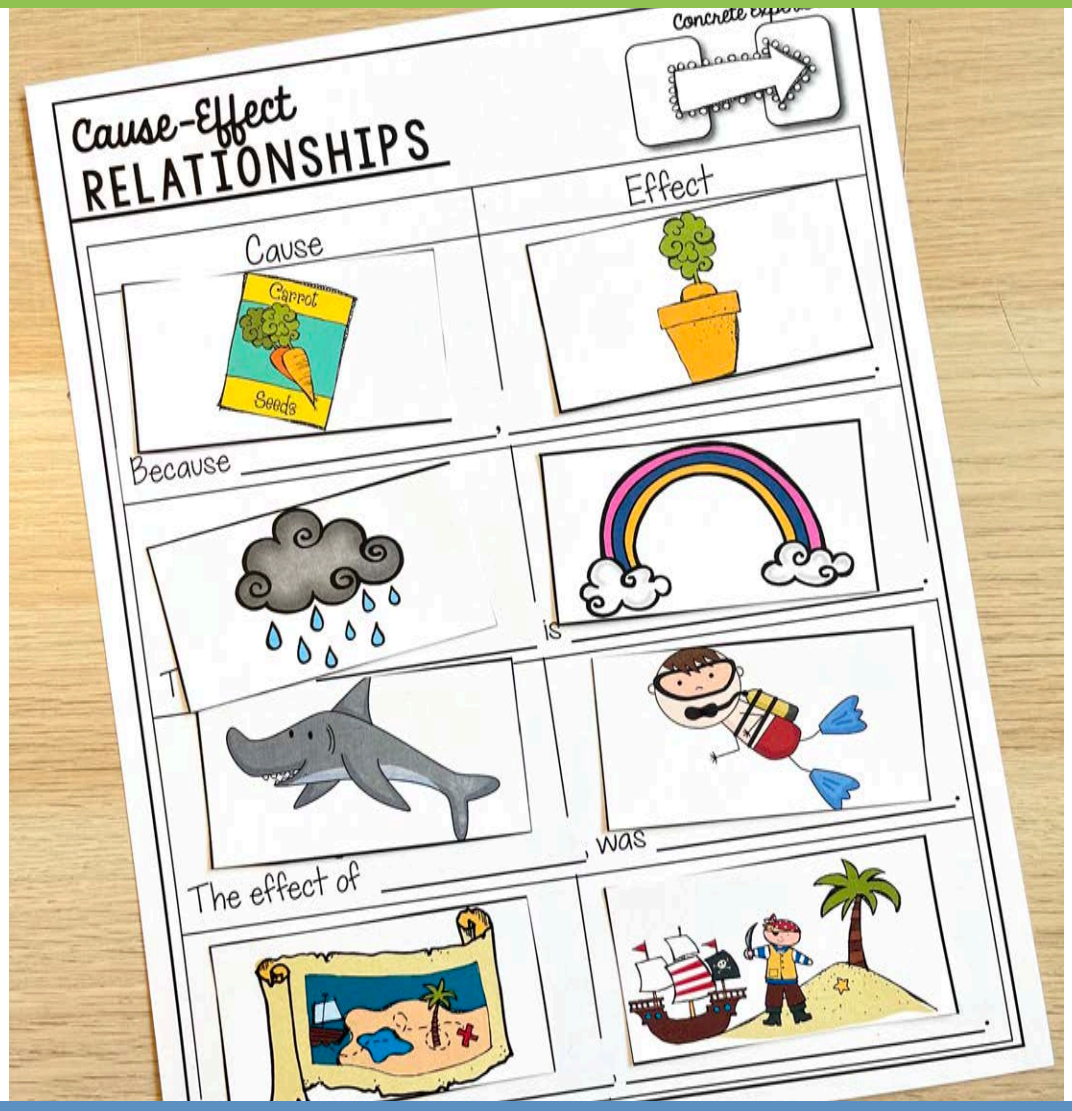
CAUSE & EFFECT LESSONS FOR 3–5



- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

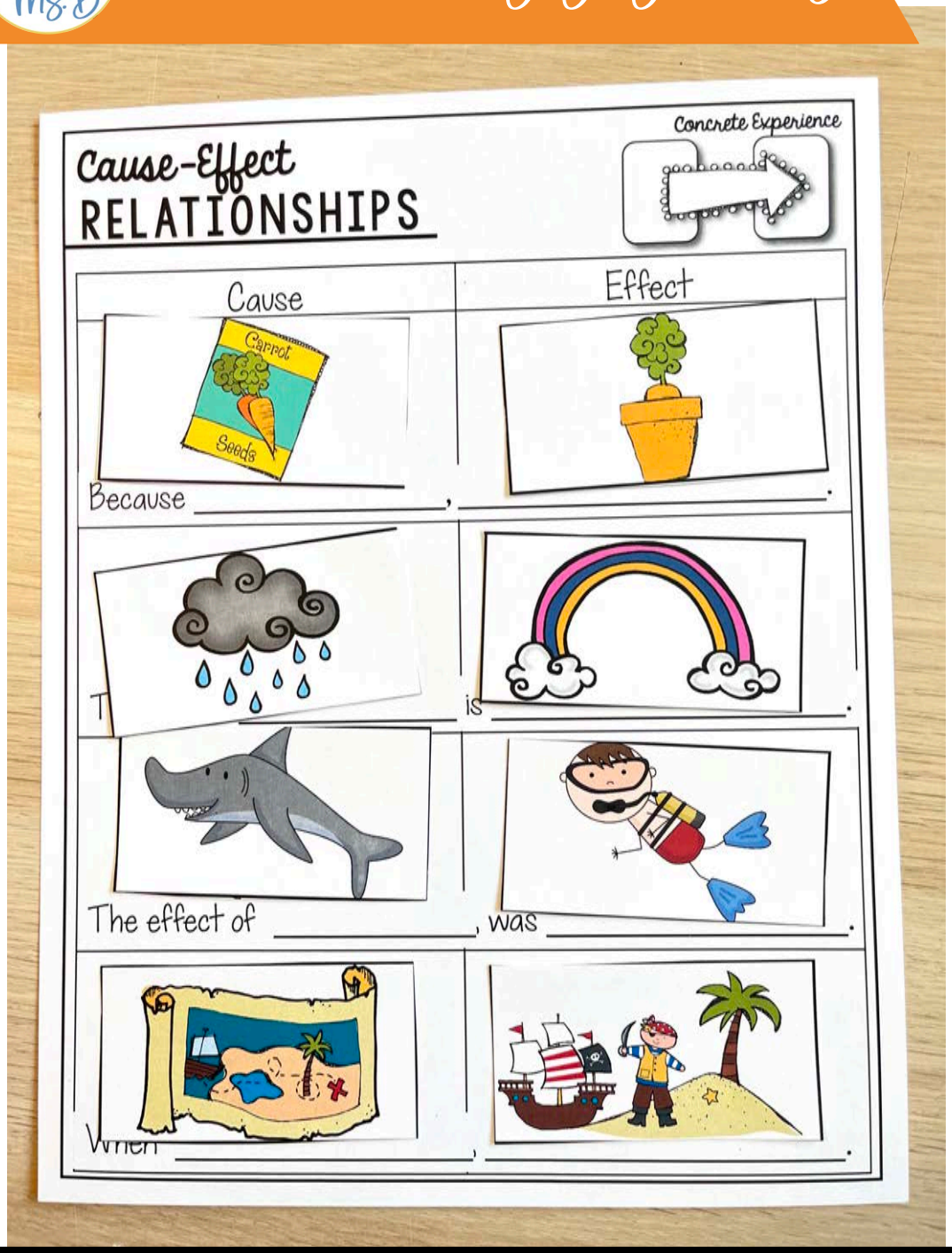
ENGAGE + MODEL + PRACTICE

These lessons will help you...

- ✓Introduce how and why to ask questions
- ✓Model how to ask questions in a guided passage to comprehend better
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice asking questions with differentiated task cards
- ✓Connect to reading with graphic organizer and reading response



Start with an engaging activity.

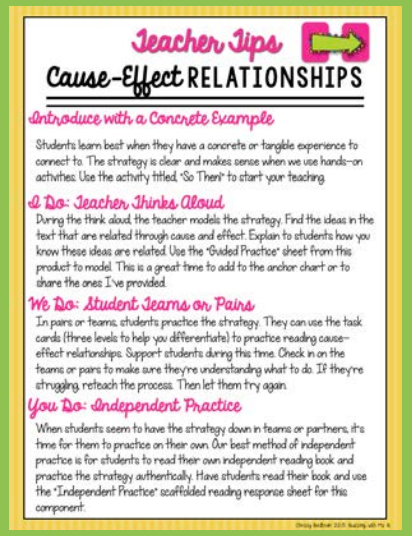


Students will…

- ✓Look at picture cards
- ✓Decide how causes and effects are related
- ✓Use sentence starters to create cause/effect statements

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL



Teacher Tips

Cause-Effect RELATIONSHIPS

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "So Then!" to start your teaching.

I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Find the ideas in the text that are related through cause and effect. Explain to students how you know these ideas are related. Use the "Guided Practice" sheet from this product to model. This is a great time to add to the anchor chart or to share the ones I've provided.

We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading cause-effect relationships. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.

MENTOR TEXT LIST



Mentor Text List

CAUSE-EFFECT

Informational:

- Why Are the Ice Caps Melting? by Anne Rockwell
- What Sank the World's Biggest Ship? and other questions about the Titanic by Mary Kay Carson
- Harvesting Hope by Kathleen Krull and Yuyi Morales
- Volcanoes by Franklyn M Branley
- What Will the Weather Be by Linda Dewitt

Fiction:

- A Bad Case of Stripes by David Shannon
- A River Ran Wild by Lynne Cherry
- Stellaluna by Janell Cannon
- Lily's Purple Plastic Purse by Kevin Henkes



TIPS FOR USING MENTOR TEXTS

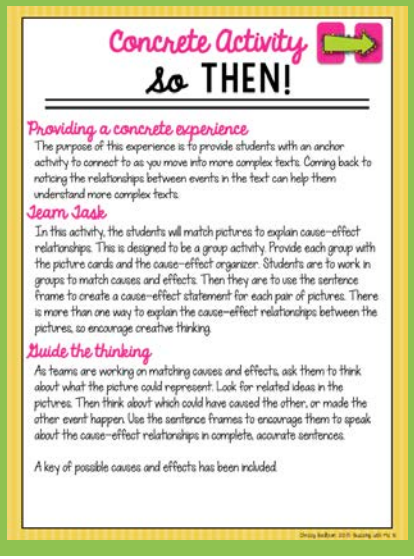
Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a lot of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

HANDS-ON ACTIVITY



Concrete Activity

So THEN!

Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to noticing the relationships between events in the text can help them understand more complex texts.

Team Task

In this activity, the students will match pictures to explain cause-effect relationships. This is designed to be a group activity. Provide each group with the picture cards and the cause-effect organizer. Students are to work in groups to match causes and effects. Then they are to use the sentence frame to create a cause-effect statement for each pair of pictures. There is more than one way to explain the cause-effect relationships between the pictures, so encourage creative thinking.

Guide the thinking

As teams are working on matching causes and effects, ask them to think about what the picture could represent. Look for related ideas in the pictures. Then think about which could have caused the other, or made the other event happen. Use the sentence frames to encourage them to speak about the cause-effect relationships in complete, accurate sentences.

A key of possible causes and effects has been included.

PRINTABLE POSTER



Cause-Effect

RELATIONSHIPS

Understanding the relationship between an event and its outcome.

To identify cause-effect relationships...

1. Read to find an event.
2. Look for its outcome. What happened because of that event?
3. Make a cause-effect statement.

Say...

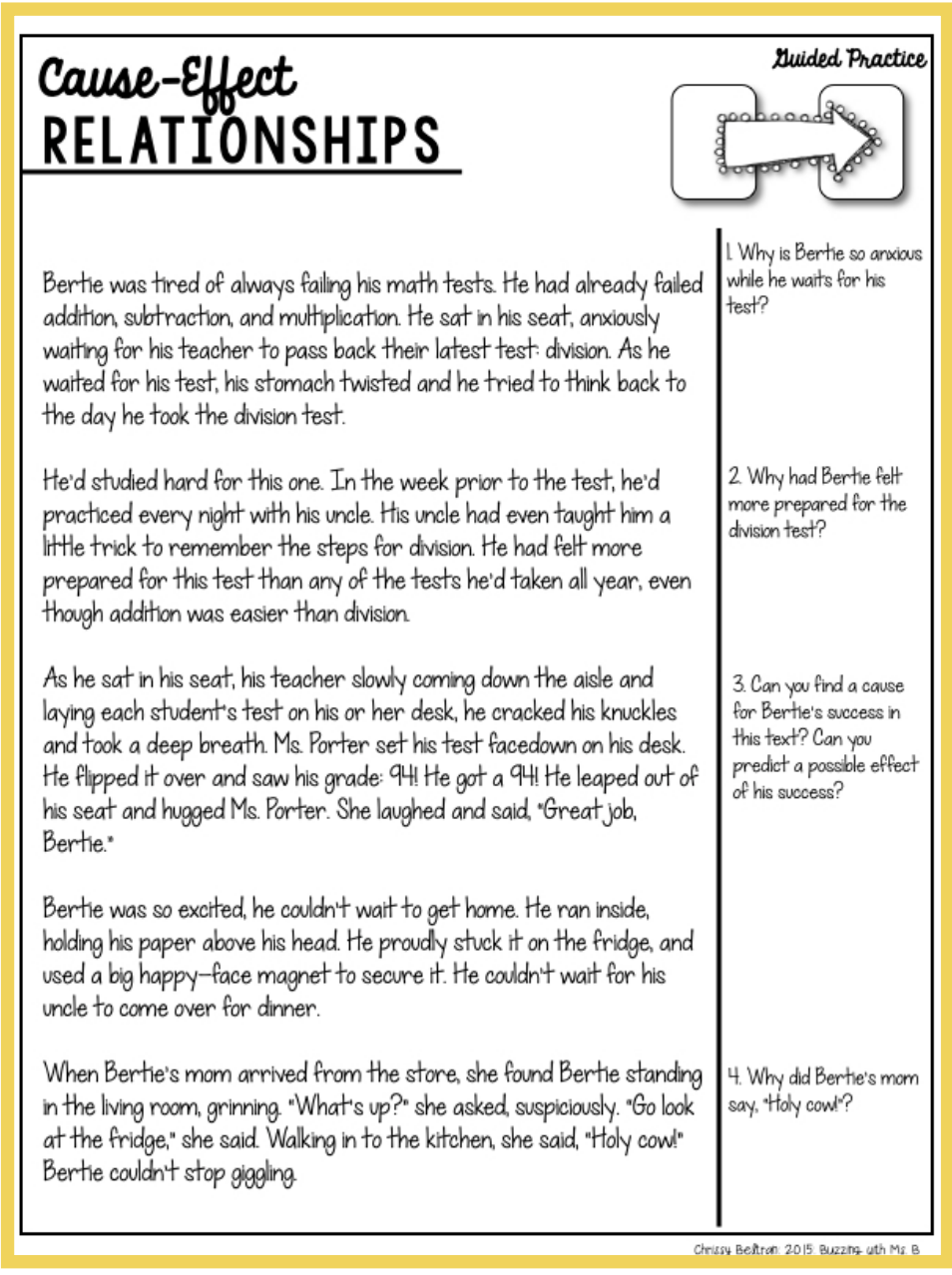
Because..., ...

The reason... was...

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT CAUSE-EFFECT!

- ✓One page passage focused on cause effect and engagement
- ✓Guiding questions & answer key
- ✓Focus on cause and effect relationships
- ✓Project or copy for each student

Model with a think aloud



Guided Practice

Cause-Effect RELATIONSHIPS

Bertie was tired of always failing his math tests. He had already failed addition, subtraction, and multiplication. He sat in his seat, anxiously waiting for his teacher to pass back their latest test: division. As he waited for his test, his stomach twisted and he tried to think back to the day he took the division test.

He'd studied hard for this one. In the week prior to the test, he'd practiced every night with his uncle. His uncle had even taught him a little trick to remember the steps for division. He had felt more prepared for this test than any of the tests he'd taken all year, even though addition was easier than division.

As he sat in his seat, his teacher slowly coming down the aisle and laying each student's test on his or her desk, he cracked his knuckles and took a deep breath. Ms. Porter set his test facedown on his desk. He flipped it over and saw his grade: 94! He got a 94! He leaped out of his seat and hugged Ms. Porter. She laughed and said, "Great job, Bertie."

Bertie was so excited, he couldn't wait to get home. He ran inside, holding his paper above his head. He proudly stuck it on the fridge, and used a big happy-face magnet to secure it. He couldn't wait for his uncle to come over for dinner.

When Bertie's mom arrived from the store, she found Bertie standing in the living room, grinning. "What's up?" she asked, suspiciously. "Go look at the fridge," she said. Walking in to the kitchen, she said, "Holy cow!" Bertie couldn't stop giggling.

1. Why is Bertie so anxious while he waits for his test?

2. Why had Bertie felt more prepared for the division test?

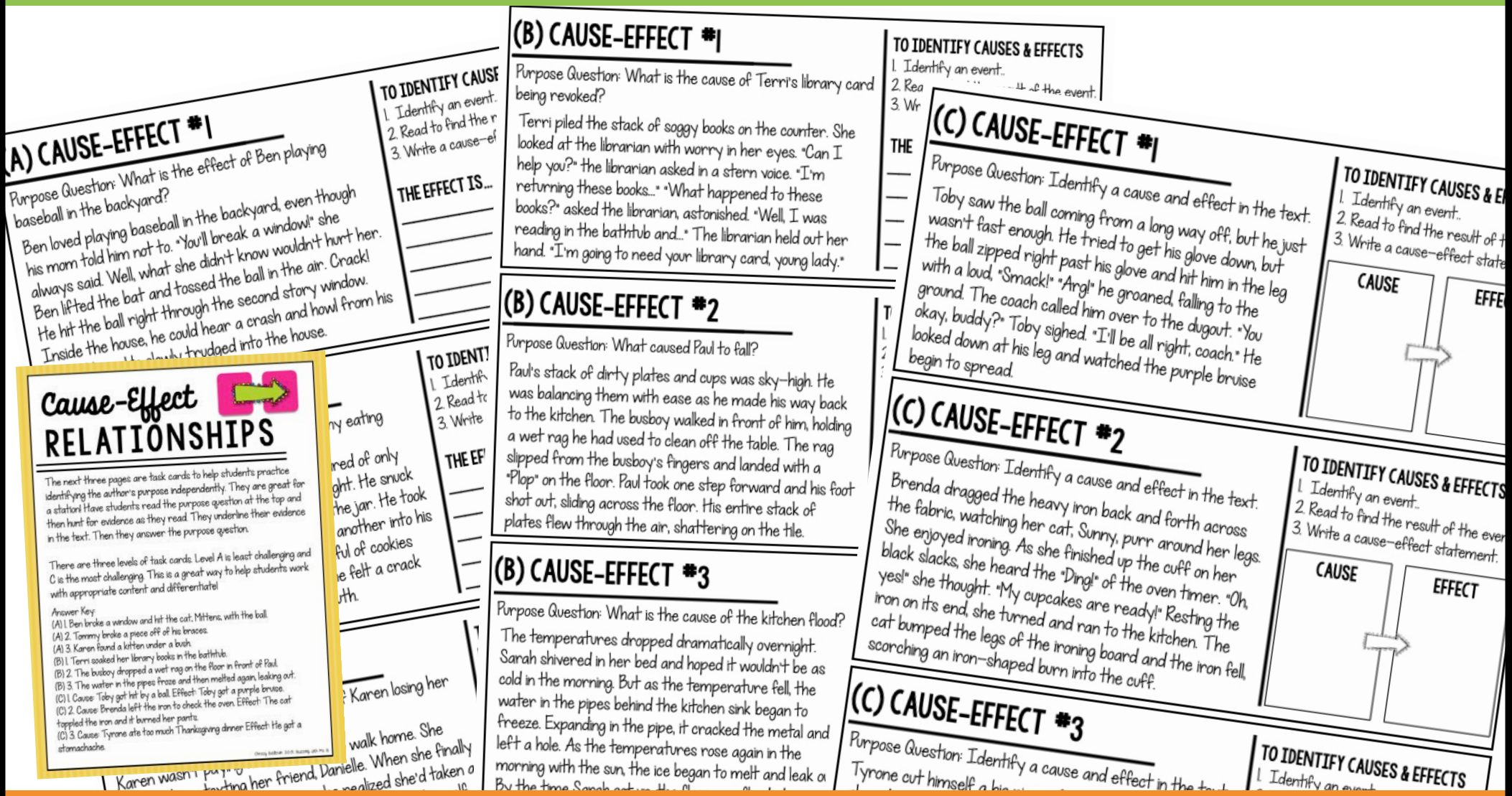
3. Can you find a cause for Bertie's success in this text? Can you predict a possible effect of his success?

4. Why did Bertie's mom say, "Holy cow!"?

Chrissy Beltron 2015 Buzzing with Ms. B

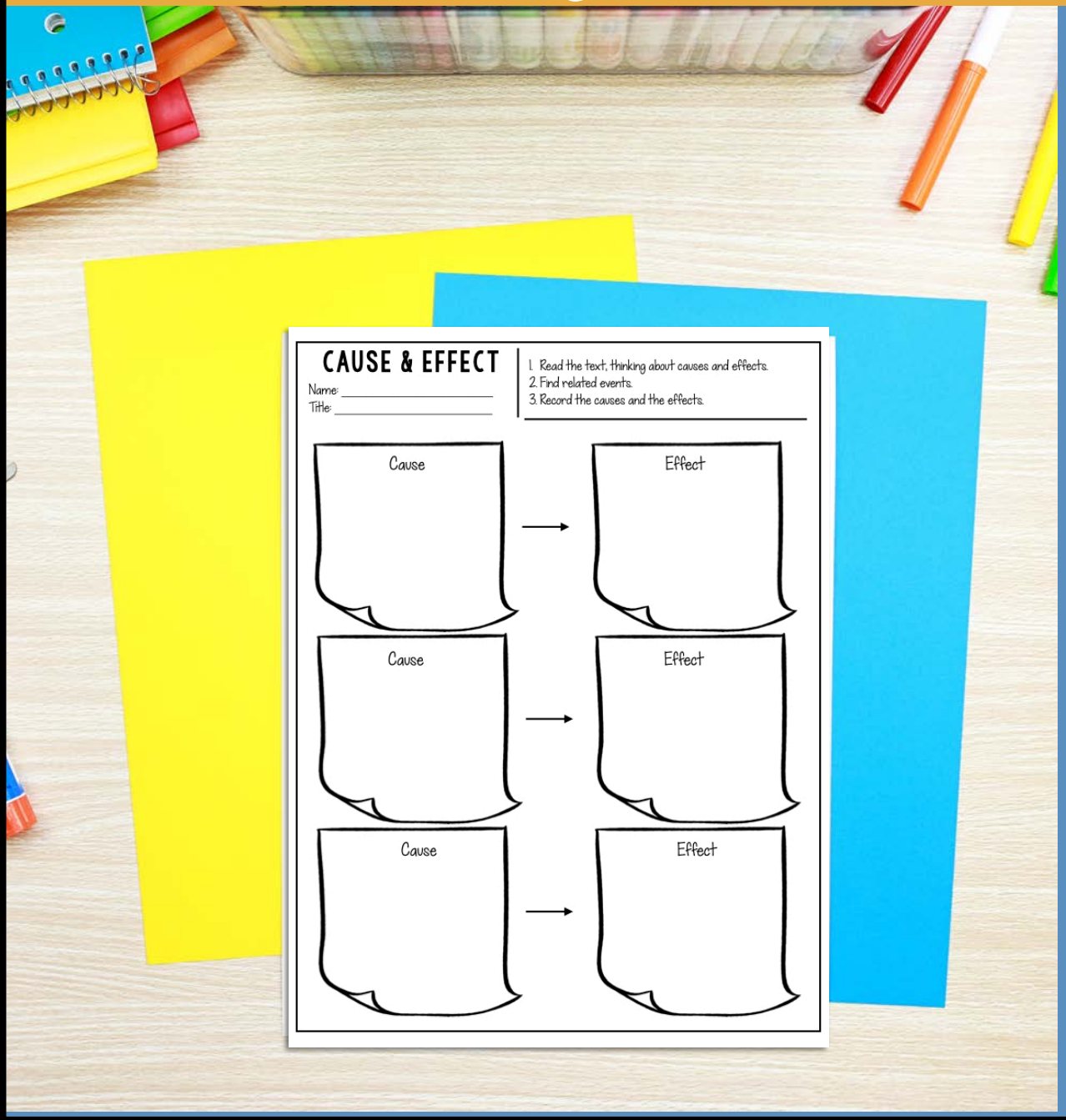
BUZZING with Ms. B

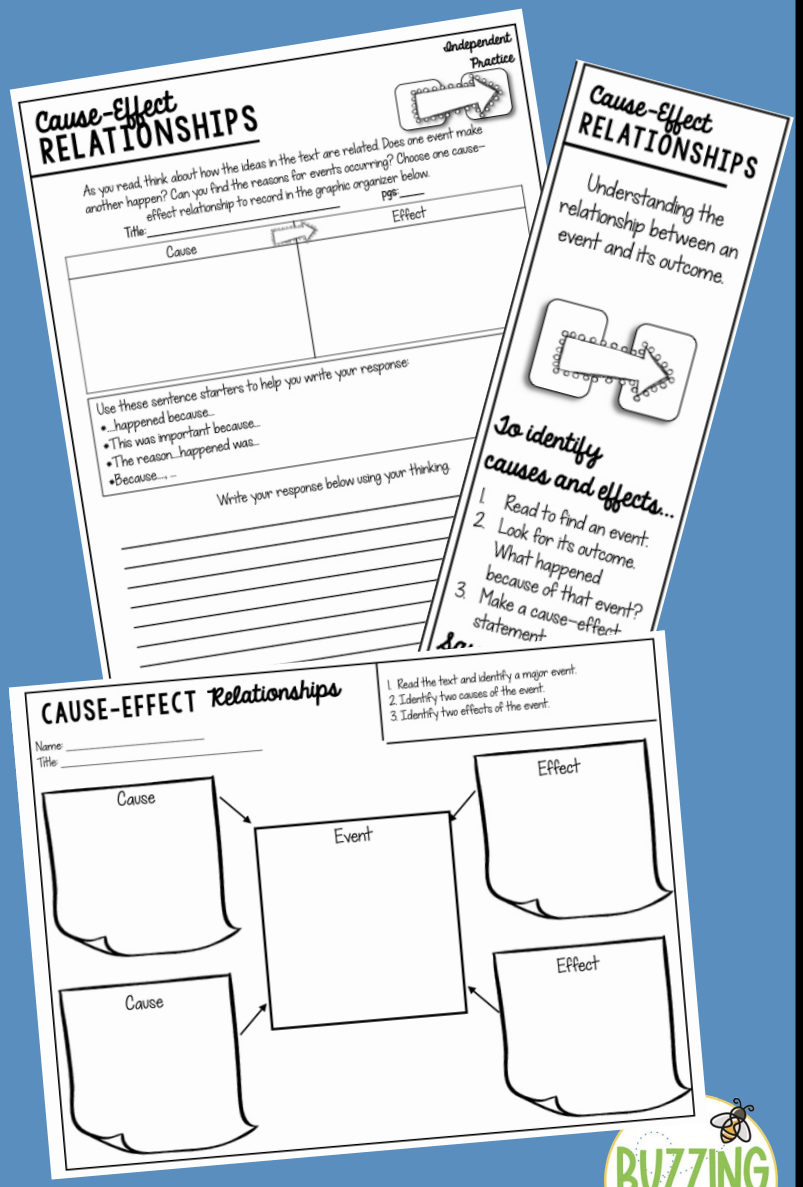
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





BUZZING with Ms. B

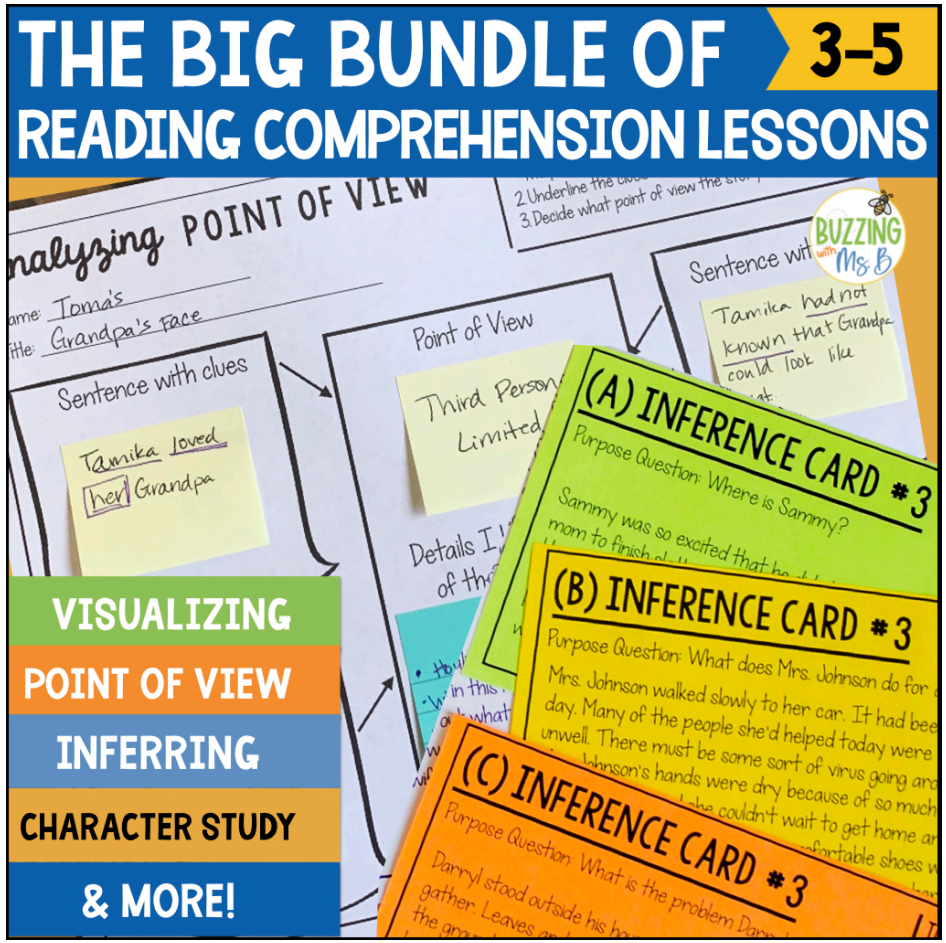
WHAT TEACHERS ARE SAYING

"This was a great resource for my fifth graders. I have a wide variety of learning abilities and this worked well with all of my students."

"These lessons are great! The concrete introductory activity is helpful as my student move from concrete to abstract thinking. The anchor chart is a great reference for when students need to jog their memories. I appreciate that the longer passage has guided questions to draw out the students' thinking. The differentiated task cards are so helpful!"

BUZZING with Ms. B

Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!