**Objectives** Given sentences showcasing cause and effect, TSWBAT identify the cause and effect within text with a 75% accuracy.

**TEKS 3.13** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

**C** Students are expected to identify explicit cause and effect relationships among ideas in texts

**ELPS 1H** The student is expected to develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyze sayings and expressions commensurate with grade-level learning expectations.

**Rationale**

When reading, understanding what happened and why it happened helps our understanding of the text. Through cause and effect, we can see the relationship between events and characters which increases comprehension. Cause and effect is also important to learn to become better decision makers. When we understand why something happens, we can change future outcomes or results by our choices.

**Materials**

**Teacher –** internet access, anchor charts, sentence strips for modeling, Mars by Seymour Simon, music wand, clipboard for notes

**Student –**  Cause and Effect Guided Practice sheet on clipboard, pencil, colored pencil, Cause and Effect matching sheet, drawing sheet for sponge activity, resource sheet for notebook, glue

**Procedures/Activities**

**Introduction/Anticipatory Set**

1. During language arts, the students will be at their desks working on a current assignment. I will gain the student’s attention with a greeting, then explain expectations during the Cause and Effect activity. Expectations: 1) Talk when appropriate at the appropriate level as stated and listed on the voice chart (when called or with approval due to a particular activity such as during Guided Practice) 2) Participation is a part of active learning so all students will listen and contribute. 3) Be kind to your classroom friends 4) When I use my music wand, all voices turn to 0 and all heads turn to me. 5) Do your best.
2. To motivate students, I will explain that we will begin with a video because during reading we play an inner movie seeing how the words might look to increase understanding. By beginning with the video, we can learn about cause and effect visually to be more effective in our reading. I will play “The Page Turner”, a professionally demonstrated Rube Goldberg project, then showcase sentences so students can practice with text.
3. Once we watch the video, I will ask the students what they know about Cause and Effect. I will ask the students if they have ever forgotten to eat breakfast before school, eaten too much, or been sick on a school day. I will show the book Mars by Seymour Simon, then discuss how the books the students read during a research project had many examples of cause and effect. We could see the cause and effect in the video. By “seeing” the words we read, then it will help us identify cause and effect. We find cause and effect in every type of writing. When we can identify what happened (the effect) and why (the cause), we understand what we read better. We can understand the relationships between events and characters. Knowing why things happen gives us a better understanding of the world around us, plus helps us to make better choices. I will inform the students we will do some activities to learn about cause and effect.

**Model and Explain**

1. I will stop the video at the following potential stop marks: 11 seconds, 21 seconds, 39 seconds, 1:29 seconds, and 1:44 seconds. Here I will think aloud about what the end result (the effect) was and why it happened (the cause). I will put these on an anchor chart showing words which might signal cause and effect. We will examine a couple of sentences to distinguish between whether a sentence fits the criteria of cause and effect or is a nonexample. Sentences used are:
* The string was pulled. **Therefore**, the pencil fell. (**As a result** is shared with this sentence as a possibility)
* The ladle moved downward **because** the ball fell into the bowl of the ladle. (**since** is shared with this sentence as a possibility)
* The fuse burned **so** the billiard balls fell.
* **If** the hair dryer blew on the hamster, **then** the hamster moved.
* **Due to** the tape sticking on the page, the page turned.

We will discuss the strategies of “seeing” the sentences inside our head to determine which event causes the result, asking what happened and why, and looking for signal words which clue cause and effect. We will also discuss that sentence order does not determine which is the cause and which is the effect.

1. Next I will pull sentences from a can which could happen in anyone’s life. I will discuss each sentence, tear the sentence in half, then tape the strip on the dry erase board under the appropriate heading on the chart, cause or effect.
2. Finally, I will use the children as models to check for understanding. I will call on different children to hold different sentence strips as the class decides if the students should stand under cause or effect. Through discussion, I will determine whether to revisit the concept or move forward to Guided Practice. The class will model 4 different ways cause and effect can be shown: 1) In the same sentence with cause first 2) In the same sentence with the effect written first 3) in separate sentences with cause written first and 4) in separate sentences with effect written first.

**Guided Practice**

1. I will inform the students that we will practice using a team format called Stand Up, Hand Up, Pair Up. I will describe, then model the strategy as follows: 1) Each student hold a clipboard (which will be distributed after the explanation) and a pencil with one hand, then hold the other hand in the air. Students will find a partner quickly, touching hands to signal a partner has been found. We will discuss the proper way to partner with a good attitude. 2) Using a level 2 voice which I will describe using my voice chart, partner A (the partner whose birthday is closest to today) will share thoughts on cause and effect with evidence. “I believe the cause is \_\_\_\_ because \_\_\_\_\_ and the effect is \_\_\_\_ because \_\_\_\_\_\_.” Partner B will share whether he or she agrees or disagrees and why. “I agree/disagree because \_\_\_\_.” 3) Each partner will thank the other for sharing. 4) The process of numbers 1 -3 begin again. When the sentences are evaluated, the students will return to their desks to share with their team mates using a level 2 voice until all (or most) students are finished. Once the structure is modeled, I will ask one student from each table to distribute the clipboards with the Cause and Effect Guided Practice sheet. Students will get their pencils.
2. Using the structure “Stand Up, Hand Up, Pair Up” as instructed, we will work through several sentences. There is one nonexample included to encourage careful examination of whether cause and effect applies. By listening to the groups during discussion and observing what students are choosing as categories, then I can assess understanding. We will end with whole group discussion. I will ask tables if any team members disagreed. If the answer is yes, then why?

**Independent Practice**

1. I will distribute a clipped set of papers to each table, asking the students to pass papers along, get out their glue stick and wait for instructions. We will look at the first sentence together. I will show how the effect is directly across from the cause so any reader can tell how the two are connected. I will provide time for each student to complete the paper, finding the cause and effect from the text. The text is from the first page of Mars by Seymour Simon with which this class has familiarity in the subject matter, some with this specific book.
2. For a sponge, the student will draw cause and effect scenarios using description scaffolds: breakfast, test, scary movie, cold weather, vegetable garden using If, then statements with the picture.

**Closure**

In closing, I will reiterate how this skill can be used when reading to understand relationships and gain better comprehension because we understand why events or ideas are taking place. It also helps life decisions such as what to eat, how to dress, items to buy. I will ask students to share decisions they make each day that have an effect with their shoulder partner. The mentor teacher has established who table shoulder partners are. In sharing, the students are demonstrating an understanding by identifying a cause and effect.

**Planned Modifications**

This is not applicable in this room. However some modification ideas are provided.

**GT –** This student could write his or her own story demonstrating multiple signs of cause and effect as a sponge.

**LD –** This student could have the sentences read aloud if necessary (such as dyslexia), have more time to complete the assignment, and have visual scaffolds from the Guided Practice available.

**ESL –** This student could have visual organizers, a preview of academic language: cause, effect and general language: therefore, result, signal. Also I could speak more slowly, use gestures, provide additional wait time, and provide more time for completion of the assignment.

**Assessment of Student Learning**

I will assess the students during Guided Practice through observation and discussion. Are the students correctly identifying the appropriate cause and effect? In Independent Practice, there are 4 cause and effect sentences. Per the objective, assessment during Independent practice is based on accuracy in identification on the worksheet provided: 4/4 correct = 100% or 4 (Proficient), 4/3 correct = 75% or 3 (Satisfactory), 4/2 = 50% or 2 (Emerging), 4/1 = 25% or 1 (Beginning), and 4/0 = 0% or 0 (Intervention)

**Resources**

Mars by Seymour Simon - 2 paragraphs

Kagan Structures

Guided Practice Activity

People long ago used weapons because they needed to find food.

The sidewalk was icy. Then the ice melted.

Lightning hit the tree causing it to fall on the road.

The food in the refrigerator spoiled because the electricity went out.

The trip to the beach was cancelled because of bad weather.

John missed the bus because he overslept.

Mr. Brown bought a ticket to the concert. It cost $75.

Alligators almost became extinct because people killed too many of them.

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

Cause and Effect

1. Stand up, Hand up, Pair Up with a new partner each time. You must smile and accept each offer of partnership without trying to walk away. You will only work on one sentence with each partner.
2. The partner who has a birthday closest to today will go first. Using a level 2 voice, share which parts of the sentence you think are the cause and effect and why. Then the other partner will agree or disagree and say why, “I agree because …. or I disagree because….” A third choice is that the sentence does not have cause and effect. Label it – None.
3. If there is a cause and effect, you will underline the effect (what happened) and circle the cause (why it happened), then you will thank your partner.
4. You will put your hand in the air, high five a new partner accepting all offers with a smile, and work through step 2 and 3 again.
5. When all sentences are done, go sit at your desk and compare answers with your table team using a level 2 voice.

Most sky observers never see Mercury because it orbits so close to the Sun.

It races around the Sun four times as fast as Earth does, so its year is only 88 Earth days long.

Jupiter is the biggest of the planets. All of the others could easily fit inside it.

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 Since we ran out of milk, we went to the grocery store.

Henry did not write down his assignment. Therefore, he forgot what homework was due the next day.

**Directions:** Read the text. Cut out the cause and effect sentences below. Match sentences together according to text, then identify and place each half of the sentence under the correct category – cause or effect, side by side. Glue your strips. The first one is done for you.

|  |  |
| --- | --- |
| **Cause** | **Effect** |
| **because its mild temperament is more like the Earth’s than any other planet.** | **Mars excites scientists**  |
|  |  |
|  |  |
|  |  |
|  |  |

Can you write a cause and effect sentence on the back of this sheet? Use one of the following:

“If I \_\_\_\_\_, then \_\_\_\_\_.”

“I like \_\_\_\_ because \_\_\_\_\_.”

|  |  |
| --- | --- |
| **Mars appears so bright** | **Mars is sometimes called the “Red Planet”** |
| **2000 years ago, the planet’s red color made the Romans think of blood and war.** | **So the Romans named it Mars, after their god of war.** |
| **because it shines with a reddish or orange color.** | **because it is closer to us than any other planet except Venus.** |
| **Therefore I know more about the solar system.** | **I studied the 8 planets.** |

Mars by Seymour Simon

 Mars looks like a bright star in the night sky. But Mars is a planet. Mars appears so bright because it is closer to us than any other planet except Venus.

 Mars is sometimes called the “Red Planet” because it shines with a reddish or orange color. Two thousand years ago, the planet’s red color made the Romans think of blood and war. So the Romans named it Mars, after their god of war.

|  |  |
| --- | --- |
| **Cause = Why something happens** | **Effect = What happened** |
| **Because** | **Therefore**  |
| **Since** | **As a result** |
| **Due to** | **So** |
| **If** | **Then** |

|  |  |
| --- | --- |
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| **If** | **Then** |

Final Reflection

 When considering whether students met the objective, then the answer must be negative because only 17 of the 23 made a 75 % which was the goal. This yields a 73% success rate. However, given the abstract nature of cause and effect, then perhaps the measure of the objective is in error rather than the lesson, though there are certainly faults within the lesson. What is the normal success rate within one classroom after an initial lesson? Of the six who did not meet the objective, all but one are in the guided reading group needing the most improvement. The one who did not perform well on the summative assessment had a perfect score on the 4 sentences during the guided practice. Two students within this class who sometimes struggle in reading scored 75 on the final assessment. When reflecting on the success of the objective, I am left with more questions than answers. I feel there would be much more success if the lesson were segmented into several smaller lessons across multiple days.

 Throughout the lesson, I used a music wand to gather attention which we practiced at the onset of the hour. We also looked at my Voice Level Chart to discuss the appropriate level of speaking for each activity. This worked very well, even when students were interacting with one another. My behavior expectations were posted, as well as instructions for each section of the lesson. When I noticed some students not paying attention, I would stop to wait for everyone’s focus or thank those who were doing as expected. This worked well. I also modeled what the active segment should look like before beginning the activity, then went over the instructions with the children for the next activity. Overall, behavior management went well though I lost some interest when using sentence strips among table groups.

 If implementing this lesson again with this group, I would use the sentence strips differently because it took my attention away from students when I taped strips to the chart. Instead, I would use a Power Point during the direct teach, then utilize the strips for shared practice before moving to guided practice. For shared practice, I would have two students hold the strips, then everyone at tables with two cards, one labeled cause and one labeled effect. By focusing on each section and asking for student input, I would have immediate feedback to check for understanding by looking to see which card students hold up. The students could tape the strips under the appropriate heading on the chart, leaving my attention free to focus on the entire group. Then I could model underlining the effect and circling the cause which I failed to do because I felt the pressure of time. If given a choice, I never would put all components of a Direct Teach for such a complex concept on one day. I would wish to provide a more gradual release of responsibility. I would also advise students on the next step once one activity was complete. This was not done.

 In conclusion, I learned a lot from this lesson. I learned how to simplify the Model and Explain for more efficient time, plus broaden focus on the entire class. I learned more about my philosophy of teaching, realizing I feel the students lose if a lesson is rushed. Additionally, I learned mistakes will be made which serve as a growing point. This will be an evolving lesson as I wish to continuously improve. My mentor and professor served as constructive supporters, providing suggestions, yet celebrating successes.