



LANGUAGE ARTS

Grade 5 Lesson 1

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Marlins Think Tank: Fifth Grade Language Arts Lesson Plan #1

VISION-SETTING	OBJECTIVE. What is your objective?	KEY POINTS. What knowledge and skills are embedded in the objective?
	<p><i>Student will be able to:</i></p> <p>RL.5.1.3- Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text</p>	<ul style="list-style-type: none"> A cause is the reason something happens. An effect is what happens as a result.
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.	
Students will read the passage “Play Ball!” and will be able to identify the cause & effect relationships in the text.		
DETERMINING METHODS	OPENING (10 min.) How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous lessons? How will you engage students and capture their interest?	MATERIALS.
	<p>Read the following sentences. When you are done reading, students will write one sentence describing the effect.</p> <ul style="list-style-type: none"> If you left an ice cube on the hot sidewalk during the summer, what would happen? If you ate too much candy at one time, what would happen? If you practiced playing the piano every day, what would happen? If you never brushed your teeth, what would happen? <p>Today we are going to learn how to identify cause and effect relationships. Every time something happens there is an explanation. Identifying cause and effect relationships within a story helps students focus on two important elements of comprehension: what happens in the story and why it happened. Be sure that students understand that a cause is an action or event that makes something else (the effect) happen. Now, let’s begin!</p>	Student notebooks
	INTRODUCTION OF NEW MATERIAL (10 min.) How will you explain/demonstrate all knowledge/skills required of the objective so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them? How will students interact with the material?	

	<p>Students will take guided notes as the <u>Teacher Explains</u>:</p> <ul style="list-style-type: none"> • Cause is <i>why</i> something happened. The cause always happens first, even if it isn't mentioned first. • Effect is <i>what</i> happened, and it occurs after the cause. <p>Events in a selection happen for a reason. Every time one event leads to another. For Example: If a tornado forms and destroys several homes, the tornado is the cause and the effect is the destruction of homes.</p> <ul style="list-style-type: none"> • Signal Words: Accordingly, because, as a result, consequently, for this reason, if...then, may be due to, nevertheless, since, so, therefore, this led to, thus <p>Students will watch video and take notes: https://www.youtube.com/watch?v=wSOGw6gDokI</p>	Student notebooks
	<p>GUIDED PRACTICE (10 min.) How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?</p>	
	<p>The Cause & Effect Relationships Guided Practice Handouts will provide students the opportunity to practice identifying cause and effect relationships.</p> <p>(We Do) Guided Practice #1 – The teacher and students will read the text together and complete the handout.</p> <p>(Activity taken from http://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/)</p> <p>(They Do) Guided Practice #2 - Students will work in groups to complete the handout.</p>	Cause & Effect Relationships Guided Practice Handouts
	<p>INDEPENDENT PRACTICE (20 min.) How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?</p>	
	<p>The handout “Play Ball!” will provide students the opportunity to read while answering comprehension questions at the end of the passage. The teacher can read the passage to the students, students can work in groups or students can work independently. Then, students may have the opportunity to practice individually.</p> <p>(Article taken from: https://www.readworks.org/article/Play-Ball!/2ec79c57-02c9-423e-8b9f-cf27eaf75e1#!articleTab:content/)</p>	Play Ball! Handout
	<p>Lesson Assessment: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?</p> <p>The lesson assessment will be the product of the time utilized during independent practice.</p>	
	<p>CLOSING (5 min.) How will students summarize and state the significance of what they learned?</p>	
	<p>Students will list 3 cause and effect relationships in their notebooks.</p>	Student notebooks



Cause & Effect Relationships Guided Practice Handout #1

Lewis Carroll wrote “Alice’s Adventures in Wonderland” in 1865 about a girl who follows a rabbit and goes on an amazing adventure. Below is a passage from the book. Alice is sitting with her sister near a river.

Alice’s Adventures in Wonderland

So she was considering in her own mind (as well as she could, for the day made her feel very sleepy...), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

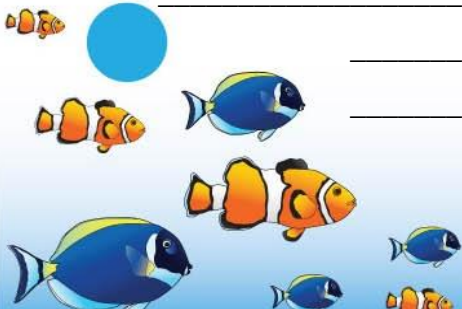
There was nothing so very remarkable in that, nor did Alice think it so very much out of the way to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” But when the Rabbit actually took a watch out of its waistcoat-pocket and looked at it and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it and was just in time to see it pop down a large rabbit-hole, under the hedge. In another moment, down went Alice after it!



1. Name the cause: Alice wasn’t sure she wanted to get up to pick daisies. Why was she feeling this way? _____

2. Name the effect: The White Rabbit had a watch and was wearing a coat. What effect did that have on Alice? _____

3. Name the cause: Alice follows the White Rabbit. What was she feeling that made her follow the Rabbit? _____



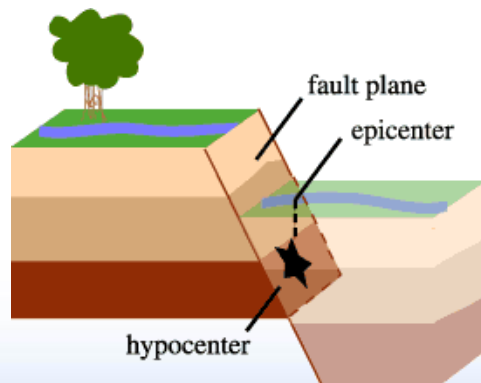


Cause & Effect Relationships Guided Practice Handout #2

Read the following passage and answer the questions.

When two large blocks of earth move past each other quickly and suddenly, the result is an earthquake. The area where they move is called the fault. The location where the earthquake starts is the hypocenter. While the edges of the two blocks stay together, the other parts of the blocks continue moving. Pressure then builds on the point where the blocks touch. When the force of the moving blocks becomes too great, the blocks break and the pressure is released. The energy moves out from the fault in many directions. This movement is often in the form of waves. The area directly above where the earthquake starts is called the epicenter. As these huge waves move through the earth, they shake the ground. They also shake houses, buildings and other structures, sometimes causing extensive damage.

1. What causes an earthquake?
 - A. The ground shakes
 - B. The epicenter
 - C. Two blocks of earth slip past one another
 - D. Two blocks of earth touch one another
2. What is the effect of an earthquake?
 - A. The ground and anything on it shakes
 - B. Energy is stored
 - C. Two blocks of earth slip past one another
 - D. The epicenter stores energy



Play Ball!

I'm sure you know what baseball is. You may have seen it on TV once or twice, or you may be the biggest fan in the world! And I'll bet you know that only men play in the professional league. But have you ever heard of *women* playing professional baseball? This is the amazing story of a woman who was part of women's Minor League Baseball during World War II (1939–1945).

Throughout the United States, young men, including popular baseball players, were sent off to fight in the war. The owner of the Chicago Cubs, Philip K. Wrigley, decided to start a women's baseball league to keep the sport going. The league ran from 1943–1954, with hundreds of women hitting the baseball diamond to play for teams throughout the Midwest. That's how Mrs. Fran Russmann came to play ball! Her team, the Blue Island Dianas, was a Minor League team in Chicago, Illinois.

Mrs. Russmann was 22 years old when she started playing. A few boys she knew asked her whether she wanted to play baseball, and she replied yes. She was very sports-minded and decided to try it. She traveled all over Illinois to play games, and she had to take a streetcar – a bus-like vehicle that moves on rails around cities – to practices! The Blue Island Dianas played mostly on the South Side of Chicago and in small towns throughout Illinois.

People reacted differently when women started playing baseball. “We were a novelty, seeing girls play,” Mrs. Russmann said. A novelty is something unique or different. Female players had to be ladylike as well.

She remembers how she felt while playing baseball. Her favorite position to play was second base, and she loved the game, though she was a bit nervous—but excited—when everyone was watching. Thousands of fans filled stadiums to watch the women's teams play games. Mrs. Russmann's favorite thing about baseball was hearing the crowd cheer because she knew she was entertaining them. Back then, there was no TV or Internet, so this was entertainment.

When I asked Mrs. Russmann about the thing she disliked the most, she chuckled and answered, “Sliding into second base. When you did, you got strawberries.” A strawberry is a bright red bruise that can sometimes bleed. Female baseball players got them more because they had to wear skirts as part of their uniform, unlike men, who wore pants.

Mrs. Russmann told me the most important thing she will always remember was having fun and learning sportsmanship. Sportsmanship is fair and respectful behavior by an athlete. “Just being out there was wonderful to me,” she said.

When asked how she felt about being part of a historic event, she said, “I never thought I was part of a historic event until I watched the movie *A League of Their Own*. Then I realized I was!” Mrs. Russmann played baseball for two years. “I’m so happy I tried out,” she told me. “It was a wonderful experience.”

Lessons Learned

It doesn’t matter whether you’re a boy or girl, whether you have dark skin or light skin, whether you’re young or old. All that matters is that if you want to do something, then go for it! You might just think it was one of the best things you’ve ever done. And you might just make history!

—Maria Cieslarczyk, 5th grade



Courtesy of Families

Fran Russman (bottom, far left) poses with her teammates



Comprehension Questions

1. What caused the shortage of male baseball players?

- A. Women were gaining independence and strength
- B. Men were sent to fight in World War II
- C. The economy entered a slump; even banks ran out of money
- D. Men were bored of playing baseball

2. Which event took place first?

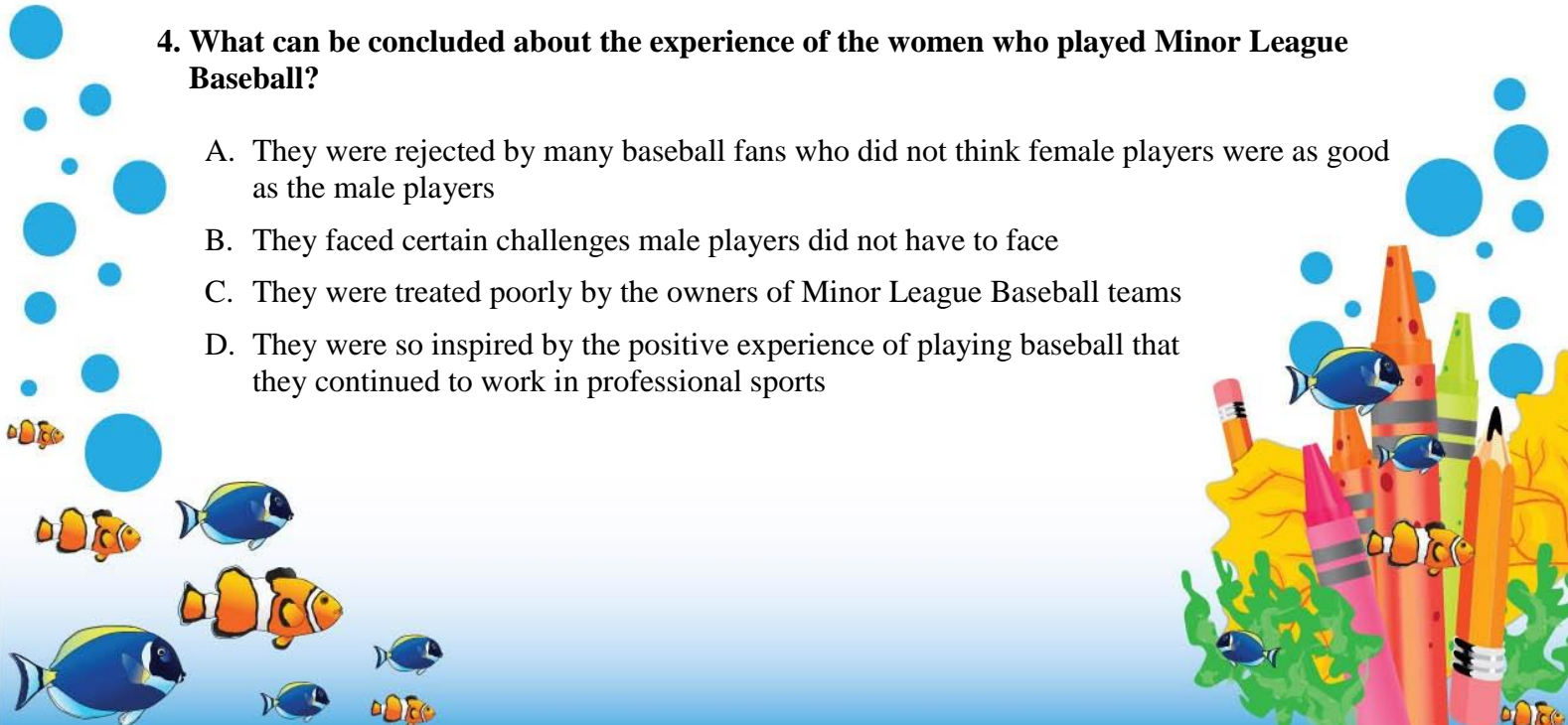
- A. Fran Russmann joined the Blue Island Dianans, a Minor League team in Chicago, Illinois
- B. The women's baseball league ran from 1943-1954
- C. Young men, including baseball players, were sent off to fight in World War II
- D. Philip K. Wrigley decided to start a women's baseball league

3. Based on the second paragraph, what can the reader most likely conclude about Philip K. Wrigley?

- A. Mr. Wrigley knew that the Blue Island Dianans would earn money for him
- B. Mr. Wrigley cared greatly about the sport of baseball
- C. Mr. Wrigley did not think female baseball players would be as popular as male players
- D. Mr. Wrigley had always dreamed of starting a women's baseball league

4. What can be concluded about the experience of the women who played Minor League Baseball?

- A. They were rejected by many baseball fans who did not think female players were as good as the male players
- B. They faced certain challenges male players did not have to face
- C. They were treated poorly by the owners of Minor League Baseball teams
- D. They were so inspired by the positive experience of playing baseball that they continued to work in professional sports





5. What is this essay mainly about?

- A. The differences between men's and women's baseball during WWII
- B. The impact of WWII on society in America
- C. One woman's experience on a women's Minor League Baseball team
- D. How the sport and culture has changed over the course of several decades

6. According to the text, what are strawberries and what causes them?

7. In what ways was Mrs. Fran Russman part of a "historic event"?

8. Choose the word or phrase that best completes the following sentence: _____ she was nervous to play in front of thousands, Mrs. Fran Russman enjoyed hearing the crowds cheering.

- A. Instead
- B. Initially
- C. For example
- D. Although

9. What was the cause of Mrs. Russman's nervousness to play in front of the crowd?

