

EMPOWERING TEACHERS

Benchmarks: Second Grade Comprehension: Identify Cause and Effect Relationships in Text

Preparation/Materials: large copy of graphic organizer, student sheets with sentences and graphic organizer, pencils, marker



- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)



NOTE: There are multiple aspects to cause and effect. There can be several causes to one effect, and there can be several effects from one cause. Sometimes one effect causes another effect which then causes a third effect. This structure is often referred to as cause and effect chaining. This instructional routine focuses on just one cause and one effect.

TEACHER EXPLAINS TASK

We are going to learn about cause and effect. Cause and effect is the relationship between two things or events where one event caused another event to happen.

TEACHER MODELS TASK

Cause and effect relationships occur everyday: at play, at home, and at school. To find cause and effect relationships, we look for one event that caused another event. The cause is why the event happens. The effect is what happened.

Let's look at two examples that have a cause and effect relationship.

If the school bus is late, then Jamal misses breakfast at school.

Missing breakfast is the effect or what happened. The late school bus is the cause.

You feel cold, so you put on your sweater.

Putting on your sweater is the effect or what happened. Feeling cold is the cause.

How did I figure out the cause and effect in these sentences? I had to ask two questions.

First, to find the effect, I asked, "What happened?"

Then, to find the cause, I asked, "Why did this happen?"

I am going to ask these two questions after reading the next example.

Maria was reading a book and the main character was Peter. Peter ran faster than all the others, so he won the race.

To find the effect, I ask myself, "What happened?" Peter won the race.

To find the cause, I ask myself, "Why did this happen?" Peter ran faster than all the others.

Display large graphic organizer. Point to each part as it is explained.

I'm going to write this information on a graphic organizer. I will write the cause on the left side of the chart under 'cause'. I will write the effect on the right side of the chart under 'effect'.

The question in the left box, 'Why did this happen?' helps me find the cause.

The question in the right box, 'What happened?' helps me find the effect.

I will write 'Peter ran faster than all the others' in the left box under cause.

What do I write for the cause?

- Peter ran faster than all the others.

I will write 'he won the race' in the right box under effect.

What do I write for the effect?

- He won the race.

Sometimes a sentence or paragraph can have more than one cause and more than one effect. Today we will learn about cause and effect relationships that have one cause and one effect.

EMPOWERING TEACHERS

TEACHER AND STUDENTS PRACTICE TASK TOGETHER

To find cause and effect relationships, we look for one event that caused another event.

The cause is why the event happens.

What is the cause?

- Why the event happens.

The effect is what happened.

What is the effect?

- What happened.

Distribute pencils and student sheets with sentences and the graphic organizer.

Find sentence #1. Let's choral read, and then find the cause and effect relationship in this sentence. Ready?

#1 Susie was hungry so she ate her apple.

To find the effect, we ask, "What happened?"

What do we ask to find the effect?

- What happened?

The effect is 'Susie ate her apple'.

What is the effect or what happened in this sentence?

- Susie ate her apple.

Yes, that is the effect.

If students answer the question, 'What happened?' with the cause (i.e., she was hungry), ask them why this happened. The answer isn't in the sentence; we don't know why she was hungry. If we cannot answer this, to find the effect we should ask, "Is there anything else that happened?" (i.e., she ate her apple).

To find the cause, we ask, "Why did this happen?"

What do we ask to find the cause?

- Why did this happen?

The cause is 'Susie was hungry'.

What is the cause or why did this happen in this sentence?

- Susie was hungry.

Yes, that is the cause.

Return to the large graphic organizer. Point to each part as it is explained.

We're going to write this information on our graphic organizer under sentence #1.

We will write the cause on the left side under 'Why did this happen?'

Where do we write the cause?

- We write the cause on the left side under 'Why did this happen?'

We will write the effect on the right side under 'What happened?'

Where do we write the effect?

- We write the effect on the right side under 'What happened?'

We will write 'Susie was hungry' in the left box under cause.

What do we write for the cause?

- Susie was hungry.

Write that on your graphic organizer and I will write on the large one.

We will write 'she ate her apple' in the right box under effect.

What do I write for the effect?

- She ate her apple.

Now, you write on your graphic organizer and I will write on the large one.

Find sentence #2. Let's choral read, and then find the cause and effect relationship in this sentence. Ready?

#2 The athlete was feeling exhausted so he sat down on the grass to rest.

To find the effect, we ask, "What happened?"

What do we ask to find the effect?

- What happened?

EMPOWERING TEACHERS

TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

The effect is 'he sat down on the grass to rest'.

What is the effect or what happened in this sentence?

- He sat down on the grass to rest.

Yes, that is the effect.

If students answer the question, 'What happened?' with the cause (i.e., the athlete was feeling exhausted), ask them why this happened. The sentence doesn't tell us why. If we cannot answer this, to find the effect we should ask, "Is there anything else that happened?" (i.e., he sat down on the grass).

To find the cause, we ask, "Why did this happen?"

What do we ask to find the cause?

- Why did this happen?

The cause is 'the athlete was feeling exhausted'.

What is the cause or why did this happen in this sentence?

- The athlete was feeling exhausted.

Yes, that is the cause.

We're going to write this information on our graphic organizer under sentence #2.

We will write 'the athlete was feeling exhausted' in the left box under cause.

What do we write for the cause?

- The athlete was feeling exhausted.

Write that on your graphic organizer and I will write on the large one.

We will write 'he sat down on the grass to rest' in the right box under effect.

What do I write for the effect?

- He sat down on the grass to rest.

Now, you write on your graphic organizer and I will write on the large one.

STUDENTS PRACTICE TASK

Let's review first. To find cause and effect relationships, we look for one event that caused another event.

What is the cause?

The cause is why another event happens.

What is the effect?

The effect is what happened.

Yes. The cause tells us why an event happens and the effect tells us what happened.

Let's choral read sentence #3. Then you will find the cause and effect relationship. Ready?

#3 If Alex eats too much food, then he will gain weight.

What do you ask to find the effect?

What happened?

What is the effect or what happens in this sentence?

He will gain weight.

Yes, that is the effect.

Again, if the students answer the question, 'What happened?' with 'he eats too much food', ask them, "Why did this happen?" The sentence doesn't tell us why. If we cannot answer this, to find the effect we should ask, "Is there anything else that happened?" (i.e., he will gain weight).

What do we ask to find the cause?

Why did this happen?

What is the cause or why did this happen in this sentence?

Alex eats too much food.

Yes, that is the cause.

Write this information on your graphic organizer under sentence #3.

What will you write in the left box under cause?

Alex eats too much food.

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK (continued)

Write 'Alex eats too much food' on your graphic organizer and I will write on the large one.

What do you write in the right box under effect?

He will gain weight.

Yes, write 'he will gain weight' on your graphic organizer and I will write on the large one.

You've done a great job finding cause and effect.

Using cause and effect is one way that authors organize their writing to show the relationship between two things or events. If we can recognize a sentence or paragraph that is organized around a cause and effect relationship, then we are able to better understand the author's message.

INDEPENDENT PRACTICE

When students consistently identify cause and effect relationships in a sentence or paragraph, provide opportunities to practice individually or in pairs using other explicit passages that have this structure.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly identifying how one event is the cause and another event is the effect. If students are experiencing difficulty with this concept, use more examples from everyday experiences (e.g., I dropped the glass; therefore, the glass broke.). Echo read the sentences for students having difficulty with the reading level. If necessary during student practice, prompt students by giving them the response before you ask them to state it. If students can't answer questions about 'what happened', prompt them with the following questions: Who or what is this sentence/paragraph about? What is the most important thing about the who or what? If students answer the question about the effect by giving the cause, ask them why this happened or if this happened as a result of something else. If students answer the question about the cause by giving the effect, ask them if this was the initiating or starting event that caused something else to happen.

Adaptations using this Instructional Routine:

- Provide opportunities for students to write and illustrate cause and effect sentences.
- Pair students, then give one student the beginning of a sentence (the cause, e.g., It rained all day) and have the other student finish the sentence with the effect (e.g., so the baseball game was cancelled, so the roads were flooded, or I couldn't go swimming).
- When students are secure with this routine, the teacher can give the students sentences where the effect is presented first and the cause is presented next.
- When students are secure with finding cause and effect with the questions in this routine, you can introduce the idea that the effect is often the main idea.
- When students are secure with finding cause and effect relationships, you can give them sentences with more than one effect.

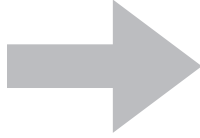

For further independent practice with narrative text sequencing, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf

- C.020

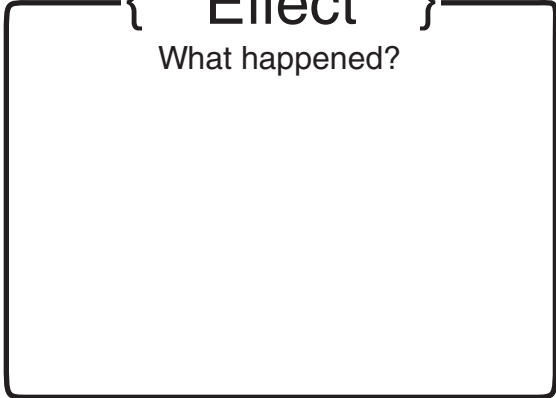
EMPOWERING TEACHERS

1. Susie was hungry so she ate her apple.

{ Cause }
Why did this happen?

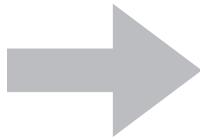



{ Effect }
What happened?

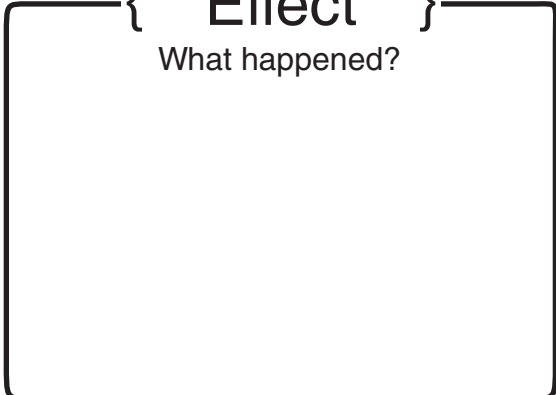


2. The athlete was feeling exhausted so he sat down in the grass to rest.

{ Cause }
Why did this happen?

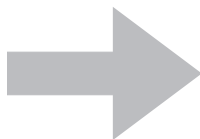
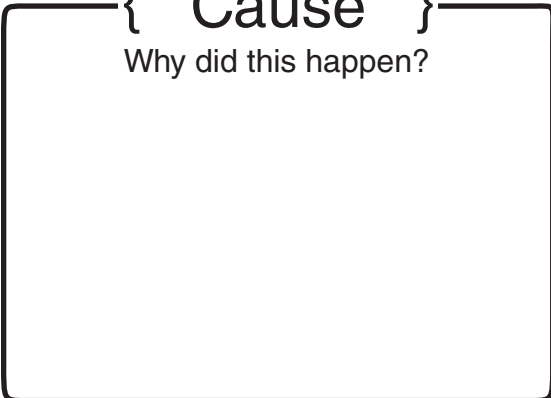


{ Effect }
What happened?

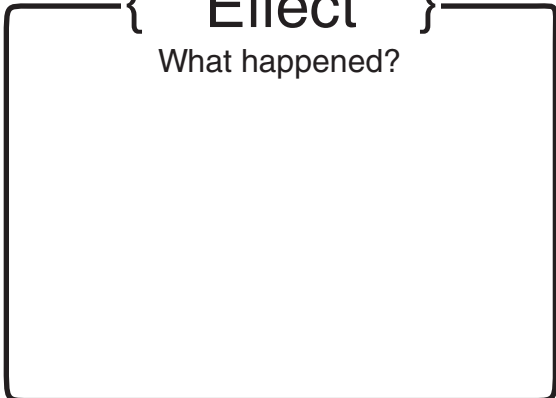


3. If Alex eats too much food, then he will gain weight.

{ Cause }
Why did this happen?



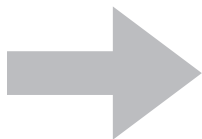
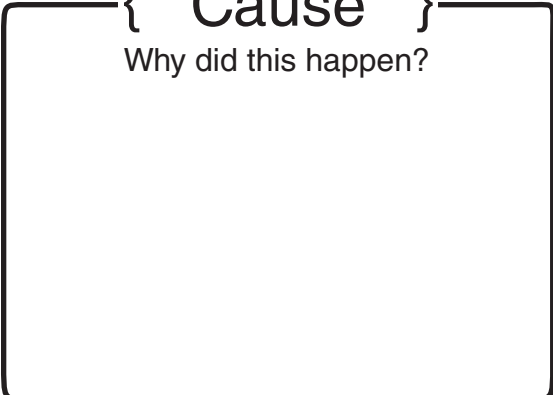
{ Effect }
What happened?



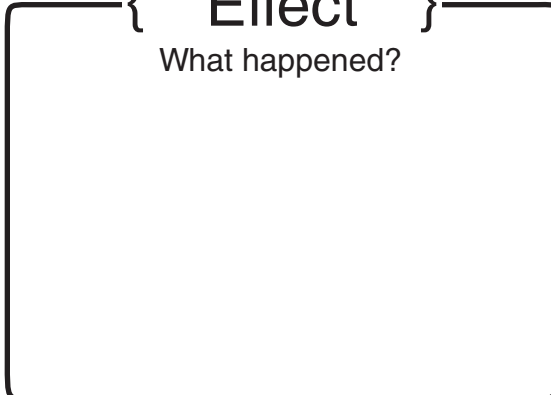
EMPOWERING TEACHERS

1.

{ Cause }
Why did this happen?

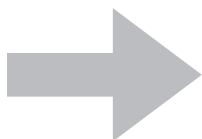
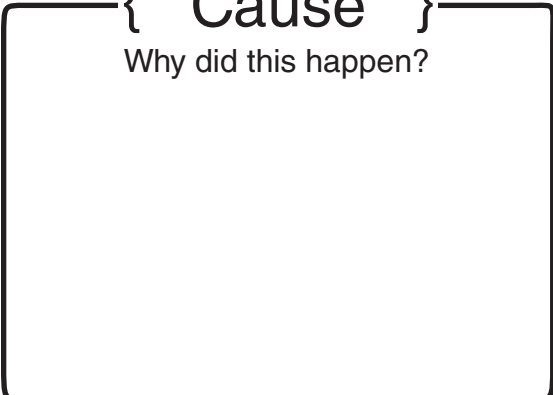


{ Effect }
What happened?

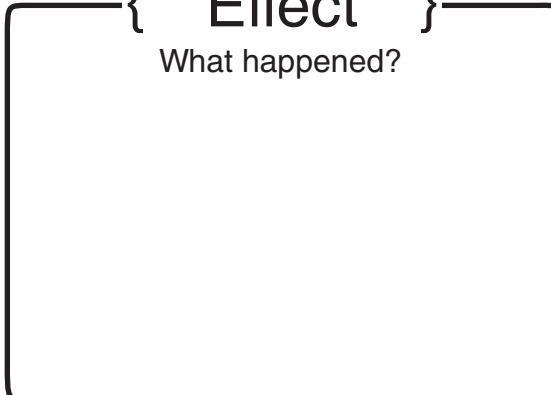


2.

{ Cause }
Why did this happen?

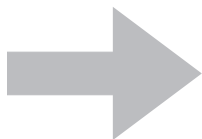



{ Effect }
What happened?



3.

{ Cause }
Why did this happen?



{ Effect }
What happened?

