

## Cause and Effect

By: Alejandra Mendez

Subject: Reading      Grade Level: Second

**Topic:** Comprehension—Cause and Effect

### **Objective(s):**

- Content Standards:
  - **TEKS: §110.4. English Language Arts and Reading, Grade 2, Adopted 2017.** (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as chronological order and cause and effect stated explicitly
  
- Learning Objectives: *By the end of this lesson...*
  - TSWBAT1: ...recognize and identify a series of causes and effects by pointing them out within a text
  - TSWBAT2: ...understand the meaning of cause and effect
  - TSWBAT3: ...produce her own examples of cause and effect
  
- **ELPS: §74.4. English Language Proficiency Standards.** (c) Cross-curricular second language acquisition essential knowledge and skills. (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

### **Introduction**

- Focus/Attention-Getter: **SWBAT1**

I will begin the lesson by first showing her a video on YouTube of a short clip from the movie, *The Lorax*. When the clip is over, I will ask her about what it is that she thinks happened and why it is that it happened. These elements of the video will allow us to have a good discussion on the topic of causes and effects and the reason why we need an understanding to comprehend texts before we go into our main lesson.



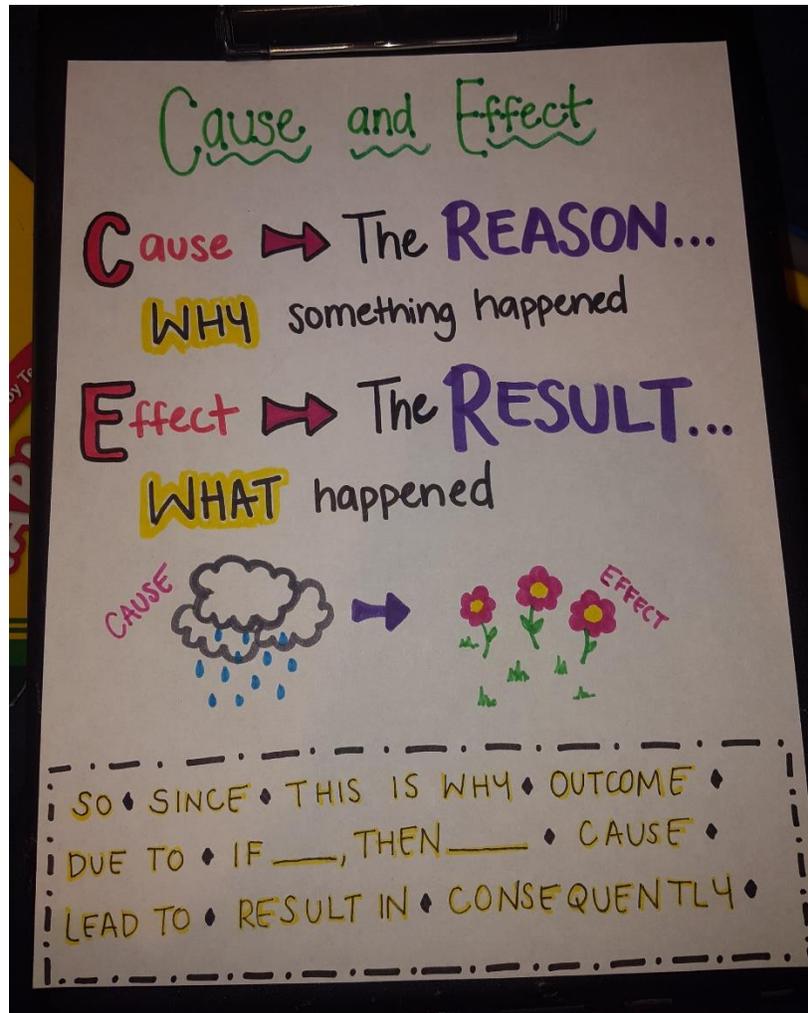
- Lesson Rationale:

After going over some examples of causes and effects with her, I will explain to her how we will be using these ideas and knowledge of the comprehension method with the book I have brought for her and I to read together and the activities I have brought for her as well. I will emphasize to her how important it is for us to be able to distinguish these situations to be better and more fluent readers. I will explain, “We become better readers by understanding these methods used by authors because by doing so, we can paint an accurate picture in our minds of the information we are reading. Knowing when there are causes and effects in texts not only helps us understand what the author is trying to tell us as readers, but it can also help us understand real world scenarios.”

### Body

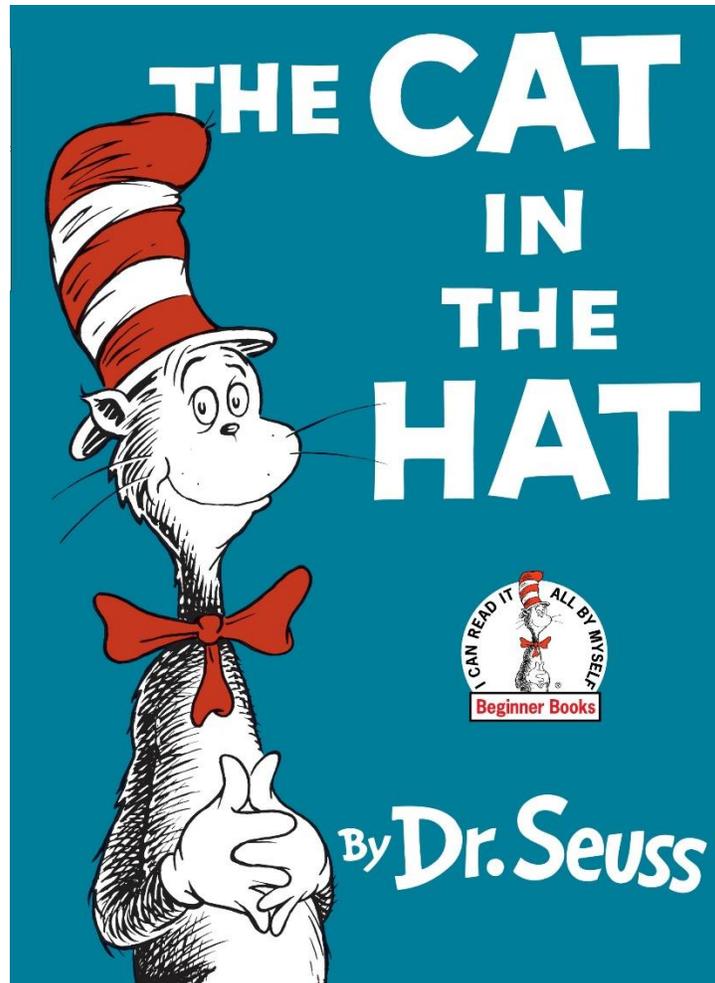
- Input/Presentation/Modeling: **SWBAT2**

We will begin the main part of the lesson by going over what causes and effects are. I will have an anchor chart with the explanation of the method and an example she has seen and can easily relate to as well. We will read this together, and I will read to her some common words used to show where causes and effects might be inserted in a text.



- Guided Practice/Monitoring and Adjusting/Checking Understanding: **SWBAT1**

I will then present my tutee with the book I have brought for her. I will ask her to read the title and see the illustration, so she can tell me what she thinks the story will be about based on the observations she has made on just the cover alone. I will have her read through the book as I carefully follow along with her. As he reads, I will stop her to see if he can identify some causes, so she can later find the effects of them. This gives us a chance to have an in-depth discussion of what effects may come from these causes.



As we read through the descriptions, I will ask my student questions such as:

Q- Can you think of any causes in the story that could have significant outcomes?

Q- Can you find any outcomes from these causes?

Q- What is another prediction that can could go along with this?

By the end of the descriptions, she should feel comfortable with connections between causes and outcomes of them and be able to explain what they are.

- Independent Practice: **SWBAT3**

As independent practice, I will have my student complete a cause and effect worksheet I made that she will use to fill in causes and effects she found in the story. She will learn how to not only find accurate causes with corresponding effects but how to fill one in as well by accurately filling the order of the situations from the book.

**Cause  
and  
Effect**

Cause:  
Effect:  
Cause:  
Effect:  
Cause:  
Effect:

The Cat in the Hat

Name: \_\_\_\_\_

\*\*Modifications for Learners with Exceptionalities (ELL): Definitions of vocabulary words will be provided as well as translations of parts of the text

### Conclusion

- Assessment for Learning: **SWBAT3**

This will be determined by how well the student is able to define what the method of cause and effect is as well as how well she is able to fill out the diagram worksheet I made for her. She should be able to tell me why effects would come from some causes. Her understanding and explanations behind why she chose her causes and effects will be assessed for accuracy according to the rubric below. Should any ranking fall under "Low Understanding" the lesson may need to be retaught. Should any ranking fall under "Fair Understanding" a review/or additional activities may be needed for full mastery of the skill. "Accurate Understanding" signifies full mastery.

	Accurate Understanding of Effect	Fair Understanding of Effect	Low Understanding of Effect
Accurate Understanding of Cause	Student has grasped cause and effect concept and can support her reasonings	Student understands why something happened, but does not entirely understand the result of the action	Student understands what could cause something to happen but does not know what happened
Fair Understanding of Cause	Student understands the outcome but does not fully understand why it happened	Student somewhat understands what happened and why it happened, but cannot elaborate on details to support reasoning	Student somewhat understands what could cause something to happen but does not know what happened as a result
Low Understanding of Cause	Student understands something happening but does not understand why it happened at all	Student somewhat understands what happened but does not understand why it happened at all	Student does not know what happened or why it happened

- Extension: **SWBAT1**

I will have my student complete another worksheet with other causes and effects with real world scenarios. She will match the causes to the effects listed. When she's done, we will be able to go over this worksheet together and talk about it more in depth.

Name: \_\_\_\_\_

## Cause and Effect: Match Them!

Match the cause to the effect.

### Cause

### Effect

- |  |                                    |
|--|------------------------------------|
| 1. _____ The car ran a red light.              | A. The horses were thirsty.        |
| 2. _____ Ben stayed up late.                   | B. She fell down.                  |
| 3. _____ The students were quiet in class.     | C. She was hungry at lunch.        |
| 4. _____ It rained.                            | D. He was sleepy the next day.     |
| 5. _____ Lydia skipped breakfast.              | E. It boiled over.                 |
| 6. _____ It was very hot outside.              | F. Everyone laughed.               |
| 7. _____ Lucy's shoes weren't tied.            | G. It sank.                        |
| 8. _____ The boat had a leak.                  | H. Chris got wet.                  |
| 9. _____ The puppy chased its tail.            | I. The teacher gave them a reward. |
| 10. _____ There was too much water in the pot. | J. Another car hit it.             |

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- Closure

To finish our lesson, I will review everything we've learned in that lesson. I will remind her of tools and skills we used as well. I will then ask her if she has any questions or still finds the lesson difficult. I will also ask what she has learned on this session. Once she feels content with what she's learned, we will pack up and head back to the classroom.

### Materials Needed

Cause and Effect Chart

Cat in the Hat Worksheet

Cause and Effect Worksheet

Pencil

"The Cat in the Hat" by Dr. Seuss

**Resources:**

“Dr. Seuss' the Lorax (2012) - Unless Scene (8/10) | Movieclips”

<https://www.youtube.com/watch?v=gV6Y3OwR2n0>

Seuss, Dr. “The Cat in the Hat” Random House Publishing Group, Dec 22, 1957.

Saley, Victoria. “obSEUSSed printables,” Victoria Saley.

<http://www.victoriasaley.com/wp-content/uploads/2015/01/Cat-Hat-outline-Reading-Log.jpg>

“Cause and Effect, Match Them!” K12 Reader: Reading Instruction Resources.

<https://www.k12reader.com/worksheet/cause-and-effect-match-them/>