

Cause and Effect

Apply In:

● ● Leveled Book: *What a Day!*

1 Reteach

Demonstrate cause and effect. Turn out the lights in the room.

Ask: **What happened to the lights?** (They went off.) **Why did they go off?** (because you flipped the switch)

Explain: **Yes, I flipped the light switch. That is the cause. A cause is why something happens. An effect is what happens: The lights went off.** Then display and review this chart:

Effects	Cause
To find an effect, ask: What happened?	To find a cause, ask: Why did it happen?

Say: **This morning I ate some eggs because I was hungry.** Have students use the chart to identify the cause and the effect. Ask:

- ▶ **What happened?** (You ate some eggs.)
- ▶ **Why did it happen?** (You were hungry.)

Point out the signal word *because*. Explain that words such as *because*, *so*, *since*, and *why* often signal a cause or an effect:

- I missed Grandma so I sent her a letter.
- Since it was raining, we stayed inside.
- I was tired. That's why I went to bed.

2 Practice with a Partner

Read these statements aloud, one at a time. Have students think about a possible cause and share it with a partner. Then have pairs share their causes and effects. Encourage them to use signal words.

- ▶ **Andre went to the store and bought a broom.**
- ▶ **Najla's baby brother started crying.**
- ▶ **The dog barked loudly.**

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3 Apply

Distribute copies of the **Cause and Effect Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read silently.

After reading, have students identify causes and effects in the book. Use the **Multi-Level Strategies** to involve students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask: Does Pedro get the fish because he tries hard or because Papi does all the work? Students can act out responses if necessary.	Encourage partners to identify cause-and-effect relationships throughout the book by asking: What happens? Why does it happen?	Have students state cause-and-effect relationships in sentences with signal words: <i>The fish landed on the deck because Pedro yanked the line.</i>

Record students' ideas in a chart, for example:

Effects	Causes
<i>The fish lands on the deck.</i>	<i>Pedro yanks on the line.</i>
<i>Pedro gets the fish.</i>	<i>He tries hard.</i>

Have partners use the chart to retell the story, incorporating causes and effects.

CLOSE AND ASSESS

Have students tell how they find an effect (ask what happens) and a cause (ask why it happens).

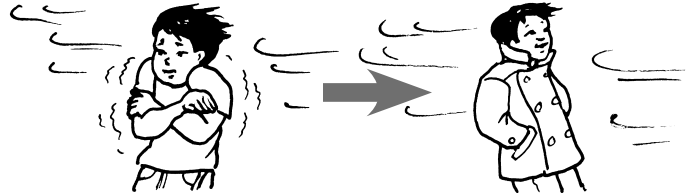
Cause and Effect

A **cause** is why something happens.
An **effect** is what happens.

- Ask yourself *why* to find a cause.
- Think about *what happens* to find an effect.
- Look for clue words, such as *because*.

cause

effect



A cold wind blows.

Lee puts on a coat.

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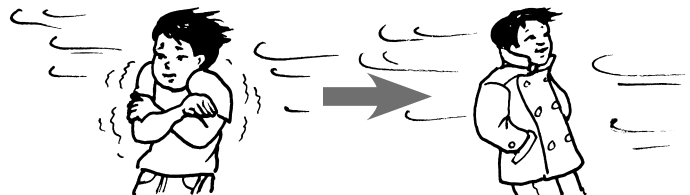
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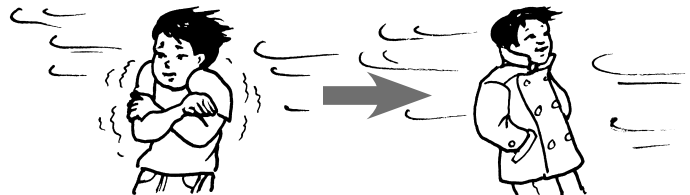
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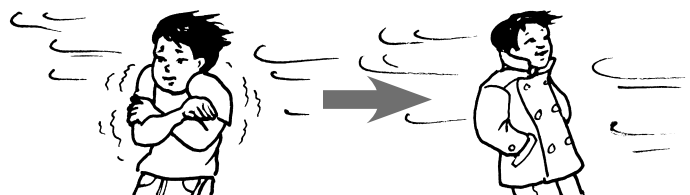
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