

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Identify cause-and-effect relationships.
- Use diagrams to organize text structures.

ESL MODIFICATIONS



Listening • Students will respond verbally or non-verbally to identify causes and effects heard in the whole group reading activity.



Reading • Students will match causes and their effects from stories using visual support and graphic organizers.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record causes and effects from a simple text.

MATERIALS

READING FOR UNDERSTANDING

- Passage “A Project for Sam,” Student Page 1

TEACH

- Passage “A Project for Sam,” Student Page 1

GUIDED PRACTICE

- “Causes and Effects,” Student Page 2

INDEPENDENT PRACTICE

- Passage “Lost and Found” Level 3, Student Page 6
- “Cause-and-Effect Map,” Student Page 3

ESL MODIFICATIONS

READING FOR UNDERSTANDING

- Passage “A Project for Sam,” Student Page 1

TEACH**Levels 1–3**

- Passage “A Project for Sam,” Student Page 1

GUIDED PRACTICE**Levels 1–3**

- “Causes and Effects,” Student Page 2

INDEPENDENT PRACTICE

- Level 1** • “Lost and Found” Level 1, Student Page 4
 - “Cause-and-Effect Map,” Student Page 3
- Level 2** • “Lost and Found” Level 2, Student Page 5
 - “Cause-and-Effect Map,” Student Page 3
- Level 3** • “Lost and Found” Level 3, Student Page 6
 - “Cause-and-Effect Map,” Student Page 3

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

project	lonely	reminded	model
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- When introducing vocabulary words, model the correct pronunciation of the whole word and have students repeat. For multisyllabic words, say the word. Then say each word part slowly. Next, quickly repeat the whole word. Have the students repeat the steps above with you. Then, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

project proj • ect (*pră-jekt*) A project is something a person makes or creates. It usually takes planning, effort, and time to complete a project. *Laura's latest project is making puppets for a puppet show.*

lonely lone • ly (*lōn-lē*) Lonely is the feeling you have when you are by yourself and wish someone were with you. *Mark felt lonely after all of his cousins left to go home.*

reminded re • mind • ed (*ri-mīnd-ěd*) If something reminded you, it made you remember something. *The smell of cookies baking reminded me of my grandmother's house.*

model mod • el (*mă-dəl*) A model is a smaller copy of a real thing. *The city planners displayed a model of the new airport to show citizens what it would look like when it was built.*

- Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

READING FOR UNDERSTANDING



Distribute the passage “A Project for Sam,” Student Page 1. Read the passage aloud or read it chorally.

Pause after each paragraph, and use these questions to check for understanding.

1. **What can you tell about Sam and Carlos from the first paragraph?** (*They are close and usually spend a lot of time together.*)
2. **How does Sam feel about the sports car that zooms past? How can you tell?** (*He thinks it is cool. That’s why he makes his model look like it.*)
3. **How do Sam’s feelings change during the story?** (*At first he is bored and lonely, but at the end he is proud and excited.*)

ESL MODIFICATIONS

Use these comprehension questions to modify instruction.

Level 1

1. Reread sentence 1 to students, then ask: **How does Sam feel?** (*bored and lonely*)
2. Reread the last two sentences of paragraph 2 to students, then ask: **What does Sam make?** (*a red car; a car like the one he saw*)
3. Reread the first sentence of paragraph 3, then ask: **How does Sam feel about the car he makes?** (*proud*)

Level 2

1. **What did Carlos give Sam for his birthday?** (*He gave him a kit for building a model race car.*)
2. **Describe the car that Sam makes?** (*It is red with silver trim. It looks like the sports car that went by.*)
3. **Why does Sam take a picture of the model?** (*He wants to show Carlos what he did.*)

Level 3

1. **How did the car that passed by change Sam’s day?** (*It gave him the idea of working on the model, and that kept him from being bored.*)
2. **Why do you think Sam finishes the model in just one day?** (*He is excited to see how it turns out; Working on it keeps his mind off of being lonely.*)
3. **How does Sam include Carlos in his project?** (*He sends him a picture of the finished model.*)

TEACH



USING COMPREHENSION STRATEGIES

- Stand three or four dictionaries or textbooks in a row like dominoes. **What will happen if I push the first book over?** (*It will cause the other books to fall.*) Push the book over to affirm students' response.
- Draw a graphic organizer as on Student Page 3 on the board.
- **You have learned that one event can make another event happen.** Point to the box on the left. **The first event is called the *cause*.** When I pushed the book over, that was a **cause**. Write *Pushed first book over* in the Cause box.
- Point to the box on the right. **A cause makes a second event happen. The second event is called the *effect*.** The effect of the push was that the other books fell over. Write *Other books fell over* in the Effect box.
- **Effects come after causes. However, not all events that happen one after another are causes and effects. For example, you might brush your teeth and then go to bed. But brushing your teeth does not cause you to go to bed. Causes and effects are much more strongly related to each other. Because the first event has happened, the second event is almost guaranteed to happen.**
- **Let's reread "A Project for Sam."** Distribute "A Project for Sam," Student Page 1. **We will read this passage and then look for causes and their effects. Remember, to find causes, we look for an event or situation that makes something else happen.**
- Have students read the first two sentences. Then guide them in identifying causes and effects. **What cause and effect can you find in the first two sentences? Which event makes the other one happen?** Repeat until the entire passage has been read. Model recording responses on a cause-and-effect map:

Cause: His best friend is away.

Effect: Sam is bored and lonely.

Cause: Sam sees a red sports car.

Effect: Sam remembers the kit Carlos gave him.

Cause: Sam works without stopping.

Effect: He builds the model in one day.

Cause: Sam wants the model to look like the sports car he saw.

Effect: He paints the model red and silver.

Cause: Sam is proud of his work.

Effect: He takes a picture to send to Carlos.

ESL MODIFICATIONS

Use these modifications to help students identify causes and effects.

Level 1

1. **Why does Sam feel bad?** (*His best friend is gone.*)
2. **What does Sam see zoom by?** (*a red car*)
What does it make him think about? (*the kit from Carlos*)
3. **Sam feels proud of his model. What does that make him do?** (*take a picture of it*)

Level 2

1. **What makes Sam think about the kit that Carlos gave him?** (*A red sports car zooms by.*)
2. **How does Sam finish the model in one day?** (*He works without stopping.*)
3. **How did Sam make his model look like the car he saw?** (*He painted it red and silver.*)

Level 3

1. **What happened when Sam saw the red sports car zoom past?** (*He remembered the kit Carlos gave him.*)
2. **Why did Sam paint his model red and silver?** (*He wanted it to look like the sports car he saw.*)
3. **What effect did Carlos's gift have?** (*It changed Sam's day from boring to fun.*)

GUIDED PRACTICE

**Let's practice making predictions.**

- Distribute “Causes and Effects,” Student Page 2.
- Have volunteers read aloud the text next to each picture. Guide them in identifying and recording causes and effects.
- Finally, have students draw a picture and write an effect to answer the question at the bottom of the page.

ANSWERS**Causes and Effects:**

(Wording may vary.)

2. Cause: Penny had sneaked out to visit the neighbor's chickens before.
3. Effect: Luz put Gilbert the goat in the pen.
4. Cause: Farmer Green was thankful to have Penny back in her pen.
5. The effect will be that Penny will stay in her pen from now on.

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students identify causes and effects. For all levels, distribute Student Page 2.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is a (an)_____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this a boy? Is there a pig in this picture?**) Have students respond by putting thumbs up or down.
3. Read the passage to students. Then ask them to listen for causes and effects as you reread it. Pause after each section and read the cause or effect given in the last column. Then ask yes/no questions to elicit the missing cause or effect. **Was the pig lost or did the pig like to go see the chickens?** Model recording each answer. After the story has been reread, have students draw a picture to show their answer to the final question. Then write the effect for students to copy onto the lines next to their drawing.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stem *This is a (an)_____* to name the items for each other.
2. Read the passage to students and ask them to listen for causes and effects. Then reread the story, pausing after each section to have students identify and record the missing cause or effect. After the passage has been reread, have students respond to the last question. Ask them to draw a picture showing their idea. Then help them write the effect next to their drawings.

Level 3

1. Ask students to name and describe things they see in the pictures.
2. Ask students to listen for causes and effects as you read the passage. Then have volunteers read the boxed sections of the text. After each section, have students identify and record the missing cause or effect. Once the passage has been reread, ask students to respond to the final question. Then have partners share and compare their drawings and answers.

INDEPENDENT PRACTICE



Now read another passage and study each underlined cause. Find the effect that each cause leads to.

1. Give each student a copy of “Cause-and-Effect Map,” Student Page 3 and “Lost and Found,” Student Page 6.
2. Monitor students’ progress and remind them to think about the underlined events and then find what each one causes to happen. Have students record the causes and effects on their maps. Review the meaning of *cause* and *effect* as needed.
3. Ask cause-and-effect questions. **Why did her mom frown? Her mom is stunned because...** Have students use their organizer to answer the questions.

ANSWERS**Causes and Effects:**

Cause: Sara shakes out her backpack.

Effect: Books and papers go all over the floor.

Cause: Sara can’t find her award.

Effect: She gets upset.

Cause: Her mom sees the pile of junk.

Effect: Her mom frowns.

Cause: Sara looks at the paper her mom gives her.

Effect: Sara smiles.

Cause: Her mom sees the words Most Organized.

Effect: She is stunned.

ESL MODIFICATIONS

Have students work independently using the following modified passages and “Cause-and-Effect Map,” Student Page 3. Level 1 Student Page includes a Picture Glossary. Level 2 Student Page has a Word Study section that defines key vocabulary. Tell students they may use the applicable section to help with the meaning of the bold words in the text.

Level 1 • Distribute “Lost and Found” Level 1, Student Page 4.

Reread each underlined cause. Then say **That made something happen. What happened?** Read the sentences containing the effect. Then include the effect in a question. **Did Sara smile or cry?** Have students answer by saying the answer or by pointing to words in the text. Guide students in copying details from the text to fill in their cause-and-effect map.

Effects to match underlined causes:

1. Things fell on the floor.
2. Sara began to get upset.
3. Sara said, “Come in.”
4. Her mom frowned.
5. Sara smiled.
6. Her mom was surprised.

Level 2 • Distribute “Lost and Found” Level 2, Student Page 5.

Point out and read the words *cause* and *effect* on Student Page 3. Review the meaning of each word. Then reread each underlined cause in the passage. Have students draw two lines under the effect. Ask a volunteer to read or point out their answer. Have students copy or paraphrase the causes and effects from the text to complete their organizer. Then have them use their organizer to answer questions such as **What was the effect of Sara shaking her backpack? What caused Sara to smile or why did Sara smile?**

Effects to match underlined causes:

1. Books and papers fell all over the floor.
2. Sara began to get upset.
3. Sara said, “Come in.”
4. Her mom frowned.
5. Sara smiled.
6. Her mom was very surprised.

Level 3 • Distribute “Lost and Found” Level 3, Student Page 6.

Review the meaning of the words *cause* and *effect*. Then have students draw two lines under the effect that was caused by each underlined event. Choose volunteers to read the effect that they chose. Have students act out key phrases to confirm understanding. Next, direct students to copy from the text or paraphrase each cause and effect to complete their map. Then have them use their organizer to answer cause-and-effect questions about the story.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill Cause and Effect, provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or story starters.

1. Finding causes and effects in content areas

- Choose a paragraph or series of paragraphs about an interesting science or social studies topic. The information could come from a library book, youth magazine, or the newspaper. Make sure the passage mentions one or more cause-and-effect relationships.
- Choose stopping points that follow each cause-and-effect relationship.
- As you read the information aloud, pause at each stopping point and have students identify the cause and effect. Record the information on a cause-and-effect map.
- After charting the causes and effects for the whole passage, have each student use the information on the cause-and-effect maps to create a three-question quiz for a partner. Cover the maps and have students trade papers and take the quizzes. Then ask them to check each other's work.

2. Naming causes and effects in a cumulative story

- Tell the following cumulative children's story and have students listen for causes and effects.
Pitter and Pat woke up hungry, so they went to the henhouse to get some eggs. The rooster pecked them and chased them away, so they got no eggs. Then they went to the garden to pick some strawberries, but a raccoon had gobbled up all the fruit, so they got no strawberries. Then they went to the orchard to get some apples, but the apples were all too high to reach, so they got no apples. Then they went to the stream to catch some fish, but the fish were too fast, so they got no fish. All their walking made Pitter and Pat very tired, so Pitter and Pat walked home and went back to bed.
- Ask questions about the causes and effects in the story. **Why did Pitter and Pat go to the henhouse? Why did Pitter and Pat get no fish?** Record students' responses in a cause-and-effect map.
- Next, use the starter below to begin a cumulative children's story. Have each student add a cause and an effect to continue it. When every student has had a turn, supply the ending given.
Story starter: *Freddie and Fritz were tired of working, so they decided to take a fun trip. They got in the car, but there was no gas, so they got nowhere. Then they. . .*
Ending: *All of this made Freddie and Fritz tired of traveling, so they pitched a tent in their own front yard and had a very fine time indeed.*
- Have students take turns asking questions about the causes and effects in the story and calling on classmates to answer. Help them record the responses on a cause-and-effect map.

A Project for Sam

Sam sat on the front porch feeling bored and **lonely**. His best friend, Carlos, was on a camping trip with his family. Just then, a flashy, red sports car zoomed past. Seeing the car **reminded** Sam of his birthday gift from Carlos. It was a kit for making a model race car.

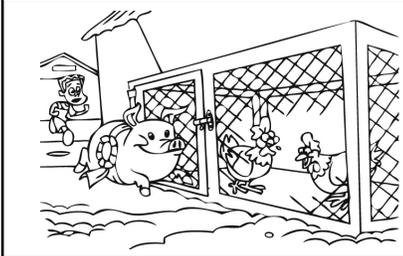
Sam hurried to his room. He found the kit and got right to work. He worked without stopping, so he had the **model** all put together by supertime! After supper, he painted the model car red with shiny silver trim. He wanted to make it look just like the cool sports car he had seen that morning.

The model looked great. Sam was so proud of his work that he sent a picture of it to Carlos. Even though Carlos was away, his gift had turned Sam's boring day into a really fun one.

Causes and Effects

Read each paragraph of the passage. Write the missing cause or effect in the box. In the last box, write and illustrate the effect.

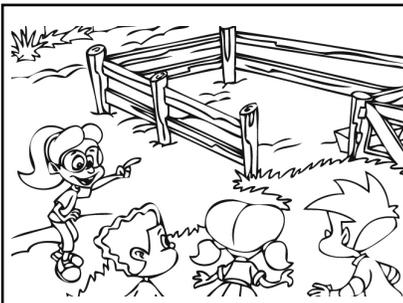
Causes and Effects



One windy day, the gate of Farmer Green's pig pen blew open. His prize pig Penny trotted out of her pen. She ran off to look for her friends.

Cause: Wind blew the gate open.

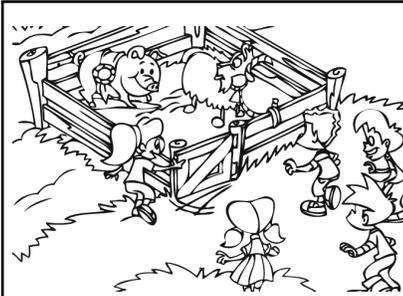
Effect: Penny the pig got out of her pen.



When Luz and her friends saw the empty pen, they knew just where to find Penny. The pig had sneaked out to visit the neighbor's chickens many times before.

Cause: _____

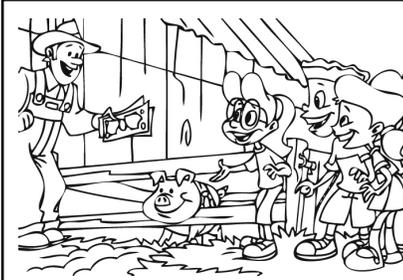
Effect: Luz and her friends knew just where to find Penny.



The kids brought Penny home and closed her in her pen. Luz knew that Penny only ran away when she was lonely. Luz decided to put Gilbert the goat in the pen, too.

Cause: Luz knew Penny ran away when she got lonely.

Effect: _____



The kids went to tell Farmer Green that Penny was back safely in her pen. He was so thankful that he gave them a reward. He said Gilbert could stay in Penny's pen all the time.

Cause: _____

Effect: Farmer Green gave Luz and her friends a reward.

Cause: Gilbert will stay in Penny's pen all the time.
What will the effect be? _____

Cause-and-Effect Map

Passage title: _____

Think about events in the passage. Ask yourself, "Did this cause something else to happen? What effect did it have?" Then write the cause and its effect in the map below.

Cause	Effect
_____ _____	_____ _____

Cause	Effect
_____ _____	_____ _____

Cause	Effect
_____ _____	_____ _____

Cause	Effect
_____ _____	_____ _____

Cause	Effect
_____ _____	_____ _____

Lost and Found

¹ Sara **opened** her backpack. She turned it over. Her things fell on the **floor**. Sara saw books and papers. She saw pencils. She saw a dollar bill. But she did not see her award. Sara began to get **upset**.

² Her mom **knocked** on the door. “Come in,” Sarah said.

³ Her mom looked at the things on the floor. She **frowned**. Then she gave Sara a paper. “Look what I found,” she said.

⁴ Sara looked at the paper. She smiled. “It is my award!”

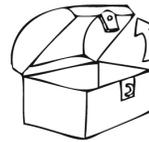
⁵ “The award says *Neatest Desk*. I was **surprised**. I did not think the award was for you!”

⁶ They laughed. “My backpack is not neat. My room is not neat,” said Sara. “But my desk at school is very neat!”

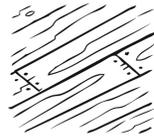


Picture Glossary

opened



floor



upset



knocked



frowned



award



Neatest Desk



surprised



Lost and Found

¹ Sara opened her backpack. She turned it over and **shook it**. Books and papers fell all over the **floor**. She began to look through the **pile**. She saw pencils, school papers, and hair clips. She even saw a dollar bill. But she did not see what she was looking for.

Sara began to get **upset**.

² Sara's mom **knocked** on the door. "Come in," Sarah said.

³ When her mom saw the mess, she **frowned**. Then she gave a paper to Sara. "This was in your lunch box," she said.

⁴ Sara looked at the paper. She **smiled**. "It's my **award!** I was going to surprise you."

⁵ "You did," said her mom with a smile. "When I saw the words **Most Organized**, I was very **surprised**. I thought you got the wrong award!"

⁶ They both laughed. Then they cleaned up the mess. "Backpacks don't count at school," said Sara, "or **bedrooms**, either!"



Word Study

shook moved something back and forth quickly

floor the part of a room you walk on

pile a lot of things all in one place on top of one another

upset mad

knocked hit or tapped

frowned made a face to show she was not happy

smiled made a face to show she was happy

award a paper that says you did a good job

surprised how you feel when something you did not expect happens

Most Organized the one who is best at keeping things in order

bedrooms rooms where you sleep

Lost and Found

¹ Sara unzipped her backpack and shook it upside down. Books and papers landed in a heap on her bedroom floor. She began to dig through the pile. She saw broken pencils, old artworks, and wrinkled book reports. She saw hair clips and erasers. She even saw a dollar bill. (*There was her lunch money!*) But she did not see what she was looking for. She began to get upset.

² Sara heard a knock on her bedroom door. She looked around the room. It was a mess! She did not have time to clean up. She stood up and said, “Come in.”

³ When her mom saw the big pile of junk, she frowned. “That’s odd,” she remarked. Then she handed a folded piece of paper to Sara. “I found this in your lunch box,” she said.

⁴ Sara pulled open the paper and looked at it. Her face lit up with a smile. “It’s my award! But I wanted to surprise you.”

⁵ “I am surprised,” replied her mom, grinning. “When I saw the words *Most Organized* on the certificate, I was stunned. I thought it must be a mistake!”

⁶ They both laughed. Then they started cleaning up the mess. “Messy backpacks don’t count,” said Sara, “or bedrooms, either!”

