusion that follows from the narrated experiences or events.</b></li> </ul>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Cause and effect enable predictions		How does cause and effect enable predictions?

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

<b>CONTENT KNOWLEDGE</b> (What factual information will students learn in this lesson?)		<b>PROCESS SKILLS</b> (What will students be able to do as a result of this lesson?)	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>· A series is a set of books, television episodes, or articles that involve the same characters or subject.</li> <li>· A series usually requires a sequence where events or episodes happen one after the other.</li> <li>· Cause is why an event happens and effect is the result of an event</li> <li>· Prediction is a statement about what could happen or might happen in the future</li> <li>· Sequel is a follow up or a continuation to a text, video, etc. created before</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· Analyze the character, setting, and plot of a story</li> <li>· Determine the cause and effect in a story</li> <li>· make inferences as to what happens and why it happens</li> <li>· Create an original ending to a story.</li> </ul> <p>Create narratives using descriptive details and sequence events</p>	
<p><b>GUIDING QUESTIONS</b></p> <p><i>What questions will be asked to support instruction?</i></p> <p><i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>			
<b>Pre-Lesson Questions:</b>		<b>During Lesson Questions:</b>	
<ul style="list-style-type: none"> <li>· What do you see?</li> <li>· What do you notice?</li> <li>· What can you infer?</li> <li>· How did you arrive at the conclusion?</li> <li>· What do you think happened before this? Why?</li> <li>· What can you predict might have happened after this? Why?</li> <li>· What else do you see?</li> <li>· What are some other interpretations of the picture?</li> </ul>		<ul style="list-style-type: none"> <li>· How does cause and effect relate to predictions?</li> <li>· How does making predictions lead to sequels?</li> <li>· How would you describe Mr. Burdick? Why?</li> <li>· What can you tell about him through his pictures?</li> <li>· Why do you think his stories only had one line and a title?</li> <li>· What do you think</li> </ul>	
		<b>Post Lesson Questions:</b>	
		<ul style="list-style-type: none"> <li>· How were you able to create a story from a photo and title?</li> <li>· How does cause and effect enable predictions?</li> </ul>	

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

	<p>happened to Mr. Burdick?</p> <ul style="list-style-type: none"> <li>· Why did he leave his photos if he knew he wouldn't be back?</li> <li>· Based off what you have concluded about Mr. Burdick, how do you think he might his stories to be continued or written?</li> <li>· How could these stories be written as a series?</li> </ul>	
--	--	--

**DIFFERENTIATION** *(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	Collaboration Discussion		Small group Whole group Independent work

**PLANNED LEARNING EXPERIENCES**  
*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will be given the following directions as they enter the hallway. The directions will also be visible at the beginning and end of the hall for them to refer back to. They are as follows:

***You are a visitor at a recently abandoned mansion where photos from the Mysterious Harris Burdick have been found. As you walk around, closely observe the photos and answer the following questions on the sheet posted on your clipboard.***

- *What do you see?*
- *What do you notice?*
- *What can you infer?*
- *How did you arrive at the conclusion?*

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

- *What do you think happened before this? Why?*
- *What can you predict might have happened after this? Why?*
- *What else do you see?*

Once you have gone over directions, allow the students to begin. After about 7 minutes, call students back to their seats and discuss the information they gathered by having a student begin with pointing out their chosen photo and answering the questions. When he/she is done, the teacher will ask the following question.

- **What are some other interpretations of the picture?**

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Tell students that they will partner up in groups of 2 or 3 based off having similar photos to brainstorm a story outline for the photo. What do you see in the photo? What else do you notice? How does the photo relate to the title and the introductory line? Think about the character(s), setting, and plot.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Ask the students the following questions:

- How does cause and effect relate to predictions?
- How does making predictions lead to sequels?

Give the students the excerpt from the story "The Mystery of Harris Burdick" Tell the students to read the story. After reading ask the following questions:

- How would you describe Mr. Burdick? Why?
- What can you tell about him through his pictures?
- Why do you think his stories only had one line and a title?
- What do you think happened to Mr. Burdick? What evidence led to your prediction?
- Why did he leave his photos if he knew he wouldn't be back?
- Based off what you have concluded about Mr. Burdick, how do you think he might want his stories to be continued or written?
- How could these stories be written as a series?

*Now that we have an idea of how Mr. Burdick creates his stories, We can use some of his inspiration while creating stories for his pictures.*

Introduce the students to the mystery cube organizer. Explain how this organizer is used and how it can help us plan out our story's setting, characters, the mystery, clues, and solution. With the students model using the organizer to create a storyline for one of the photos. (Students will not be able to use

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

this photo for their own work.)

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new way

Explain to the students that as *detectives*, your job is to unravel the mystery from one of the photos left behind. You must write a creative mystery that goes with the image. You will begin by brainstorming using the mystery cube organizer. Do not tell anyone which photo and story line you have chosen to write about at this point.

Students will brainstorm using a mystery cube planning sheet where they will lay out the setting, mystery, characters, clue, and solution. (15-25 minutes)

Before students begin writing, explain that *once their stories are written, they will be read aloud to the class and the other students will be responsible for figuring out which image from the book their story represents.*

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will use their Mystery Cube to write their story that will accompany one of Mr. Burdick’s photos.

Remind students that *once their stories are written, they will be read aloud to the class and the other students will be responsible for figuring out which image from the book their story represents.*

**Before ending the lesson students will answer this in a ticket out the door:**

How were you able to create a story from a photo and title?

<b>TEACHER NAME</b>		<b>Lesson #</b>
Cruz		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	English language Arts	4
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

Predictions	Sequels
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>	
<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RL.4.3-</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <b>CCSS.ELA-LITERACY.W.4.3-</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● <b>CCSS.ELA-LITERACY.W.4.3.B-</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>● <b>CCSS.ELA-LITERACY.W.4.3.C-</b> Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>● <b>CCSS.ELA-LITERACY.W.4.3.D-</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● <b>CCSS.ELA-LITERACY.W.4.3.E-</b> Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Cause and effect enable predictions</i>	<i>How does cause and effect enable predictions?</i>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>	<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>· A series is a set of books, television episodes, or articles that involve the same characters or subject.</li> <li>· A series usually requires a sequence where events or episodes happen one after the other.</li> <li>· Cause is why an event happens and effect is the result of an event</li> <li>· Prediction is a statement about what could happen or might happen in the future</li> <li>· Sequel is a follow up or a continuation to a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· Analyze the character, setting, and plot of a story</li> <li>· Determine the cause and effect in a story</li> <li>· make inferences as to what happens and why it happens</li> <li>· Create an original ending to a story.</li> <li>· Create narratives using descriptive details and sequence events</li> </ul>

text, video, etc. created before		
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>· What are other causes of that effect?</li> <li>· What are other impacts of the cause that you have selected?</li> <li>· How could your effect impact another event?</li> <li>· What is relationship between cause and effect and predictions?</li> </ul>	<ul style="list-style-type: none"> <li>· What causes the Tucks to kidnap Winnie?</li> <li>· Why do the Tucks believe the spring water is magical?</li> <li>· How is Winnie more like the Tuck family than her own family?</li> <li>· If you could talk to Winnie, what would you tell her about being with tucks? Why?</li> <li>· What motive does Mae have for killing the man in the yellow suit? How would you defend or prosecute her?</li> <li>· What might happen if Mae goes to the gallows? What evidence enables you to make that prediction?</li> <li>· What might have happened if the man in the suit did not die? What evidence enables you to make that prediction?</li> <li>· How might the story be different if Winnie drank the water? What evidence enables you to make that prediction?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How did you use cause and effect to create your sequel?</b></li> <li>· <b>How does your sequel align with the original version?</b></li> <li>· <b>When creating your story, how did you use prediction?</b></li> <li>• <b>What caused your new story to begin the way it did?</b></li> <li>· <b>How does cause and effect enable predictions?</b></li> </ul>



Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

	<ul style="list-style-type: none"><li>· What choice would you have made about drinking the water if you were Winnie?</li> <li>· What kind of life do you think Winnie lived after the Tucks left? What evidence enables you to make that prediction?</li> <li>· What do we need to know about the first story in order to develop the sequel?</li> <li>· What would a sequel of this story be like?</li> <li>Your own story<ul style="list-style-type: none"><li>· Why did you develop the sequel the way that you did?</li><li>· Why did you choose the story that you read to create a sequel for?</li><li>· How did you create your sequel?</li><li>· How could the sequel be written through the eyes of another character in the story?</li><li>· If you were the main character in the story, what would you have done differently?</li><li>· Based on the story, what can you conclude about the main character?</li><li>· How do the main character actions affect the other characters?</li><li>· How does each event lead to</li></ul></li></ul>	
--	--	--

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

	a new decision the character makes? · How could these events impact the future of the story?	
--	---	--

**DIFFERENTIATION**  
*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	Collaboration and discussion  Decision making at higher level using the Kohlberg model  Open ended questions		Small Group Whole Group Independent Activities

**PLANNED LEARNING EXPERIENCES**  
*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Give each student a slip of paper with either the word cause on it or effect. Tell them they have to match up with some one that has a slip different than there's. For example, if you have cause, then find a person with effect. Explain that when they get together, the cause person will give an example of a cause and the effect partner will have to end the sentence by adding an effect that goes with the cause. So it's like finishing the sentence. **Model this with a student or partner teacher before having students complete this exercise.**

Give the students 42 seconds to complete this. **42 seconds is not a normal time to**

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

work for most students so they will be more focused on the task and getting the job done rather than being off task.

Once they are done have them come back as a class but with their partner. Call on partner groups to share out. Ask the following questions:

- How can cause and effect take place?
- Which cause did you match with what effect and why?
- How does cause and effect work together?
- What are other causes of that effect?
- What are other impacts of the cause that you have selected?
- How could your effect impact another event?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

With a partner, you will read an excerpt from one of the stories. "The Wonderful Wizard of Oz" or "Sounder". Create a cause and effect flow chart to show how one event impacts another. You will also analyze the character and the setting based on causes and effects

- **The Wonderful Wizard of Oz** by: L. Frank Baum
- **Sounder** by: William H. Armstrong

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Read an excerpt from the story or watch the film if we have access to "Tuck Everlasting". As you read or view the film, create a cause and effect flow chart to demonstrate the relationship between major events.

Ask the following questions after reading the text:

- What causes the Tucks to kidnap Winnie?
- Why do the Tucks believe the spring water is magical?
- How is Winnie more like the Tuck family than her own family?
- If you could talk to Winnie, what would you tell her about being with tucks?

Why?

- What motive does Mae have for killing the man in the yellow suit? How would you defend/stand against her in court?
- What might happen if Mae goes to the gallows?
- What might have happened if the man in the suit did not die?
- How might the story be different if Winnie drank the water?
- What choice would you have made about drinking the water if you were Winnie?

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

- What kind of life do you think Winnie lived after the Tucks left? What makes you think that?

After reading it and going over the questions review the cause and effect flow chart... As you look over the organizer, ask the students about the cause and effect relationship in the story.

- How did one event affect another event?
- What else do we need to know about the first movie in order to develop the sequel?
- What would a sequel of this story be like? **Students will collaborate with a partner briefly for about 10 minutes to come up with a sequel. They will write their sequel down to share out with the class.**

After each of the few groups share, allow time for students to talk to the sharers about their sequel in agreement or disagreement. They should justify their argument.

- Why did you develop the sequel the way that you did?

*Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Give partner groups about 7-10 minutes to revisit their stories from earlier and tell them that they will use the information from their organizer and analysis to help create a short sequel to the story. Tell them to think of a movie that had sequels in the form of a mini-series (Jimmy Neutron, Tarzan.) What would the first episode in the sequel be like following the first story?

Bring the kids back together. Call on partner groups to summarize the plot of the original story. Then have them introduce the first part of their sequel.

After the partner group finish sharing call for discussion through questioning. Remind students of how they created higher order thinking questions in the previous lesson. Have each student come up with 2 HOT questions regarding the story with its new ending in about 3 minutes to ask. When the time is up, call on some students to ask the previous sharers their questions. The sharers will answer the questions. This can be done in an interview format. Allow for 5 minutes for each interview after each group shares their sequel.

**Some questions may be or that the teacher can provide will be:**

- Why did you choose the story that you read to create a sequel for?
- How did you create your sequel?
- How could the sequel be written through the eyes of another character in the story?
- If you were the main character in the story, what would you have done differently?
- Based on the story, what can you conclude about the main character?

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

- How do the main character actions affect the other characters?
- How does each event lead to a new decision the character makes?
- How could these events impact the future of the story?

**Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.**

Ask the students the following question:

- **How does cause and effect enable predictions?**

Explain the assessment to the students.

*You are a film writer for Spark film Company. The director of the company has decided to create a mini-series for one of the popular movies Big Hero 6, Minions, Finding Nemo, or Annie. They have asked their script writers to create such a short sequel. Choose one of these popular children movies to which you would like to write the short sequel. Develop a creative sequel that continues the characters' journal. The directors will choose the sequel that will most likely depict the main characters' perspective and point of view.*

*In order to write the sequel, you must demonstrate understanding of the characters, plot, the problem, and the solution from the original movie in order to predict what would happen in a sequel. If you choose to write a part two using a different perspective, you must first show understanding of the original perspective. The sequel may be in the form of a script or a narrative and may be animated if you choose to.*

*Students will answer the ticket out the door questions upon ending the lesson for the day:*

- How did you use cause and effect to create your sequel?
- How does your sequel align with the original version?
- When creating your story, how did you use prediction?

<b>N TEACHER NAME</b>		<b>Lesson #</b>
B. Cruz		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
visual thinking	ELA	4
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Prediction		Sequels
<b>LEARNING OBJECTIVES</b> (from State/Local Curriculum)		

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

<ul style="list-style-type: none"> <li>· <b>CCSS.ELA-LITERACY.RL.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.B- Use dialogue and description to develop experiences and events or show the responses of characters to situations.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.C- Use a variety of transitional words and phrases to manage the sequence of events.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.D- Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></li> <li>· <b>CCSS.ELA-LITERACY.W.4.3.E- Provide a conclusion that follows from the narrated experiences or events.</b></li> </ul>	
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<b>Cause and effect enable predictions</b>	<b>How does cause and effect enable predictions?</b>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>	<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>· A series is a set of books, television episodes, or articles that involve the same characters or subject.</li> <li>· A series usually requires a sequence where events or episodes happen one after the other.</li> <li>· Cause is why an event happens and effect is the result of an event</li> <li>· Prediction is a statement about what could happen or might happen in the future</li> <li>· Sequel is a follow up or a continuation to a text, video, etc. created before</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>· Analyze the character, setting, and plot of a story</li> <li>· Determine the cause and effect in a story</li> <li>· make inferences as to what happens and why it happens</li> <li>· Create an original ending to a story.</li> <li>· Create narratives using descriptive details and sequence events</li> </ul>
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential</i>	

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

<i>understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>· What movies have you seen or books have you read with sequels? Which were effective?</li> <li>· What makes a good sequel?</li> </ul>	<ul style="list-style-type: none"> <li>· Why did you choose this story/movie to create a sequel for?</li> <li>· What else do we need to know about the first movie in order to develop the sequel?</li> <li>· What would a sequel of this story be like?</li> <li>· Why did you develop the sequel the way that you did?</li> </ul>	<ul style="list-style-type: none"> <li>· How does cause and effect enable predictions?</li> <li>· How are predictions and sequels related?</li> </ul>

**DIFFERENTIATION** *(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	Student-Teacher conferences and support		Small group Independent work

**PLANNED LEARNING EXPERIENCES**  
*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Ask the students the following questions to get them thinking.

- What movies have you seen or books have you read with sequels? Which were effective?
- What makes a good sequel?

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

***(Performance Task)***

Tell the students as they enter the classroom the performance task below. The classroom may be set up with desk separated, pencils, paper, story organizers, laptops located at their seats (Like the cubical in a group of writers' office building).

You are a film writer for Spark Movie Company. The director of the company has decided to create a sequel for a popular movie. But have asked you, the script writers to create such a sequel. Choose popular children movies to which you would like to write the sequel. Develop a creative sequel that continues the characters' journey. The directors will choose the script that will most likely depict the sequel that uses cause and effect to predict the character's and plot.

In order to write the sequel, you must demonstrate understanding of the characters and cause and effect in order to predict what would happen in a sequel. If you choose to write a part two using a different perspective, you must first show understanding of the original perspective. The sequel may be in the form of a script or a narrative and may be animated if you choose to.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will think about a popular children's movie that they would like to see a sequel to. They will analyze the story using a flow chart to show how events impact one another and make predictions and analyze the main characters. They will use this information in creating their sequel.

**Explain-**

The teacher will cycle the room to check on students' progress and understanding. They will ask the following questions:

- Why did you choose this story/movie to create a sequel for?
- What else do we need to know about the first movie in order to develop the sequel?
- What would a sequel of this story be like?
- Why did you develop the sequel the way that you did?

**Elaborate-**

Students will brainstorm their sequel using the flow chart and the new story organizers located at their seat. This new organizer will be similar to mystery organizer where they will write the characters, setting, problem, plot, and solution. They may choose to use the computer to do this.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*



Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

Students will write their sequels. Students will answer the ticket out the door below.

- **How does cause and effect enable predictions?**

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will be given the following directions as they enter the hallway. The directions will also be visible at the beginning and end of the hall for them to refer back to. They are as follows:

***You are a visitor at a recently abandoned mansion where photos from the Mysterious Harris Burdick have been found. As you walk around, closely observe the photos and answer the following questions on the sheet posted on your clipboard.***

- *What do you see?*
- *What do you notice?*
- *What can you infer?*
- *How did you arrive at the conclusion?*
- *What do you think happened before this? Why?*
- *What can you predict might have happened after this? Why?*
- *What else do you see?*

Once you have gone over directions, allow the students to begin. After about 7 minutes, call students back to their seats and discuss the information they gathered by having a student begin with pointing out their chosen photo and answering the questions. When he/she is done, the teacher will ask the following question.

- **What are some other interpretations of the picture?**

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Tell students that they will partner up in groups of 2 or 3 based off having similar photos to brainstorm a story outline for the photo. What do you see in the photo? What else do you notice? How does the photo relate to the title and the introductory line? Think about the character(s), setting, and plot.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

Give the students the excerpt from the story "The Mystery of Harris Burdick" Tell the students to read the story. After reading ask the following questions:

- How would you describe Mr. Burdick? Why?
- What can you tell about him through his pictures?
- Why do you think his stories only had one line and a title?
- What do you think happened to Mr. Burdick?
- Why did he leave his photos if he knew he wouldn't be back?
- Based off what you have concluded about Mr. Burdick, how do you think he might his stories to be continued or written?
- How could these stories be written as a series?

*Now that we have an idea of how Mr. Burdick creates his stories, We can use some of his inspiration while creating stories for his pictures.*

Introduce the students to the mystery cube organizer. Explain how this organizer is used and how it can help us plan out our story's setting, characters, the mystery, clues, and solution. With the students model using the organizer to create a storyline for one of the photos. (Students will not be able to use this photo for their own work.)

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new way

Explain to the students that as *detectives*, your job is to unravel the mystery from one of the photos left behind. You must write a creative mystery that goes with the image. You will begin by brainstorming using the mystery cube organizer. Do not tell anyone which photo and story line you have chosen to write about at this point.

Students will brainstorm using a mystery cube planning sheet where they will lay out the setting, mystery, characters, clue, and solution. (15-25 minutes)

Before students begin writing, explain that *once their stories are written, they will be read aloud to the class and the other students will be responsible for figuring out which image from the book their story represents.*

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will use their Mystery Cube to write their story that will accompany one of Mr. Burdick's photos.

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

Remind students that *once their stories are written, they will be read aloud to the class and the other students will be responsible for figuring out which image from the book their story represents.*

**Before ending the lesson students will answer this in a ticket out the door:**

How were you able to create a story from a photo and title?

## Rubric for the Performance Task

<u>Categories</u>	<u>1 Needs Improvement</u>	<u>2 Below Proficient</u>	<u>3 Proficient</u>
<u>Conceptual Understanding</u>	Students do not understand cause and effect or how they enable predictions.	Students understand predictions and how to make them but does not understand how cause and reflect enables them.	Student demonstrates an understanding about how cause and effect enables predictions.
<u>Content Knowledge</u>	Students do not show understanding of cause and effect and is unable to use it to make predictions about a situation.	Students demonstrate understanding of cause and effect but do not make predictions using it.	Students demonstrate understanding of using cause and effect to make predictions in order to write a sequel for a story.
<u>Product</u>	Students create a sequel for a story but does not use cause and effect to make predictions about and demonstrate understanding of the character, setting problem, and solution from	Students create a sequel for a story and make predictions about the character, setting, problem, and solution based off the previous story.	Students create a sequel for a story and make predictions using cause and effect to demonstrate understanding of the character, setting problem, and solution from the previous story.

	the previous story.		
--	---------------------	--	--

## **Resources**

- 1.) Tuck Everlasting synopsis- Students had a copy of the story in order to refer back to while practicing writing their own sequel. <http://www.enotes.com/topics/tuck-everlasting>
- 3.) What happens next (video for prediction- This was used for activation of lesson one to get students thinking about making predictions using cause and effect. <https://www.youtube.com/watch?v=W5ExZGQ9heI>
- 4.) Sounder synopsis- This was a novel choice for students to read and write a sequel to. <http://www.sparknotes.com/lit/sounder/summary.html>

**Harris Burdick Files were used so that students could write about illustrations that never had a story. They were able to create stories and then look at stories written by other children authors. The sources are below.**

- 5.) Harris Burdick <http://www.readwritethink.org/classroom-resources/lesson-plans/mysteries-harris-burdick-using-30606.html?tab=4#tabs>
- 6.) Graphic Organizers <https://www.teachervision.com/creative-writing/printable/73001.html>
- 7.) Harris Burdick <http://harrisburdickproject.weebly.com/>
- 8.) Tuck Everlasting by Natalie Babbitt- We used this video and story as a whole group lesson for writing a sequel.
- 9.) The Wizard of OZ by L. Frank Baum- This was a novel choice for students to read and write a sequel to.
- 10.) Sounder by William H. Armstrong- This was a novel choice for students to read and write a sequel to.
- 11.) Diary of A Wimpy Kid beginning- this clip was to get students thinking about how a sequel begins based off the previous movie. [https://www.youtube.com/results?search\\_query=diary+of+wimpy+kids+2nd+movie+beginning](https://www.youtube.com/results?search_query=diary+of+wimpy+kids+2nd+movie+beginning)
- 12.) Diary of a Wimpy Kid ending- This video clip was used to activate the students thinking about how sequels begin based off a previous story's ending. [https://www.youtube.com/results?search\\_query=diary+of+wimpy+kids+movie+ending](https://www.youtube.com/results?search_query=diary+of+wimpy+kids+movie+ending)
- 13.) Finder's Keeper- <http://www.readworks.org/passages/finders-keepers-0>

Brittany Cruz  
8-4-16  
Unit Lesson Plan  
EDU 622:1

14.) Caught in a Lie- This text was used for the first lesson to help get the students thinking about finishing a story that doesn't have an ending.

<http://www.readworks.org/passages/caught-lie>

15.) The Wizard of Oz

[http://www.pagebypagebooks.com/L\\_Frank\\_Baum/The\\_Wonderful\\_Wizard\\_of\\_Oz/](http://www.pagebypagebooks.com/L_Frank_Baum/The_Wonderful_Wizard_of_Oz/)

16.) Performance Assessment- This site provided sample performance tasks for sequels and some criteria.

[https://books.google.com/books?id=LwINdWymIvgC&pg=PA21&lpg=PA21&dq=Performance+tasks+for+teaching+sequels&source=bl&ots=ICmGdZzAfU&sig=Fo9EHv2-03OmiswmYXeP6bcTpk&hl=en&sa=X&ved=0ahUKEwjxc6\\_5IbNAhWDth4KHdE3BlcQ6AEIHDA#v=onepage&q&f=false](https://books.google.com/books?id=LwINdWymIvgC&pg=PA21&lpg=PA21&dq=Performance+tasks+for+teaching+sequels&source=bl&ots=ICmGdZzAfU&sig=Fo9EHv2-03OmiswmYXeP6bcTpk&hl=en&sa=X&ved=0ahUKEwjxc6_5IbNAhWDth4KHdE3BlcQ6AEIHDA#v=onepage&q&f=false)