Introduction
General Information

Tashi Sanchez-Llaury
Dr. Verplaetse
TSL 518
Summer 2017

Unit Information

Lessons 1 - 3 from ReadWorks.org

http://www.readworks.org/lessons/grade2/cause-and-effect

Title: Cause and Effect

Grade Level: 2nd Grade

Target Group: Content-based ESL Class

Reading Materials


Goals of Unit

I want my students to know the relationship between cause and effect.

I want my students to know that cause and effect can be applied in all content areas.

I want my students to know how cause and effect play out in their own lives
Lesson 1
Lesson 1: Intro to Cause & Effect

Unit: Cause & Effect

Grade Level: 2nd

T. Sanchez-Llaury
<table>
<thead>
<tr>
<th>Task/Domain</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing</strong></td>
<td>Picture: Word bank and support of picture.</td>
<td>Student will identify cause presented, classroom’s action and connecting it with cause.</td>
<td>Classroom’s action correlates with action of effect that will point to picture.</td>
<td>Student will identify cause presented, classroom’s action and connecting it with cause.</td>
<td>Student will identify cause presented, classroom’s action correlates with action of effect that will point to picture.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>With support of picture: Word bank and support of picture.</td>
<td>Student will identify cause presented, classroom’s action and connecting it with cause.</td>
<td>Classroom’s action correlates with action of effect that will point to picture.</td>
<td>Student will identify cause presented, classroom’s action and connecting it with cause.</td>
<td>Student will identify cause presented, classroom’s action correlates with action of effect that will point to picture.</td>
</tr>
</tbody>
</table>

**Performance Indicators**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will participate in whole class discussion about cause and effect.</td>
<td>3. Students will participate in whole class discussion about cause and effect.</td>
</tr>
<tr>
<td>2. Students will work individually to identify an effect and the cause of that effect.</td>
<td>2. Students will work individually to identify an effect and the cause of that effect.</td>
</tr>
<tr>
<td>3. Students will work individually to identify different effects of one cause.</td>
<td>3. Students will work individually to identify different effects of one cause.</td>
</tr>
<tr>
<td>Function/Narrative Charts</td>
<td>Words</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>to describe their drawing</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
<tr>
<td>to describe their drawing in a sentence frame and a phrase bank to fill student will use a chart paper</td>
<td>their drawing</td>
</tr>
</tbody>
</table>
Materials:
- Chart paper
  - Prepared Prior to Lesson:
    - Chant
    - Act it out: Sentence Starter/Pictures
- Markers
- Draw It Out: Cause and Effect Worksheet
- Crayons

Teacher Notes:
- Use gestures whenever possible
- Pace your speech
- Use pointing and acting out

Initiation
Teacher will ask students to join her on rug
- present this picture on chart paper
  - "Friends let’s look at this picture (points to picture), this little girl’s name is Amy.”
  - "Turn & talk (use gesture for turn & talk) with a partner about what you’re seeing (points to eyes) in this picture (points to picture). What’s going on with Amy?”
  - Students turn & talk for about 3 minutes (ideally: ELs paired with other ELs who share their L1)
• “Now, can I have a volunteer come up (gestures with hands calling forward) and while pointing to (points to picture) the picture and tell me or show me what is happening?”
  - “Show me” - modification for ELs to use words or gestures
  - Possible Responses: girl’s shoe is untied, she falls - girl trips on her shoelace, drops her lunch,
    - If student says or shows “girl falls” teacher will ask “why did she fall?”
• After having one or two volunteers, teacher asks students to sit back down on rug.
• “Today we’re going to talk about two words that have a connection: CAUSE and EFFECT”
  (teacher writes words above picture on chart paper as she says them)

CAUSE          EFFECT

Procedure
Teacher will introduce the vocabulary of cause and effect

• “Now let’s talk about what these words mean.”
  *referring back to picture & pointing to written words “cause” “effect” as she talks about them
  - “The cause (point to word - say clearly and paced) is why something happens, and it happens first (hold up one finger).”
  - “The effect (point to word - say clearly and paced) is the result or what happens, and it happens second (hold up two fingers).”
  - *Teacher will write #1 next to “cause” and #2 next to “effect” on chart paper*
Teacher Models:

- "Everyone will use ‘Today it rained,’ as the cause." For example:
  - "Today it rained, so I..." *acts out using umbrella*.
  - "Can you guess what I acted out as the effect?"
  - Possible answers: “umbrella, using umbrella, used an umbrella...”

- Teacher will have written out sentence frame “Today it rained, so I ________________.”
  on chart paper with picture of rain.

- Teacher will have pictures of possible effects students can use. *(example found in Lesson 1: Modified Materials, pg. 1-2)*
  - Teacher will have pictures of possible effects.
    - Umbrella, rain boots, rain coat, wet, jump in puddles, cold
  - "Each of you will have a turn to come up and act out a possible effect for the cause
    ‘Today it rained’ and your classmates will guess what you acted out.”
    - *possible modification for large class: split students up into small groups.

- "On the chart paper are some examples of possible effects, but you can come up with
  your own. Let’s go over some of these effects:
  - Today it rained, so I used an **umbrella**
  - Today it rained, so I got **wet**
  - Today it rained, so I jumped in **puddles**
  - Today it rained, so I put on my **rain boots**
  - Today it rained, so I put on my **rain coat**

  **teacher will pace speech, use hand gestures, and point to words as she says them.

- Students will take turns acting out different effects and guessing, using sentence frame.

**Closing Activity**

- Teacher will ask students to return to seats to do closing activity
“Friends, now that we’ve all talked about, chanted, acted out and guessed about cause and effect, let’s do some drawing and writing!”

- Teacher will hand out “Draw About It: Cause and Effect” worksheet
  - Teacher will go through worksheet with students, explaining that they can come up with their own effect, similar to when they acted them out, or they can use one from the chart paper.
  - Teacher will work walk around and support students in writing, especially EL’s Levels 1-3.

- Once students are done:
  - Who remembers our chant? (teacher will pull up chant chant)
  - Teacher will go through chant with students one more time before closing the lesson.
Lesson 1: Modified Materials
Example of chart paper for acting out cause and effect activity (with modifications):

Today it rained, so I ____________________.

umbrella  wet
puddle

rain boots

rain coat
Level 1/ Level 2: Phrase bank & pre-filled in cause.

**Draw About It: Cause and Effect**

Directions: **Choose an effect** from the chart paper, **draw it out**. Then use phrase bank to write a sentence about the effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect: (Draw it out!)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cloud" /></td>
<td><img src="image" alt="Effect" /></td>
</tr>
</tbody>
</table>

The cause was: Today it rained. The effect was: ____________

**Phrase Bank**

- I got wet.
- I jumped in a puddle.
- I used an umbrella.
- I put on my raincoat.
- I put on my rain boots.
Level 3: Word bank

**Draw About It: Cause and Effect**

Directions: Fill in the cause, and *draw an effect*. Then use the word bank to write a sentence about the effect you drew.

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect: (Draw it out!)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cloud" /></td>
<td></td>
</tr>
</tbody>
</table>

The cause was: _______________________. The effect was: _______________________.

**Phrase Bank**

<table>
<thead>
<tr>
<th>wet</th>
<th>jumped</th>
<th>puddle</th>
<th>cold</th>
<th>umbrella</th>
<th>rained</th>
<th>coat</th>
<th>boots</th>
</tr>
</thead>
</table>
Level 4/ Level 5

Draw About It: Cause and Effect

Directions: Fill in a sentence about the cause. *Draw an effect, and then write a sentence about the effect.*

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect: (Draw it out!)</th>
</tr>
</thead>
</table>

![Cloud](https://via.placeholder.com/150)  

The cause was: __________________.  

The effect was: __________________
Rationale Narrative:

This lesson did not exist in the original unit, I decided to create this lesson because I felt that even for a mainstream classroom the original unit did not have enough of an introduction into the words and concept of 'cause and effect.' After getting feedback on what was originally my lesson 1, I decided that I needed an introductory lesson into the unit and that the original lesson 1 would become a lesson 2. I worked this lesson from scratch but making sure to bring in a real life connection to cause and effect because I knew that I wanted to make sure that the students could connect these concepts to their everyday lives. Using the picture of the little girl (pg. 4 of Lesson 1-Lesson Plan) to help the students understand cause and effect eventually developed into it being the picture I referred back to throughout the lesson. I wanted to try using a chant, because I saw how effective it was for us in our classroom as adults to remember concepts, so I incorporated that into the lesson (pg. 6 of Lesson 1 – Lesson Plan). Choosing a cause like “rain” was purposeful in that I wanted the students to see that one cause can have many effects (comes back into play in lesson 3) and also it is a real life situation that they’ve all probably been stuck in. I always worry that the expected responses will be incorrect, but would imagine that as a teacher I’d guide the students to make the connections between rain and rain boots or jumping in puddles. Another piece of feedback I received was how was I going to make the teacher talk comprehensible. At first I struggled with this because in my mind I knew how, but I wasn’t sure how to get it across on paper. So for each lesson, starting with this one I incorporated “Teacher Notes” that include suggestions for this. Like, using gestures, pacing speech, etc.
Lesson 2
Lesson 2: Effects

Unit: Cause & Effect

Grade Level: 2\textsuperscript{nd}

T. Sanchez-Llaury
<table>
<thead>
<tr>
<th>Level</th>
<th>Task/Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Each cause presented on worksheet. Students will write down explicit effects that concurred with that cause in book. Used in book. Students will identify specific cause.</td>
</tr>
</tbody>
</table>

**Content Objectives**

- Students will identify explicitly the effects for each action through reading Chrysanthemum as whole class.
- In a whole class discussion, helped by teacher, students will identify and describe explicit effects in.

**Language Objectives**

- Null: Cause & Effect
- Lesson 2: Effects
- Class: 2nd Grade - ESL
<table>
<thead>
<tr>
<th>Grammar</th>
<th>Words</th>
<th>Expression</th>
<th>Situation</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prou</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Heat, happy,</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>cool</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Blushed, beam</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Felt down, sad</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Felt better, happier</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Felt sad</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Any more, hated her name</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Did not like her name</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Missed, chucked,</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
<tr>
<td>Cried, laughed,</td>
<td>Chrysanthemum</td>
<td>She felt a better.</td>
<td>Identify and describe.</td>
<td>-</td>
</tr>
</tbody>
</table>

**Functional/Notional Charts**

- of effect circle.
- matches the picture with the word that will say aloud and write.
- Teacher, student, support from word bank and any other help.
- that may concern: desirability one effect or that may match picture of effect.
- Student will circle that correlates along with picture.
- Chrysanthemum, Chrysanthemum.
- in full sentences: One effect that may concern: teacher will write sentence on the board, student will use sentence frame and teacher will use Chrysanthemum, Chrysanthemum.
- Chrysanthemum, Chrysanthemum.
- Chrysanthemum, Chrysanthemum.
- Chrysanthemum, Chrysanthemum.

Guided worksheet presented on board.
<table>
<thead>
<tr>
<th>Past Tense, Pronouns</th>
<th>Cause/Effect #1</th>
<th>Cause/Effect #2</th>
<th>Cause/Effect #3</th>
<th>Explicit Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, cried, did not like her name.</td>
<td>1.</td>
<td>2.</td>
<td>She:</td>
<td>2. Unhappily, she blushed.</td>
</tr>
</tbody>
</table>

Class: ESL
Unit: Cause & Effect
Lesson 2: Effects
Anything in **BOLD & BLUE** = Original Lesson

Materials:
- *Chrysanthemum* by Kevin Henkes
- Causes/Effects Chart
- Individual Practice Worksheet
- Chart Paper
- Markers
  - Classroom Chart
  - Word Bank
  - Sentence Starters/Sentence Frames
  - Modified Individual Practice Worksheets

Teacher Notes:
- Use gestures whenever possible
- Pace your speech
- Use pointing and acting out

**Initiation:** (whole class - at rug)
- "Yesterday we learned about two words, cause and effect?"
  - Pulls out cause & effect picture of girl with untied shoe
  - "Raise a quiet hand if you remember this picture."
• “Can someone volunteer to tell me or show me which one of these events is the cause?”
  ○ Encourage students with limited language proficiency to come up and point

• “Now can someone volunteer to tell me or show me which one of these events is the effect?”
  ○ Encourage students with limited language proficiency to come up and point

• “So in this picture, the cause was that Amy’s shoe was untied, what was the effect?”
  ○ Possible student reply: she fell, falls, fall, she tripped

• Let’s go over our chant from yesterday to refresh our memories about the definitions of cause and effect.
  ○ Teacher pulls up chart paper with chant and goes over chant three times with students, using gestures throughout chant

**Procedure:**

**Class Discussion:**

• **Review** of vocabulary that was pre-taught for book
  ○ “Let’s review the vocabulary we went over last class.”
  ○ Ask students to stand around rug in a circle
  ○ Teacher will have large vocabulary sheet on chart paper
  ○ Teacher will say: “Let’s review our vocabulary by giving each word an action. For example if one of our words was “sunny” what kind of action would we make for it?
    ○ Students: make action/gesture for sunny, decide on one action with teacher guidance
  ■ “Let’s try it for our vocabulary words!”
    ○ Teacher will guide this activity with each vocabulary word - saying the word out loud with every action and having students repeat.

• Teacher will introduce book *Chrysanthemum* by Kevin Henkes
  ○ Make connection between vocabulary and book
“The book’s name is Chrysanthemum (*teacher points to the name of the book*), where have we heard this word before?”

- Students will make connection between vocabulary word presented earlier
- Teacher: “maybe we can do the action for the word? Let’s all do it.”
  - Students connect vocab word with title of book
- Teacher: “We will find all of our vocabulary words in the book, maybe when you hear one you can quietly make the action we decided on. “

- Teacher will let students make observations about book cover prior to introducing book.
  - “Let’s talk about what we see on the cover of this book.” (point to book)
    - Students will turn and talk with partners before sharing out
    - Possible observations: letters (CHRYSANTHEMUM), mouse, girl, flower, etc.
  - “Turn and talk with a partner about what other observations or wonderments you may have.”
    - Some students might then share out

- “Who is ready to read Chrysanthemum?”
  - Teacher will hand out copies of text to each student including modified text for levels 1-3. (found in Lesson 2: Modified Materials)

- Teacher will read book
  - Teacher will use paced speech as she reads, stopping to check for comprehension and use “summary sentence” from modified texts for levels 1-2
  - Teacher will acknowledge vocabulary words and actions when students find them and

- Teacher will pause at first “cause” on chart (after reading the effect) (pg. 7)
  - “Can you turn and talk with a partner and remind each other what happened when ‘The student’s heard chrysanthemum’s name’?”
  - Students will turn and talk and then share out. Possible answers: they giggled, they laughed, laugh, etc.
**when presenting the chart – teacher will keep causes covered until talking about them specifically**

- Teacher will explain that “we’re going to use this chart to write down the causes and effects we hear in Chrysanthemum.” (chart to be worked on as a class)
  - Background Knowledge: Teacher will engage students in cause and effect chant
  - “So in this case, our chart presents the cause “The student’s heard Chrysanthemum’s name.” (*teacher will go into book and show picture of this cause*) and you all have shared out that they laughed.” Let’s write that into our effect column: “The students giggled.” – “you can also say “They laughed.” (teacher can write both options – level 5 and level 1)

**Teacher will go through book while also going through chart**

- Teacher will guide students through Cause & Effect Chart using language below:
  - This happened first, what happened next?
  - How did she feel?
  - Who remembers what the book said?
- Teacher will make sure to give students time to answer and ask level 1 students to point to picture from book (Modified Materials: pg. 2) to describe effect
- Teacher will prompt student to repeat word that fills in blank of sentence starter (Modified Materials: pg. 1)

<table>
<thead>
<tr>
<th>The cause was:</th>
<th>The effect was:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students heard Chrysanthemum’s name.</td>
<td></td>
</tr>
<tr>
<td>The students made fun of Chrysanthemum’s name.</td>
<td></td>
</tr>
<tr>
<td>Chrysanthemum had her favorite dinner.</td>
<td></td>
</tr>
<tr>
<td>The students made fun of her again.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Chrysanthemum had her favorite dessert for dinner.</td>
<td></td>
</tr>
<tr>
<td>The students laughed when Chrysanthemum was chosen to play a daisy.</td>
<td></td>
</tr>
<tr>
<td>Mrs. Twinkle said she might name her baby Chrysanthemum.</td>
<td></td>
</tr>
</tbody>
</table>

- Once class has finished book and chart:
  - Teacher will ask students to turn and talk:
    - “What was your favorite part in the book?”
    - “How did you feel when the students made fun of Chrysanthemum?”
  - Teacher will ask students to help her go over the chart before starting independent work:
    - “Can you all say “the cause was” and I’ll read the cause, and then you’ll say “The effect was:” and I’ll read the effect.”
  - Teacher will ask students to return to their seats.

**Independent Work:**

- Teacher will explain that students will now do some independent work to fill in effects for causes from the book.
- Teacher will hand out independent worksheet (*levels 4 & 5 worksheet from original lesson*) and modified worksheets for levels 1-3 (Modified Materials: pg. 6 -8)
- Teacher will work with Level 1/Level 2 ELs to go over worksheets (other students will be working on worksheet independently – teacher will walk around after reviewing worksheet with ELs making sure to come back and check on ELs)
• Ideally: if there is a para or assistant teacher they can work with ELs or walk around to check on other students
• Teacher will answer student questions and guide them towards answer.

Closing:
• Students will meet with teacher one by one to hand in worksheet, teacher will offer support to each student before handing in finalized worksheet.
Chrysanthemum

Excerpt of Modified Text
The day she was born was the happiest day in her parents' lives.

“She's perfect,” said her mother.

“Absolutely,” said her father.

And she was.

She was absolutely perfect.

The day she was born, her parents were so happy.
"Her name must be everything she is," said her mother.
"Her name must be absolutely perfect," said her father.
And it was.
Chrysanthemum. Her parents named her Chrysanthemum.

Her parents named her Chrysanthemum.
Chrysanthemum grew and grew and grew.
And when she was old enough to appreciate it,
Chrysanthemum loved her name.

Chrysanthemum loved her name.
She loved the way it sounded when her mother woke her up.
She loved the way it sounded when her father called her for dinner.
And she loved the way it sounded when she whispered it to herself in the bathroom mirror.
Chrysanthemum, Chrysanthemum, Chrysanthemum.

She loved the way her name sounded.
Chrysanthemum loved the way her name looked when it was written with ink on an envelope.
She loved the way it looked when it was written with icing on her birthday cake.
And she loved the way it looked when she wrote it herself with her fat orange crayon.
Chrysanthemum, Chrysanthemum, Chrysanthemum.

Chrysanthemum loved how her name looked in writing.
But when Mrs. Chud took roll call, everyone giggled upon hearing Chrysanthemum's name.

When the students heard Chrysanthemum's name, they giggled.
The rest of the day was not much better. During naptime Victoria raised her hand and informed Mrs. Chud that Chrysanthemum's name was spelled with thirteen letters.

"That's exactly half as many letters as there are in the entire alphabet!" Victoria explained.

"Thank you for sharing that with us, Victoria," said Mrs. Chud. "Now put your head down."

Victoria made fun of Chrysanthemum's name.
"It's so long," said Jo.
"It scarcely fits on your name tag," said Rita, pointing.
"I'm named after my grandmother," said Victoria.
"You're named after a flower!"

Chrysanthemum wilted.
She did not think her name was absolutely perfect.
She thought it was absolutely dreadful.

GREETINGS, STUDENTS!

Chrysanthemum wilted. She felt sad.
“If I had a name like yours, I’d change it,” Victoria said as the students lined up to go home. I wish I could, thought Chrysanthemum miserably.

Chrysanthemum wished she could change her name.
<table>
<thead>
<tr>
<th>Chrysanthemum</th>
<th>a flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ink</td>
<td>what is inside of pens</td>
</tr>
<tr>
<td>Roll Call</td>
<td>attendance</td>
</tr>
<tr>
<td>Wilt</td>
<td>when a flower dies</td>
</tr>
</tbody>
</table>
Lesson 2: Modified Materials
1. Giggled, laughed, snickered, chuckled.
2. Didn't like her name anymore, hated her.
3. Much better, happier, better.
4. Willied, felt down, felt sad.

- Proud
- Blushed, became, became, felt happy, felt
- Willied, felt down, felt sad.
- Title, read, bit, little

Level 2 - Word Bank

- Chrysanthemum (felt) •
- She felt •
- Chrysanthemum (didn't/hated/felt) •
- The students •

Class Discussion: Charming Effects

Lesson 2: Modified Materials
### Level 1 – Pictures with Words to Copy

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students heard Chrysanthemum’s name.</td>
<td>They <strong>laughed</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The students made fun of Chrysanthemum’s name.</td>
<td><strong>She felt sad</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Chrysanthemum had her favorite dinner.</td>
<td><strong>She felt happy</strong>.</td>
</tr>
</tbody>
</table>
4. The students made fun of her again.

She was sad.

5. Chrysanthemum had her favorite dessert for dinner.

She felt better.

6. The students laughed when Chrysanthemum was chosen to play a daisy.

She felt sad.
7. Mrs. Twinkle said she might name her baby Chrysanthemum.

She felt **proud**.
Independent Practice

Level 3 – One Cause/Effect, Sentence Frame, Wordbank

Name: ______________________ Date: ___________

Directions: Write an effect for the following causes from *Chrysanthemum*. Use the word bank to fill in the effect for each.

Cause:
The students laughed when Chrysanthemum was chosen to play a daisy.

Effect:
Chrysanthemum felt ______________________.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
</tr>
</tbody>
</table>

Cause:
Mrs. Twinkle said she might name her baby Chrysanthemum.

Effect:
Chrysanthemum felt ______________________.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
</tbody>
</table>
Level 2 – One cause/effect, word bank.

Name: ___________________________ Date: ________________

Directions: Use one word from the word bank to describe the effect for the following cause from *Chrysanthemum*.

Cause:
The students laughed when Chrysanthemum was chosen to play a daisy.

Effect:
How did Chrysanthemum feel?

Chrysanthemum felt ____________________________.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
</tr>
</tbody>
</table>
Level 1 – One Cause/Effect, Picture, Word Bank

Name: ___________________________  Date: ______________

Directions: Circle one of the pictures to match the cause from *Chrysanthemum*. Then use the word bank to copy the word that matches the picture you circled.

Cause:

The students laughed when Chrysanthemum was chosen to play a daisy.

Effect:

Chrysanthemum felt ___________________________.

Word Bank

| sad    | happy |
Rationale Narrative:

As I worked through lesson 2, I realized that the time frame the original lesson had provided would not allow for full comprehension on behalf of the students. Originally I had three content objectives and language objectives that correlated with the functional charts, however as I worked through the lesson I realized that with the amount of support the teacher would have to provide to ELs level 1, it may be difficult to achieve all three. I chose to cut out one of the objectives and focus on the two that made most sense together. Originally in between the class discussion and independent work I had the students discussing causes and effects in their own lives. However I realized that this might then interrupt the connection, especially for ELs, between the class discussion and the independent work. I decided to end the lesson introducing the fact that next class we would be talking about causes and effects in their own lives. The following lesson focuses on the “causes,” and I felt that this would solidify the meaning of both cause and effect before asking students to apply it to their own lives.

The original lesson plan provided very minimal amount of scaffolding through questions to work through the causes & effects chart filled out during the class discussion. I added questions that I felt would be helpful considering the different levels of ELs (Lesson 1 – pg. 3). I also added that the teacher would do one final read of each cause and effect on the chart using the vocabulary “cause and effect” to frame each sentence (Lesson 1 – pg. 4). This would allow for modeling of the vocabulary to support the students in filling out their independent practice worksheet. I realized also that the teacher should work 1 on 1 with level 1 ELs for
the independent practice sheet, because although pictures are provided, they still need to understand the text that correlates with the pictures, as well as the directions. (Lesson 1 – Pg. 4 – Independent Work).
Lesson 3
Lesson 3: Real Life Application

Unit: Cause & Effect

Grade Level: 2nd

T. Sanchez-Llaury
<table>
<thead>
<tr>
<th>Task/Domain</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graphic Organizer</strong></td>
<td>contribution ideas in L2 and use in group discussion, causes talked about one of the four student will select</td>
<td>contribution ideas in L2 and use in group discussion, causes talked about one of the four student will select</td>
<td>contribution ideas in L2 and use in group discussion, causes talked about one of the four student will select</td>
<td>contribution ideas in L2 and use in group discussion, causes talked about one of the four student will select</td>
<td>contribution ideas in L2 and use in group discussion, causes talked about one of the four student will select</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>weather cause</td>
<td>using full sentences, contribute effects on sentence using full sentences, contribute effects on sentence using full sentences, contribute effects on sentence using full sentences</td>
<td>contribute effects on sentence using full sentences, contribute effects on sentence using full sentences, contribute effects on sentence using full sentences</td>
<td>contribute effects on sentence using full sentences, contribute effects on sentence using full sentences, contribute effects on sentence using full sentences</td>
<td>contribute effects on sentence using full sentences, contribute effects on sentence using full sentences, contribute effects on sentence using full sentences</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>in a graphic organizer</td>
<td>in a graphic organizer</td>
<td>in a graphic organizer</td>
<td>in a graphic organizer</td>
<td>in a graphic organizer</td>
</tr>
</tbody>
</table>

**Content Objectives**

1. In small groups, students will discuss various real-life causes and effects that correspond to specific weather events.
2. Students will work individually to fill out a graphic organizer.

**Performance Indicators**

- Class: 2nd Grade - ESL
- Unit: Cause & effect
- Son 3: Real-life examples
| 2. | I felt cold, I wore boots, I wore a coat, I got wet, I |  |  |
|    | felt cold, I ate ice cream, I went to the park, I went to the park, I |  |  |
| cold, hot, play, eat, beach | park, I play, I wear jacket, |  |  |

Class: 2nd Grade - ESL  
Unit: Cause & Effect  
Son 3: Real Life Examples
Materials:
- Chart Paper
- Markers
- Word Bank/Pictures
- Modified Materials
  - Graphic Organizers (modified from original lesson)

Teacher Notes:
- Use gestures whenever possible
- Pace your speech
- Use pointing and acting out

Initiation: (whole class - at rug)
- Teacher will begin lesson by putting up chart from Lesson 1: “Today it rained...”
  - Teacher will activate prior knowledge
    - “Raise a quiet hand if you remember what book we read yesterday.”
    - “Who can remind me of the book’s name?”
    - “While we read the book, we looked at two things, what were they?”
      *cause & effect*
    - Teacher will ask students to participate in Cause & Effect chant.
      - “Friends, a couple of days ago we talked about the cause “today it rained” and did we have only one effect?”
        - Students Expected Response: NO!
      - “How many effects did we think of for this cause?”
        - Students may count, or volunteer answer
      - “So can we agree that there can be more than one effect for a cause?”
        - Students Expected Response: YES!
Teacher will ask students to take some time to think of other events that are like “rain” that can have more than one effect? Maybe think of other events like the weather?

- Students will share out. Teacher will write all ideas presented on chart paper.
  - Possible responses: sunny, snow, windy, cloudy, etc.
- Teacher will have prepared pictures for sun, snow, rain, wind (Modified Materials – pg. 1)
  - Teacher will ask ELs to share how they say these four words in their L1 and then encourage other students to repeat

**Procedure:**

- Teacher will put out a chart paper for each whether event and paste around the room
  - Students will split into groups and discuss effects for each cause, (discussion guide for ELs – modified materials pg. 3)

- Groups:
  - Teacher will guide students into groups of four (*this number can depend on class size*)
  - Teacher will assign each student a weather cause, handing each group a picture of the cause they will discuss [modification for ELs] (Pictures in Lesson 3 - Modified Materials pg. 1)
  - Teacher will go through guiding questions for discussion: (written on chart paper.)
    - How would you **feel**?
      - Ex) “if it’s raining, it will feel cold.”
    - What might you **wear**?
    - What might you **do**?
      - Ex) “if it’s sunny, you might swim.”
    - What might you **eat** or **drink**?
  - Teacher will give one marker for each group and assign a writer
Teacher will model going up to chart paper and writing an effect
- Encourage ELs to use discussion guide to copy an effect onto chart

Teacher will be walking around groups and make sure each student is contributing, help guide any stuck discussion, etc.

- Teacher will call students back to large group and go over charts:
  - Teacher will ask students to share out some of the effects they came up with.

- Teacher will ask students to return to their individual seats
  - Teacher will introduce the graphic organizer students will be filling out
    - Have GO prepared to put on board
    - Model GO using “rain” –
      - Teacher will write “Today there is ‘r-a-i-n’”
      *model looking at chart paper with different weather pictures and spelling out word*
      - Teacher will have students help her fill out two effects, using full sentence in one but also single word for another

**Individual Work:**
- Teacher will pass out GOs
  - Levels 4-5 (Lesson 3 Modified Materials – pg. 4)
  - Level 3
    GO (Lesson 3 Modified Materials – pg. 5)
    Sentence Starters (Lesson 3 Modified Materials - pg. 3)
  - Levels 1-2
    GO (Lesson 3 Modified Materials – pg. 6)
    Picture Word Bank (Lesson 3 Modified Materials – pg. 3)
- “You get to pick one (put up one finger) of the four weather causes we talked
about today, and then you will write effects for it, similar to how you saw me do it on the board (points to graphic organizer she worked on)."

- Teacher will encourage students to use the effects they brainstormed together on the charts around the room.

- Teacher will encourage students to partner up and work together – walking around to support ELs

- Teacher will go over picture word bank with ELs levels 1-2 – making sure they comprehend each word

**Closing:**

- Teacher will have students come to rug and each student will pick one effect to act out
  
  - This will be a small intro into future lessons – creating a play about cause and effect
Lesson 3: Modified Materials
Weather Pictures: *(put on board & can also be used for group cards)*

- **rain**
- **snow**
- **sun**
- **wind**
Discussion Guide (ELs Levels 1-2):

**How did you feel?**
- cold
- hot
- wet

**What did you wear?**
- jacket
- pants
- boots

**What did you do?**
- swim
- ice cream
- snowman
**Sentence starters (level 3)**

<table>
<thead>
<tr>
<th>I feel _______________</th>
<th>I eat _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go to the ___________</td>
<td>I drink ______________</td>
</tr>
<tr>
<td>I play ________________</td>
<td>I wear _______________</td>
</tr>
</tbody>
</table>

**Picture Word Bank (levels 1-2)**

<table>
<thead>
<tr>
<th>cold</th>
<th>hot</th>
<th>wet</th>
<th>park</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>hot</td>
<td>wet</td>
<td>park</td>
</tr>
<tr>
<td>pool</td>
<td>beach</td>
<td>snowman</td>
<td>boots</td>
</tr>
<tr>
<td>coat/jacket</td>
<td>swim</td>
<td>hot chocolate</td>
<td>ice cream</td>
</tr>
</tbody>
</table>

**teacher can add more pictures and possibly make this a larger chart for classroom**
Name:

Date:

Graphic Organizer (levels 4-5)

Lesson 3: Modified Materials
Word Bank

boots
hot chocolate
bike
shorts

swim
snowman
ice cream
beach coat

hot
cold
wet
play
jump
pool

Effect

Effect

Effect

Cause

Name:

Date:

Graphic Organizer (level 3)
Rationale Narrative:

I wanted to make sure that the students had a chance to look at two things in this lesson: real world applications of cause and effect, and that one cause can have many effects. Weather is something that all students can relate to, the four focused on in this lesson are especially regular in the Connecticut area. Therefore, the students could relate, and for any ELs who were more new to this area they could learn from their peers about this weather. In the original lesson they touch on weather in the supplemental material, I got my idea from there but also developed this lesson from scratch. I wanted to make sure that the students, especially ELs, had prior knowledge on this. I drew from Lesson 1 where they focused on rain, and expanded that lesson. I struggle constantly with how much is too much when you’re modifying or amplifying materials. For example, in the picture word bank I was afraid to overwhelm them with too many words. I wanted to make sure they had enough to fill the effect bubbles on their graphic organizer but also not put so many that they would get confused. I tried to be as purposeful as possible in modeling the usage of the resources around the room. (Lesson 3, pg. 6).

I also wanted the students to have the experience to work in small groups, and to brainstorm before going into their individual work. I think having them write on the chart paper also makes the experience less teacher driven. As a teacher, in order to make everything neat and comprehensible, my original instinct was to write out the effects they came up with. However I stopped myself, let go of this need to control, and wanted the students to have the experience of adding their own input onto the chart paper. I know for ELs groups that are larger than 2 people can
be difficult, which is why I intentionally created the discussion guide. I also felt it was important that they have this experience and have exposure to working in small groups. Overall I wanted to make sure that this lesson was purposeful. I imagine building on the lessons in this unit to develop cause and effect and the language used when talking about these concepts.
Checklists
Appendix A: Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>Pg. 5</td>
<td>Pg. 4</td>
<td>Pg. 4</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>Pg. 6</td>
<td>Pg. 5</td>
<td>Pg. 6</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>Pg. 4</td>
<td>Pg. 5</td>
<td>Pg. 5</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>Pg. 7</td>
<td>Pg. 7</td>
<td>Pg. 6</td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>Pg. 7</td>
<td>Pg. 7-8</td>
<td>Pg. 5</td>
</tr>
</tbody>
</table>

| II. Make Text Comprehensible                                                        |          |          |          |
| II.A. Intentional Use of Graphic Organizers                                        | -        | Pg. 7    | Pg. 7    |
| II.B. Modify Written Text                                                           | Pg. 7    | Pg. 6    | Pg. 6    |
| II.C. Amplify Number of Activities per Text                                         | Pg. 6    | Pg. 8    | -        |

| III. Make Talk Comprehensible                                                       |          |          |          |
| III.A. Pace Teacher’s Speech                                                        | Pg. 7    | Pg. 4    | Pg. 4    |
| III.B. Use of Listening Guides                                                      | -        | Pg. 7    | Pg. 5    |
| III.C. Use of Word Walls                                                            | -        | -        | -        |
| III.D. Frame Main Ideas                                                             | Pg. 5    | Pg. 6    | Pg. 4    |
| III.E. Check for Understanding                                                      | Pg. 6    | Pg. 8    | Pg. 4,6  |

| IV. Change Traditional Classroom Talk                                              |          |          |          |
| IV.A. Use Teacher Question and Response Strategies                                  | Pg. 6    | Pg. 8    | Pg. 4    |
| IV.B. Practice Instruction Conversations                                            | Pg. 7    | Pg. 8    | Pg. 5    |

| V. Engage at Appropriate Language Proficiency Levels                                |          |          |          |
| V.A. Vary Question Techniques based on Student’s Language Proficiency level-- in conversations, activities, and assessments | Pg. 6    | Pg. 7    | Pg. 4    |

| VI. Give Students Voice                                                             |          |          |          |
| VI.A. Challenge students to produce extended academic talk                          | Pg. 5    | Pg. 7    | Pg. 5    |
| VI.B. Model Language for Oral and Written Production                                | Pg. 7    | Pg. 9    | Pg. 6    |
| VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers           | Pg. 5    | Pg. 6    | Pg. 5    |
| VI.D. Respond to Student’s Voice – Writing and Error Correction                    | Pg. 8    | Pg. 8    | Pg. 6    |
## Unit: Cause & Effect
### Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions</td>
<td>1</td>
</tr>
<tr>
<td>Nouns &amp; Pronouns</td>
<td>1, 2</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Verbs: past tense</td>
<td>1, 2</td>
</tr>
<tr>
<td>Verbs: present tense</td>
<td>3</td>
</tr>
<tr>
<td>Compound sentences</td>
<td>1</td>
</tr>
<tr>
<td>Synonyms</td>
<td>2</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Describe</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
Appendix B:
Original Unit
Lesson Plan

Learning Goal
Identify and describe explicit effects in fiction.

Duration
Approximately 50 minutes

Necessary Materials
Provided: Example Chart, Independent Practice Worksheet
Not Provided: Chrysanthemum by Kevin Henkes, chart paper, markers

Teacher Modeling
I will introduce the vocabulary of cause and effect, and explain the meaning of cause (why something happens) and effect (a result). I will give several real life examples of cause and effect relationships. For example, if I study hard for a test, I get a good grade. The cause is studying and the effect is getting a good grade. I will model, using the vocabulary “cause and effect,” when identifying causes and effects in Chrysanthemum by Kevin Henkes. I will chart explicit causes and effects from the book, stopping after page 8. (Direct Teaching and Guided Practice Example Chart is provided below in Teacher and Student Materials.)

Think Check
Ask: How did I identify the effects in the story Chrysanthemum? Students should respond that you looked at events in the story and then thought about what happened as a result of or because of that event.

Guided Practice
We will work together to use the vocabulary, “cause and effect,” to identify, chart, and describe the explicit effects from the middle of Chrysanthemum, stopping at page 19. (The teacher will identify the causes and work with the class to chart the effects. Direct Teaching and Guided Practice Example Chart is provided below.)

Independent Practice
You will listen as the teacher reads and identifies the causes in the rest of Chrysanthemum. You will identify the effects for each of the causes that were identified by the teacher. (Student Independent Practice is provided below.)

Build Student Vocabulary

<table>
<thead>
<tr>
<th>Tier 2 Word: jealous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualize the word as it is used in the story</td>
</tr>
<tr>
<td>Explain the meaning student-friendly definition</td>
</tr>
<tr>
<td>Students repeat the word</td>
</tr>
<tr>
<td>Teacher gives examples of the word in other contexts</td>
</tr>
<tr>
<td>Students provide examples</td>
</tr>
<tr>
<td>When Chrysanthemum told her parents that the other kids did not like her name, they told her that the other kids were jealous.</td>
</tr>
<tr>
<td>Jealousy is an unhappy feeling of wanting something that someone else has. Chrysanthemum’s parents thought the other kids were jealous because they wanted a name as special as hers.</td>
</tr>
<tr>
<td>Say the word jealous with me: jealous.</td>
</tr>
<tr>
<td>You might feel jealous of someone who has new shoes or a new backpack because you wish you had new shoes or a new backpack. Sometimes people are jealous of other people because they have more friends.</td>
</tr>
<tr>
<td>Can you think of something that might make someone feel jealous? Start by saying “Someone might feel jealous because ________.”</td>
</tr>
</tbody>
</table>
### Lesson 1: Effects

<table>
<thead>
<tr>
<th>Students repeat the word again.</th>
<th>What word are we talking about? jealous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Vocabulary Words</td>
<td>wilted, precious</td>
</tr>
</tbody>
</table>

### Build Student Background Knowledge

After reading *Chrysanthemum*, explain that the "Dance of the Flowers" that Chrysanthemum and her classmates perform is part of *The Nutcracker*. *The Nutcracker* is a famous ballet that tells the story of how a prince turned into a nutcracker. The story is often performed around the Christmas holiday. Share a video clip or picture of *The Nutcracker* ballet with your class.
Notes:
Bold text is charted by the teacher during Direct Teaching. (I)
Underlined text is charted with the class during Guided Practice. (We)
Black shows the causes that are charted by the teacher before the lesson.
The students will complete the “Effects” column for Independent Practice. (Independent Practice worksheet is provided.)

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students heard Chrysanthemum’s name.</td>
<td>The students giggled.</td>
</tr>
<tr>
<td>The students made fun of Chrysanthemum’s name.</td>
<td>Chrysanthemum did not like her name anymore.</td>
</tr>
<tr>
<td>Chrysanthemum had her favorite dinner.</td>
<td>She felt much better.</td>
</tr>
<tr>
<td>The students made fun of her name again.</td>
<td>Chrysanthemum wilted (felt bad).</td>
</tr>
<tr>
<td>Chrysanthemum had her favorite dessert for dinner.</td>
<td>She felt a trifle (little) better.</td>
</tr>
<tr>
<td>The students laughed when Chrysanthemum was chosen to play a daisy.</td>
<td></td>
</tr>
<tr>
<td>Mrs. Twinkle said she might name her baby Chrysanthemum.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Write the effects for the following causes from *Chrysanthemum*.

1. **Cause:**
   The students laughed when Chrysanthemum was chosen to play a daisy.

   **Effect:**
   
   
   
   
   

2. **Cause:**
   Mrs. Twinkle said she might name her baby Chrysanthemum.

   **Effect:**
   
   
   
   
   

Name: ___________________________  Date: __________
Lesson Plan

Learning Goal
Identify and describe explicit causes in fiction.

Duration
Approximately 50 minutes

Necessary Materials
Provided: Example Chart, Independent Practice Worksheet
Not Provided: Why Do You Cry?: Not a Sob Story by Kate Klise, chart paper, markers

Teacher Modeling
I will review the vocabulary, "cause and effect," and explain the meaning of "cause" (person, event, or condition responsible for a result). I will model using the vocabulary, "cause and effect," when identifying causes in Why Do You Cry?: Not a Sob Story by Kate Klise. As I read the story, I will chart the explicit causes and effects from the book, stopping after page 6. (Direct Teaching and Guided Practice Example Chart is provided in Teacher and Student Materials below.)

Think Check
Ask: How did I identify the causes in the story? Students should respond that you looked at events from the story and thought about why they happened or what caused them to happen.

Guided Practice
We will work together to use the vocabulary, "cause and effect," to identify, chart, and describe the explicit causes from the middle of Why Do You Cry?: Not a Sob Story, stopping at page 14. (The teacher will identify the effects and work with the class to chart the causes. Direct Teaching and Guided Practice Example Chart is provided below.)

TIP: Encourage students to predict the causes of each effect in the story before charting explicit examples. Ask them to explain how they know—did they use the pictures and the text as evidence?

Independent Practice
You will listen as the teacher reads and identifies the effects in the rest of Why Do You Cry?: Not a Sob Story. You will identify the causes for each of the effects that were identified by the teacher. (Student Independent Practice is provided below.)

Build Student Vocabulary
decision

<table>
<thead>
<tr>
<th>Tier 2 Word: decision</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualize the word as it is used in the story</td>
<td>When it was the rabbit's birthday, he made a decision that he would not cry anymore.</td>
</tr>
<tr>
<td>Explain the meaning student-friendly definition</td>
<td>A decision is when somebody makes a choice, or makes up his/her mind about something. When the rabbit made a decision, it means that he chose not cry anymore.</td>
</tr>
<tr>
<td>Students repeat the word</td>
<td>Say the word decision with me: decision.</td>
</tr>
<tr>
<td>Teacher gives examples of the word in other contexts</td>
<td>The school principal made a decision that all kids should go to music class. I made a decision to wear a blue shirt today.</td>
</tr>
</tbody>
</table>
Lesson 2: Causes

<table>
<thead>
<tr>
<th>Students provide examples</th>
<th>Think of a decision that you have made. Start by saying “Once I made a decision to __________.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students repeat the word again.</td>
<td>What word are we talking about? decision</td>
</tr>
<tr>
<td>Additional Vocabulary Words</td>
<td>reason, explained</td>
</tr>
</tbody>
</table>

Build Student Background Knowledge

After reading the book, share with students another reason why people cry that is not in the book—they are cutting onions. When you cut an onion, it releases oil that can get in your eye and irritate or bother your tear glands. That will produce tears, so you are crying, even if you are not sad. Tell students that they can help their family and friends avoid crying while cutting an onion, by advising them to cut an onion under water, so the oils wash away.
**Why Do You Cry?: Not a Sob Story**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Rabbit was all grown up.</td>
<td>Little Rabbit decided he was done with crying.</td>
</tr>
<tr>
<td>Others are playing a game, and they don’t ask the squirrel to play.</td>
<td>The squirrel cries.</td>
</tr>
<tr>
<td>The cat is alone; it is dark; and the shadows look like big, mean giants.</td>
<td>The cat cries.</td>
</tr>
<tr>
<td>The horse sees a snake, gets stung by a bee, or gets a hairstyle he doesn’t like.</td>
<td>The horse cries.</td>
</tr>
<tr>
<td></td>
<td>Mother Rabbit can’t come to Little Rabbit’s party.</td>
</tr>
<tr>
<td></td>
<td>Mother Rabbit cries.</td>
</tr>
</tbody>
</table>
**Directions:** Write the causes for the following effects from *Why Do You Cry?: Not a Sob Story*.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mother Rabbit can’t come to Little Rabbit’s party.</td>
</tr>
<tr>
<td></td>
<td>Mother Rabbit cries.</td>
</tr>
</tbody>
</table>

1. Circle and label the cause in the following sentence:

   "I tripped on the playground and scraped my knee."

2. What might have caused the person to trip? Explain.
Lesson 3: Cause and Effect Relationships

Lesson Plan

Learning Goal
Identify explicit cause-and-effect relationships in fiction.

Duration
Approximately 50 minutes

Necessary Materials
Provided: Everyday Causes and Effects Chart, Guided Practice Example Chart, Independent Practice Worksheet
Not Provided: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, chart paper, markers

Teacher Modeling

I will explain the relationship between causes and effects in everyday life and in literature. I will introduce the "Everyday Causes and Effects Chart" and read it aloud. (Direct Teaching Teacher Example Chart is provided in Teacher and Student Materials below.) I will tell students that as we read the book Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, we will match the cause-and-effect relationships.

Think Check

Ask: How did I match each cause to the correct effect? Students should respond that you thought about how they are related and matched the causes and effects based on what made sense.

Guided Practice

We will work together to match the causes and effects from the book, stopping at page 13. (Guided Practice Teacher Example Chart is provided below.)

Independent Practice

You will listen as I read the rest of the book. You will match the causes to the effects from the rest of the book. (Student Independent Practice is provided below.)

Build Student Vocabulary

cavity

<table>
<thead>
<tr>
<th>Tier 2 Word: cavity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextualize the word as it is used in the story</strong></td>
</tr>
<tr>
<td><strong>Explain the meaning student-friendly definition</strong></td>
</tr>
<tr>
<td><strong>Students repeat the word</strong></td>
</tr>
<tr>
<td><strong>Teacher gives examples of the word in other contexts</strong></td>
</tr>
<tr>
<td><strong>Students provide examples</strong></td>
</tr>
</tbody>
</table>
**Lesson 3: Cause and Effect Relationships**

<table>
<thead>
<tr>
<th>Students repeat the word again.</th>
<th>What word are we talking about? cavity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Vocabulary Words</td>
<td>teach, code</td>
</tr>
</tbody>
</table>

**Build Student Background Knowledge**

Stop on the page where Alexander goes to the dentist (p.13). Explain to students that cavities develop when a tooth breaks down or begins to decay. A cavity is a hole that can grow bigger and deeper over time. Ask students what they think causes a cavity. Explain that plaque, or the build up of food bacteria in your teeth causes a cavity. Therefore, brushing, flossing, and going to a dentist are very important.
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student forgets to return his library books on time.</td>
<td>He is charged a fine.</td>
</tr>
<tr>
<td>I do not set my alarm clock Tuesday night.</td>
<td>I am very late for school on Wednesday morning.</td>
</tr>
<tr>
<td>The car has no gas.</td>
<td>The car will not start.</td>
</tr>
<tr>
<td>The woman forgets to feed her dog.</td>
<td>The dog barks loudly.</td>
</tr>
<tr>
<td>I do not tie my shoes.</td>
<td>I trip when I run.</td>
</tr>
</tbody>
</table>
Alexander has to go back to the dentist next week.

Alexander didn't have any dessert for lunch.

Alexander got gum in his hair.

Alexander said to Paul, "I hope you sit on a backseat." Effect:

Alexander was squished in the backseat.

His lunch:

Alexander's mother forgot to put dessert in.

Alexander has a cavity.

Friend:

Paul said Alexander was only his third best car.

Alexander didn't get a gum in his mouth.

Alexander went to sleep with gum in his mouth.

Causes:

Effect:
Nick said Alexander was a crybaby.

Alexander messed up his father's office.

Please don't pick me up anymore.

Alexander wanted.

Anthony made Alexander fall in the mud.

The store was sold out of the sneakers.

Alexander was punching Nick.

Alexander started crying.

Alexander was crying.

Effects

Causes

Directions: Draw a line from each cause to the matching effect.

Name:
Unit Extension Ideas

* During read alouds, discuss how one cause can lead to several effects, several causes can result in one effect, or multiple causes can lead to multiple effects in a story (chain of events). Record causes and effects in a Chain of Events graphic organizer. (See Additional Activity A Worksheet in Teacher and Student Materials below.)

* If Predicting has been introduced, students can make predictions about causes and effects in read alouds. As a class, make a list of possible causes and effects, and check them as you read. *The Doorbell Rang* by Pat Hutchins is suitable for this activity. (See More Books for Teaching Cause and Effect below.)

* Provide students with examples of cause-and-effect relationships. Have students discuss whether they correspond with each other or not. For example, "I tripped over a toy, so I didn't get any dessert." or "I yelled at my brother, so I was sent to my room." You can also write several examples of cause-and-effect relationships on sentence strips. Write one cause or effect on each sentence strip. Have students work in pairs to match the causes to their effects.

* Students can write about everyday cause-and-effect relationships (you skip in line, you call your friend a name, you help a friend clean up a mess). Have students use a Cause-and-Effect graphic organizer to plan their writing. (See Additional Activity B Worksheet below.)

* Students can write responses to cause-and-effect prompts such as, "If you don't brush your teeth, ______," or "_______, so I need an umbrella."

* Students can write several effects for one cause, such as "If you don't go to bed on time (you will be tired, you will oversleep, you will get in trouble)."

More Books for Teaching Cause and Effect

* *The Three Little Pigs* by Harriet Ziefert

* *The True Story of the Three Little Pigs* by Jon Scieszka

* *Chicken Little* by Steven Kellogg

* *The Runaway Bunny* by Margaret Wise Brown

* *There Was an Old Lady Who Swallowed a Trout* by Teri Sloat

* *There Was an Old Lady Who Swallowed a Fly* by Simms Taback

* *There Was a Cold Lady Who Swallowed Some Snow* by Lucille Colandro

* *Henny Penny* by Harriet Ziefert

* *Abyoyo* by Pete Seeger

* *Cloudy with a Chance of Meatballs* by Judi Barrett
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ____________________________

Name: ____________________________
Like her name anymore.

Example - Chrysanthemum did not

Effect: What happens.

Chrysanthemum's name.

Example - The students made fun of

Cause: Why something happens.

Cause and Effect

C/E
Backpacks Mean Backaches

Is your backpack too heavy? Doctors are saying that overloaded backpacks can lead to backaches for children.

"Parents should inspect their child’s backpack," says Joshua Hyman, a doctor at Morgan Stanley Children’s Hospital of New York-Presbyterian. "Kids often carry much more than they should."

Doctors say backpacks should be worn over both shoulders to prevent backaches. Also, schools might want to consider, or think about, giving homework handouts and creating homework Web sites so kids do not have to take as many books home.
"Backpacks Mean Backaches" Questions

1. Doctors say that backaches in children are caused by
   a. stress.
   b. backpacks.
   c. seating on school buses.
   d. homework.

2. Carrying too much in a backpack causes backaches because
   a. the backpack becomes too heavy.
   b. the backpack could break on a child's back.
   c. there is too much homework.
   d. school buses do have space for large backpacks.

3. Having homework websites would help decrease backaches because
   a. children would not have to carry so many books to school.
   b. there would be less homework.
   c. sitting at the computer is healing to a sore back.
   d. homework would be easier.

4. In the phrase, "Parents should inspect their child's backpacks", their refers to
   a. children.
   b. parents.
   c. backpack.
   d. homework.

5. What is the main idea of this passage?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Do You Have Good Posture?

The way you sit, stand, or move your body is called posture. Many people do not have good posture when they sit at a computer. Curving your back as you look at the screen is poor posture. Experts say that poor posture can be unhealthy for your body.

Computer Posture

Many people do not have good posture while using computers. Experts say that if people sit incorrectly at a computer they can hurt themselves. The right equipment can help you have good posture. For example, you need a desk and chair in the right size. If the desk and chair are too big, you may have to stretch and lean to reach the mouse and see the screen.

You can still have good computer posture even if you do not have a desk and chair in the right size. You can sit on top of books or pillows and rest your feet on top of a box.

<table>
<thead>
<tr>
<th>For Good Posture You Should ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit up straight.</td>
</tr>
<tr>
<td>hold your head straight.</td>
</tr>
<tr>
<td>keep your shoulders back.</td>
</tr>
<tr>
<td>keep your elbows as high as the tabletop.</td>
</tr>
<tr>
<td>keep your feet flat on the floor or a footrest.</td>
</tr>
</tbody>
</table>
"Do You Have Good Posture?" Questions

1. The author wrote this to
   a. discourage too much computer use.
   b. convince the reader to buy a good computer.
   c. encourage the reader to exercise more.
   d. inform the reader about the harmful effects of poor posture.

2. When sitting at a computer you can hurt yourself by
   a. curving your back.
   b. sitting up straight.
   c. keeping your shoulders back.
   d. having your feet flat on the floor.

3. Using ____________ could cause your posture to improve.
   a. pillows
   b. books
   c. boxes
   d. all of the above

4. Keeping your elbows as high as the table top could keep you from
   a. straining the muscles in your legs.
   b. straining the muscles in your stomach.
   c. straining the muscles in your shoulders.
   d. straining the muscles in your feet.

5. The author writes, "Experts say that poor posture can be unhealthy for your body." Is this a fact or opinion? Explain.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
# Snow Science!

Have you ever caught a snowflake on your tongue? Just where does snow come from?

## How Does Snow Form?

Snow forms when the air is cold and water freezes into ice crystals or snowflakes. These steps show how a snowflake forms:

1. A snowflake begins as bits of water inside a cloud.
2. When the temperature drops to 32 degrees, the bits of water freeze.
3. As the bits of water freeze, they start to stick together in an organized way.
4. That arrangement of frozen bits of water creates a beautiful ice crystal or snowflake.
5. As the snowflakes get heavy they fall from the clouds. It’s snowing!
6. Snow is FUN! Now go outside and play!

## Snowflakes Shape Up!

Snowflakes take different shapes depending on the temperature at which they form. Look at these close-up pictures of real snowflakes to see how.

<table>
<thead>
<tr>
<th>Thin Plates form at 25 to 32 degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Thin Plates" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needles form at 21 to 25 degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Needles" /></td>
</tr>
</tbody>
</table>
**Hollow Columns** form at 14 to 21 degrees.

**Sector Plates** form at 10 to 14 degrees.

**Dendrites** form at 3 to 10 degrees.

---

**Picture Perfect**

Have you ever looked closely at snowflakes? Scientist Kenneth Libbrecht has. The snowflake pictures in this issue are real. Libbrecht took these pictures with a special camera called a **photo-microscope**. His camera has a microscope in it that makes the snowflakes look bigger so he can take pictures of them. When a snowflake falls on a dark, cold surface, Libbrecht gently picks it up using a small paintbrush. Then he places the snowflake under the photo-microscope and takes a picture.

Libbrecht says it's not hard for kids to begin a hobby in snowflake watching. "The best way to start is to get a magnifying glass and take a close look at the crystals next time it snows," he says. "This is very easy to do, and you never know what you might find!"
“Snow Science!” Questions

1. A snowflake will take the shape of ____________ when the temperature is between 3 and 10 degrees.
   a. thin plates
   b. hollow columns
   c. sector plates
   d. dendrites

2. Temperatures dropping to 32 degrees causes
   a. bits of water to freeze.
   b. clouds to form.
   c. snowflakes to melt.
   d. rain to fall.

3. What causes snowflakes to take different shapes?
   a. clouds
   b. temperature
   c. rain
   d. the month of the year

4. Which of the following is not true about Kenneth Libbrecht?
   a. He photographed snowflakes.
   b. He picked up individual snowflakes using a paintbrush.
   c. He does not think that kids are ready to study snowflakes.
   d. He took the pictures that were used in this passage.

5. What causes snow to form? Explain.
We Need Water!

Every living thing needs water to live. People need clean, fresh water for drinking, washing, and having fun. How do you use water?

Watch the Water Cycle

Water is found nearly everywhere. It is in the ground we walk on and in the air we breathe. Water moves from land to sky and back again. That journey is called the water cycle. Did you ever wonder where that glass of water comes from? Take a look!

The water cycle.
1. The sun warms the water in rivers, lakes, and oceans. Soon the warm water changes into a gas. That change is called **evaporation**\(^1\). The gas floats up and forms clouds in the sky.

2. The gas in clouds cools. Soon the cool gas turns back into water. That change is called **condensation**\(^2\).

3. Water falls from the clouds to Earth as raindrops or snowflakes. That process is called **precipitation**\(^3\).

4. Rain soaks into the ground. The water flows back into the rivers, lakes, and oceans. That process is called **collection**\(^4\). Soon the water cycle starts all over again.

**Protect Water!**

Here are some tips you can follow to protect Earth's water.

- Pick up trash and do not litter. Trash can let harmful poisons flow into the water.
- Don't waste water. Save water by turning off the faucet while brushing your teeth.

---

\(^1\) *evaporation* - the changing of a liquid to a gas

\(^2\) *condensation* - the changing of a gas to a liquid

\(^3\) *precipitation* - water falling from the clouds to Earth

\(^4\) *collection* - the gathering together of water
"We Need Water" Questions

1. Water changes to a gas because
   a. There is too much water in rivers, lakes, and oceans.
   b. Clouds pull the liquid into the air.
   c. The sun warms the water which changes it into a gas.
   d. Cold air freezes the water.

2. The correct order of the water cycle is
   a. Condensation, evaporation, precipitation, collection.
   b. Evaporation, condensation, precipitation, collection.
   c. Precipitation, condensation, evaporation, collection.
   d. Evaporation, collection, condensation, precipitation.

3. Why is the process that happens to water called the water cycle?
   a. Because water goes through the same steps over and over again.
   b. So the graph can be a circle.
   c. The process only happens once.
   d. The steps can happen in any order.

4. What happens if we don't pick up trash and litter?
   a. The water cycle won't work.
   b. Harmful poisons can leak into the water supply.
   c. You won't get any candy.
   d. Birds will make nests.

5. If we turn off the faucets while brushing our teeth, we will:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Wild Weather

March is filled with many different types of weather. Weather is the condition of the outside air. Tornadoes are one type of weather. Tornado winds can reach 300 miles per hour. That's as fast as some airplanes can fly. Keep reading for answers to some common questions about weather.

The Truth About Weather

There is a science behind every kind of weather. Uncover some interesting weather facts.

Why do clouds sometimes look as if they are on the ground instead of in the sky?
Sometimes clouds form near the ground. That is called fog. Both fog and clouds are made up of tiny drops of water that hang in the air. Fog forms over the Golden Gate Bridge in San Francisco, California.

What is a blizzard?
A blizzard is a winter storm with strong winds. The wind blows the snow so that it is hard to see. Most blizzards last at least three hours.

Which comes first, thunder or lightning?
Thunder and lightning happen at the same time. As lightning strikes, it heats the air around it. That causes the air to expand. When the air expands, we hear a loud crash called thunder. The sound reaches us after we have seen the lightning.

How does rain make a rainbow?
Rainbows appear when sunlight passes through raindrops in the sky. As the light passes through, it is broken up into seven colors: red, orange, yellow, green, blue, indigo, and violet.

Cloud Coverage

Clouds form when warm air rises and then cools.

Cirrus clouds are white, wispy streaks high in the sky. Inside these clouds is ice.

Cumulonimbus clouds are large thunderclouds. Thunderstorms and tornadoes can form in these clouds.

Cumulus clouds are large and puffy. They usually form near the ground and rise to the sky.

Stratus clouds are thick layers of clouds low in the sky. Light rain or snow can fall from these clouds.
"Wild Weather" Questions

1. Thunder is caused by
   a. expanding air.
   b. a loud noise.
   c. rain.
   d. a bright light.

2. The following clouds do not indicate a dangerous storm:
   a. cumulonimbus, cumulus and stratus.
   b. cirrus, stratus and cumulonimbus.
   c. stratus, cumulonimbus and cumulus.
   d. cumulus, stratus and cirrus.

3. ____________ is caused by light shining through raindrops.
   a. Lightning
   b. A rainbow
   c. A tornado
   d. A cirrus cloud

4. Weather happens because of
   a. changes in the air.
   b. changes in the temperature.
   c. changes in the seasons.
   d. all of the above.

5. Describe the setting during a thunderstorm.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
She was absolutely perfect.
And she was.
"Absolutely," said her father.
"She’s perfect," said her mother.
In her parents’ lives.

The day she was born was the happiest day.
Chrysanthemum. His parent named her Chrysanthemum.

And it was.

"Her name must be absolutely perfect," said her father.
"Her name must be everything else in. Said her mother."
Chrysanthemum loved her name. And when she was old enough to appreciate it,