

Optimal Learning Model for Cause – Effect

(this progression worked well in Feb-March, 2004 – immediately following our unit on Problem-Solution)

Week 1	Why Opossum's Tail is Bare	Teacher asks students questions (the metacognitive language) that guide them toward certain conclusions, and asks students to come up with sentences. Teacher writes student-generated sentences for whole class using the overhead projector, and students copy (for both Story Map and Paragraph)	Demonstration ↓ Shared Demonstration (Students are familiar with Problem-Solution writing so can help with demonstration)
Week 2	Why Sun and Moon Live in the Sky	Same as Week 1 for Story Map. For paragraph, teacher helps class come up with Introductory and Concluding Sentences. Students write paragraphs on their own – using Story Map created by class.	Shared Demonstration
Week 3	Why Sky is Far Away	Beginning and Ending boxes are done together as whole class (with the teacher's language helping to guide the students). Students then work on events individually (checking with teacher after each event). When Story Map is complete, teacher helps class come up with Introductory and Concluding Sentences. Students write paragraphs on their own.	Shared Demonstration ↓ Guided Practice
Week 4	How Bear Lost His Tail	Students come up with their own Beginning and Ending boxes (check with teacher before going on to Events). Students work on their own Events (checking with teacher after each event). Intro and Concluding Sentences talked about as whole class, but each student works on his/her own and then checks with teacher.	Guided Practice ↓ Independent Practice
Week 5	How Cockatoo Got its Crest	Students come up with their own Introductory and Concluding sentences.	Independent Practice (used as assessment)