

Sample Co-Teaching Lesson Plan

Subject _____ ELA 4th grade _____
effect _____

Topic/Lesson _____ Cause and

Objective:

The student will define key terms related to cause and effect

The student will identify cause/effect relationships in familiar text

The student, orally or in writing, create cause/effect examples

Standard:

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- define key terms cause/effect
- identify cause/effect relationships in familiar text
- create cause/effect scenarios

Materials

Paper and crayons for drawing pictures of cause and effect

Teacher-prepared statements that capture the idea of cause and effect

Chromebooks, videos that demonstrate the concept of cause and effect

Student Grouping Plan

Half the students with higher needs are on one side of the class, the rest are on the other

Anticipatory Set/Needed Background Knowledge

This is instruction on cause and effect that has already been introduced to students. Brief directions are given about the groups for the day and the activities to be completed.

Procedures/Co-Teaching Approaches-Gp.A	Stations SET/GET	In the teacher-led groups, review of the concept of cause and effect is provided. Teachers use many examples of statement to coach students to indicate cause and effect. Final 3 examples are short reading passages.
Procedures/Co-Teaching Approaches-Gp.B	Stations IND Chromebooks	Students are accessing videos that illustrate cause and effect. After they watch a video, they answer questions about it to demonstrate their understanding.
Procedures/Co-Teaching Approaches-Gp.C	Stations IND	Students are at a table with art supplies. On the table is a simple set of directions. Students are to divide their paper into quarters so that they can draw two examples of cause and effect.
Practice/Application		
Ongoing as part of each stations		
Closure		
Students come back to whole group. With partners, they generate one additional cause/effect example. Teachers ask students to share these quickly; students chorally define cause and effect.		
Assessment		
As students do partner work, one teacher gathers data on whether student provide an accurate example.		
Specially designed instruction and accommodations/modifications		
The vocabulary of the examples is adjusted based on student need (acc)		

During reading, when other student read independently the SET pulls several students for more practice on cause/effect (based on data); the practice first is focused on recognition tasks and then proceeds to production of examples by students (SDI)

Notes

This lesson is an example of double stations. Each teacher has three groups, two independent and one working with the teacher. Some students will work independently for this entire instructional time, but they will receive teacher instruction the following day.