

Cause and Effect

Apply In:

- Leveled Book: *Power Out!*
- Leveled Book: *A Picture Book of Thomas Alva Edison*

1 Reteach

Conduct a demonstration to relate cause and effect. Push a pen off a desk. Ask: **What happened to the pen?** (It fell.) **Why did it fall?** (because you pushed it)

Explain: **I pushed the pen. That is the cause. A cause is *why* something happens. An effect is *what* happens: The pen fell.**

Then display and review this chart:

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

Share an anecdote, such as: **This morning I put on a sweater because it was cold.** Have students use the chart to identify the cause and the effect. Ask:

- ▶ **What happened?** (You put on a sweater.)
- ▶ **Why did it happen?** (It was cold.)

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

- I went to bed late so I was tired in the morning.
- It was hot. That's why I took off my jacket.

2 Practice with a Partner

Read these statements aloud, one at a time.

- ▶ **The class clapped and cheered for Su.**
- ▶ **Mark and Felipe went to the library.**
- ▶ **Bo's dad gave him some medicine.**

Have students think about a possible cause, and then share it with a partner. Then have pairs share the cause and the effect. Encourage them to use signal words.

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3 Apply

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

- ▶ **Beginning Readers** read silently or aloud with a partner.
- ▶ **More Fluent Readers** read silently.

After reading, bring groups together to identify causes and effects in the books. Use the **Multi-Level Strategies** to support students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask students who read <i>Power Out!</i> questions with embedded answers: Does the train stop because the power goes out or because the train reaches the station?	Help students who read <i>A Picture Book of Thomas Alva Edison</i> state cause-and-effect relationships with signal words: <i>The eggs broke because Thomas sat on them.</i>	Have partners find a cause and an effect for each scene on pages 4–13 and pages 22–25 in <i>A Picture Book of Thomas Alva Edison</i> . Have them make statements using signal words.

Record students' ideas in a chart, for example:

Effects	Causes
The eggs in the nest broke.	Thomas sat on the eggs.
There was a fire in the baggage car.	Thomas was not careful with the chemicals.

Have partners use the chart to retell the story.

CLOSE AND ASSESS

Have students tell how to 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.

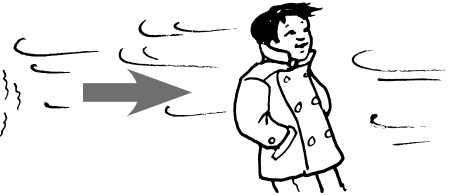
- Ask yourself *why* to find a cause.
- Think about *what happens* to find an effect.
- Look for clue words, such as *because*.

cause



A cold wind blows.

effect



Lee puts on a coat.

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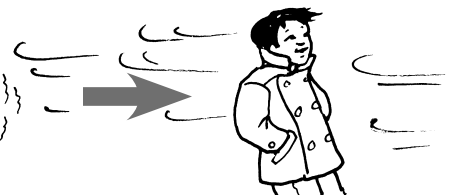
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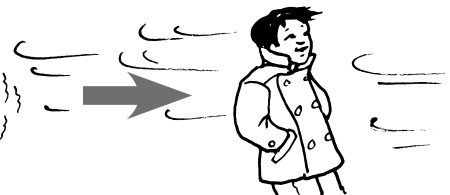
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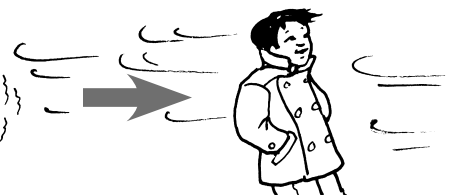
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