

Name :Priscilla Chaney	Name of Unit: Garden of Happiness	Date	Grade Level-4th
Objective	Procedure	Materials	Evaluation
<p>TSW: use cause-and-effect relationships to understand a character's motivations and actions.</p> <p>TSW: explore how a diverse community can work together.</p> <p>TSW: brainstorm ways they can work as a community for the common good.</p>	<p><i>Essential Question:</i> How might individuals and society address the issues of poverty, homelessness and hunger, and their underlying causes?</p> <p>Anticipatory Set: Tell the students that the classroom is like a neighborhood and together people care for their neighborhood. They are going to hear a story about a neighborhood today and what the people did to make it a beautiful place. Access prior knowledge: Discuss with students what they already know about helping others and about community projects.</p> <p>Introduction Through literature this lesson will explore diverse communities united in working for the common good. It will demonstrate the importance of civic virtue and encourage students to think about the value of working together to solve community problems.</p> <p>Modeling Explain to students and demonstrate how to develop a T-chart labeled <i>Helping Neighbors</i> and <i>Helping the Community</i>. Review the Skill: Cause-and-Effect Ask students what they would do if they wanted to do well on a test. Explain that this is an example of a cause-and-effect relationship. The desire to do well on the test is the <i>cause</i>. Preparing for the test is the <i>effect</i>.</p>	<p><i>The Garden of Happiness</i> by Erika Tamar</p> <p>Pencil, Reading response notebook, chart tablet, markers, writing journals</p> <p>Vocabulary Word Chart: <i>haze, inhaled, mural, lavender, skidded</i></p>	<p>Written and oral assessments</p> <p>Performance Assessment: Have students use their completed cause-and-effect charts to write a summary telling how the neighbors worked to make the neighborhood a better place.</p>

	<p>Guided Practice: The teacher will: Read <i>The Garden of Happiness</i> as a read aloud. The teacher will stop periodically throughout the story to ask guided comprehension questions.</p> <p>Check for Understanding: The students will orally respond to guided comprehension questions asked by the teacher in a whole group setting.</p> <p>Independent Practice Students will use a cause-and-effect chart to map the cause-and-effect relationships in <i>The Garden of Happiness</i>.</p> <p>Homework Option: The students will respond to writing prompt in their writing journals. <i>“Imagine that your town has planted a Garden of Happiness. Write a paragraph describing what is planted in your town’s garden.”</i></p> <p>Ret each: In small groups students will: Complete a graphic organizer (Cause-and-Effect Tree) to display their own personal cause and effect relationships.</p> <p>Enrichment: In small groups students will: Design a Cause and Effect “Standing cube foldable” to display what they have learned from the story.</p>		
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