Reading Enrichment: Cause and Effect

1. TOPIC

The students will practice finding cause and effect patterns in a text and analyze how characters and events play into cause and effect.

1. OBJECTIVES / STANDARDS

Given a grade-level passage, TSWBAT identify and analyze cause/effect patterns to 100% accuracy. **(CC.1.2.2.C – Describe the connection between a series of events, concepts, or steps in a procedure within a text)**

1. TEACHING PROCEDURE

Anticipatory Set

1. Ask the students if they have ever lost a pet. Allow for one volunteer to tell a story if it relates. If none of the students have lost a pet, have them quietly imagine what it would feel like.
2. Tell the students that they will be investigating this problem using cause/effect.

Development

1. Pass out the worksheet and ask for a volunteer to explain what a cause is (the reason for an event). Ask for a different to explain the word “effect” (the result).
2. Have the students take turns reading a sentence each, reminding them to search in the text for reasons why certain things occur.
3. Show the students that they can highlight causes and effects in different colors.

Guided Practice

1. Show the students how to complete the worksheet by completing the first row with them, modeling how to search in the text for an answer.
2. Ask the students what they think would happen if one of the characters acted differently.
3. Ask the students what they think would happen if an event changed in the story.

Independent Practice

1. Have the students complete the rest fo the chart on their own, monitoring their progress and checking their work.

Closure

1. Ask the students to give their own examples of how the character’s actions can change the cause/effect of a story to emphasize how important cause/effect is.
2. MATERIALS
* Cause/Effect Worksheet <http://files.havefunteaching.com/worksheets/reading/cause-and-effect/cause-effect-worksheet-3.pdf>
* Highlighters or colored pencils
1. ADAPTATIONS

I will call on specific students so that certain groupmates do not overpower others in the discussions. If we finish early, I will encourage the students to come up with their own cause/effect scenarios and share with the group. If we do not finish on time, I will encourage the students to finish filling out the chart on their own.

1. EVALUATION

Formative – discussion, completion of worksheet

Summative – none

1. REFLECTION

Did my students understand what cause and effect are? Did they understand that cause and effect can alter the story if certain details are changed? Did they ask appropriate questions and stay on task?

Were my objectives clear? Did I keep the students on task? Was my pacing good? Did I explain the concepts clearly? Is there anything I would do differently?