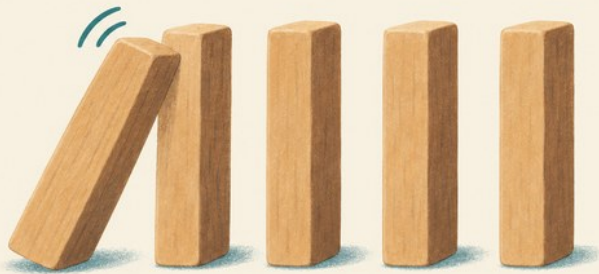


Cause and Effect

Lesson 1: Cause = why, effect = what happened

GRADES 3-5



CAUSE



EFFECT

ANCHOR CHART

2 ORIGINAL STORIES

MATCH + EXIT TICKET

WHAT'S INSIDE

- Teacher page: goal, 15-20 minute plan, standards
- Illustrated anchor chart: cause = why, effect = what happened
- Guided story with think-aloud notes (Level A)
- Independent story (Level B) + 6 questions
- Cut-and-match cards (6 cause-and-effect pairs) + mat
- Exit ticket (two per page) and answer keys

Cause = why, effect = what happened

LEARNING GOAL

I can find the cause (why it happened) and the effect (what happened) in a story, even when the effect is told first.

THE 15-20 MINUTE LESSON

3 min	Hook	Anchor chart (page 3): the dominoes. Ask: what happened? Why did it happen?
8 min	I do	Read Ana's Lemonade Stand aloud (page 4). Think aloud with the notes for sentences 1, 5, 10 and 13.
5 min	We do	Partners find the cause of sentence 15 (the cold drink). It has no signal word: the fresh ice in sentence 14.
3 min	Check	Exit ticket (page 9), two per page.

Next day, centers or homework: Nico's Bird Feeder and its questions (pages 5-6) and the cut-and-match cards (pages 7-8). Answer key: page 10.

Say: The cause is WHY it happened. The effect is WHAT happened. A story can tell the effect first, so always ask both questions. Happening first is not the same as causing.

LISTEN AND LOOK FOR

- Students ask What happened? and Why? before they label anything.
- Students match the effect-first pairs in the bird-feeder story (the empty feeder, the pole, the laugh) the right way round.
- A student who calls the first thing told the cause needs one more example: in "The game was canceled because it rained," the rain is the cause.

STANDARDS (WORDING QUOTED FROM THE COMMON CORE STATE STANDARDS)

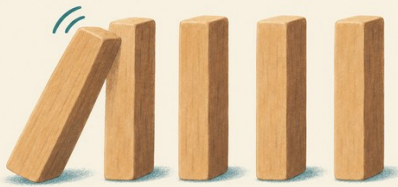
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

WHERE THIS LESSON FITS

This is Lesson 1 of the Cause and Effect Complete Unit (Grades 3-5). Lesson 2 (nonfiction and signal words) is a separate free lesson. Page 11 shows real pages from the unit.

Cause and Effect

Cause = WHY · Effect = WHAT happened



CAUSE

The cause is WHY something happens.

Ask: Why did it happen?

Clues: because, since, due to

CAUSE

“Sam bumped the first domino.”



EFFECT

The effect is WHAT happens. Ask:

What happened?

Clues: so, as a result, therefore

EFFECT

“All the dominoes fell down.”

TRICKY! IS IT A REAL CAUSE AND EFFECT?

- 1 The effect can come first. In “The game was canceled because it rained,” the rain is the cause.
- 2 Backwards is wrong. “Because the grass was wet, it rained” has the cause and effect switched.
- 3 Happening first is not causing. “After lunch, it snowed” only tells the time.
- 4 Signal words are clues, not rules. Since can mean because, or it can only tell when (“since Monday”), and many causes have no signal word: “The bell rang. We lined up.”

Follow along as your teacher reads and thinks aloud. Then, with a partner, find the cause of sentence 15. It has no signal word.



Ana's Lemonade Stand

● Level A · 155 words

- 1 It was a hot Saturday, so Ana set up a lemonade stand. 2 She put a pitcher of iced lemonade and some cups on a small table. 3 She leaned her new sign against a table leg. 4 Then she sat down to wait.
- 5 For a long time, nobody stopped. 6 A gust of wind had blown her sign into the bushes. 7 People walking by could not see it. 8 Ana found the sign and taped it to the front of the table.
- 9 Soon a man with a dog stopped to buy a cup. 10 The lemonade was warm because the ice had melted in the sun. 11 The man took one sip and made a face. 12 Ana moved the pitcher into the shade of a tree.
- 13 After lunch, her brother Leo came outside with a ball. 14 Leo dropped fresh ice cubes into the pitcher. 15 The cold drink tasted much better. 16 By the end of the day, Ana had sold every cup.

THINK ALOUD

1 Cause = why

Why did Ana set up a stand?
It was hot. So points to the effect.

5 Effect first

Sentence 5 tells WHAT happened. Sentence 6 tells WHY: the wind blew her sign away.

10 Because

Because points to the cause: the ice melted. The effect is told first.

13 Only time

After lunch tells WHEN. Lunch did not make Leo come outside.

Read the story. Then answer the questions on the next page. For each cause and effect, ask: What happened? Why did it happen?



Nico's Bird Feeder

■ Level B · 210 words

- 1 Nico hung a new bird feeder on a low branch of the maple tree. He filled it to the top with sunflower seeds. Then he sat by the kitchen window with a notebook to count the birds. By dinnertime, not one bird had come to the feeder.
- 2 The next morning, the feeder was empty. A gray squirrel had climbed down the branch at sunrise and eaten every seed. Empty shells lay all over the grass below.
- 3 That afternoon, Nico's dad brought home a tall metal pole. He wanted to help Nico keep the squirrel away from the seeds. They set up the pole in the middle of the yard and hung the feeder on top. The pole had a wide metal cone around its middle, so the squirrel could not climb past it. Nico laughed out loud at the window. The squirrel had slid down the pole and landed in a pile of leaves.
- 4 A few days later, chickadees and finches began to visit the feeder. As they ate, some seeds spilled onto the grass. Two doves came to eat under the pole. The squirrel came, too. By Saturday, Nico had counted eleven birds. He felt proud, so he made a chart of the birds to share with his class.

Use Nico's Bird Feeder to answer each question.

- 1 Why did some seeds spill onto the grass?
- (A) By dinnertime, not one bird had come to the feeder.
 - (B) Birds were eating at the feeder.
 - (C) The pole had a wide metal cone around its middle.
 - (D) Doves came to eat.
- 2 What was one effect of the squirrel eating every seed?
- (A) Shells were left all over the grass.
 - (B) He filled the feeder to the top with sunflower seeds.
 - (C) The maple tree had a low branch.
 - (D) The squirrel ate because shells were on the grass.

REAL CAUSE AND EFFECT? IF NO, CHECK A REASON.

- 3 "Nico sat by the window, so no birds came."
- Circle one: **YES** **NO** If NO: ☐ backwards ☐ only time ☐ wrong cause
- 4 "The squirrel could not climb the pole. The seeds stayed in the feeder."
- Circle one: **YES** **NO** If NO: ☐ backwards ☐ only time ☐ wrong cause

UNDERLINE THE CAUSE. CIRCLE THE EFFECT.

- 5 "The squirrel came to eat under the pole because some seeds had spilled."
- Signal word: _____
- 6 "Nico wanted to count the birds, so he sat by the window with a notebook."
- Signal word: _____

Cut and match

Cut out the 12 cards. Each card tells something from Nico's Bird Feeder. Find the 6 pairs: a cause and the effect it had.

1

A squirrel ate all the seeds.

2

Two doves came to eat under the pole.

3

Nico laughed out loud.

4

The pole had a wide metal cone.

5

Dad brought home a tall metal pole.

6

Nico felt proud of his bird count.

7

The feeder was empty in the morning.

8

Some seeds spilled onto the grass.

9

The squirrel could not climb past the cone.

10

Dad wanted to keep the squirrel away.

11

Nico made a chart of the birds.

12

The squirrel slid into a pile of leaves.

LESSON 1 · MATCH

Match causes and effects

Glue each cause on the left. Glue its effect on the right, in the same row. Ask: What happened? Why did it happen?



CAUSE

Why it happened

glue

glue

glue

glue

glue

glue



EFFECT

What happened

glue

glue

glue

glue

glue

glue

LESSON 1 · EXIT TICKET

Cause and effect

Name _____

- 1 Is it a real cause and effect?

“The cake was done, so we turned on the oven.”

Circle one:

YES

NO

If NO: ☐ backwards ☐ only time ☐ wrong cause

- 2 Underline the cause. Circle the effect. Write the signal word.

“The plant grew tall because Mia watered it each day.”

Signal word: _____

- 3 Think about your morning. Write one cause and its effect.

Cause: _____

Effect: _____

cut

LESSON 1 · EXIT TICKET

Cause and effect

Name _____

- 1 Is it a real cause and effect?

“The cake was done, so we turned on the oven.”

Circle one:

YES

NO

If NO: ☐ backwards ☐ only time ☐ wrong cause

- 2 Underline the cause. Circle the effect. Write the signal word.

“The plant grew tall because Mia watered it each day.”

Signal word: _____

- 3 Think about your morning. Write one cause and its effect.

Cause: _____

Effect: _____

Lesson 1

NICO'S BIRD FEEDER: QUESTIONS 1-4, AND EXIT TICKET ITEMS 1 AND 3

1	B	A only time; C wrong cause; D backwards; C copies the text
2	A	B only time; C wrong cause; D backwards; B copies the text
3	NO - only time or wrong cause	so, but sitting by the window did not keep birds away
4	YES	no signal word; the squirrel could not reach the seeds
Exit 1	NO - backwards or wrong cause	so, but the oven came first
Exit 3	Sample	Cause: I was hungry. Effect: I ate a bowl of oatmeal.

UNDERLINE THE CAUSE, CIRCLE THE EFFECT: QUESTIONS 5-6 AND EXIT ITEM 2

5	Cause: some seeds had spilled Effect: The squirrel came to eat under the pole Signal word: because	effect told first
6	Cause: Nico wanted to count the birds Effect: he sat by the window with a notebook Signal word: so	
Exit 2	Cause: Mia watered it each day Effect: The plant grew tall Signal word: because	effect told first

MATCH CARDS: THE 6 CAUSE-AND-EFFECT PAIRS (GLUE EACH EFFECT BESIDE ITS CAUSE)

Card 1 CAUSE	pairs with card 7	Card 7 EFFECT	pairs with card 1
Card 2 EFFECT	pairs with card 8	Card 8 CAUSE	pairs with card 2
Card 3 EFFECT	pairs with card 12	Card 9 EFFECT	pairs with card 4
Card 4 CAUSE	pairs with card 9	Card 10 CAUSE	pairs with card 5
Card 5 EFFECT	pairs with card 10	Card 11 EFFECT	pairs with card 6
Card 6 CAUSE	pairs with card 11	Card 12 CAUSE	pairs with card 3

WHY THE MATCH IS TRICKY

Told first	Not always the cause	Cards 3, 5 and 7 are effects the story tells BEFORE their causes (cards 12, 10 and 1). Ask: what happened? Why?
Also OK	Cards 4 + 12, 9 + 3	Also accept this pairing: the cone made the squirrel slide (4 with 12), and Nico laughed because the squirrel could not get past the cone (9 with 3).

Cause and Effect Complete Unit • Grades 3-5

Real pages from the unit (reduced):

MILESTONE READING SKILLS • CAUSE AND EFFECT

PRE-ASSESSMENT Form A

Name _____ Date _____

Read carefully. Take your time. Score: ____ / 12

PART A: READ THE SCENE

A Rainy Practice

1 It rained hard all night, so the soccer field was full of puddles. 2 Coach Ruiz moved practice into the gym. 3 After practice, Maya found her water bottle under a bench. 4 Her shoes squeaked on the gym floor because they were still wet from the walk to school.

IS IT A REAL CAUSE AND EFFECT? IF NO, CHECK ONE REASON.

1 "The field was full of puddles. Then Coach Ruiz moved practice inside."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

2 "Because practice moved into the gym, it rained all night."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

3 "Maya's shoes were wet, so they squeaked on the floor."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

4 "Practice ended. Then Maya found her water bottle."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

5 "The field was full of puddles because the sprinklers were left on."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

6 "It rained hard all night, so the field was full of puddles."

Circle one: YES NO IF NO: ☐ backwards ☐ only time ☐ wrong cause

Milestone Reading Skills • Cause and Effect Complete Unit Page 1

Pre-assessment, Form A

MILESTONE READING SKILLS • CAUSE AND EFFECT

LESSON 3: YOU DO One cause, many effects

Name _____ Date _____

The cause earthworms dig tunnels. Use paragraph 2. Write three effects of the tunnels, and copy the words that show each one.

Write the cause in your own words.

An effect of the tunnels

1 _____

2 _____

3 _____

Words from paragraph 2 that show it

1 _____

2 _____

3 _____

Paragraph 4 has a chain. Fill it up with water, so what happens? What does that cause? Write both.

Milestone Reading Skills • Cause and Effect Complete Unit Page 22

Lesson 3: one cause, many effects

MILESTONE READING SKILLS • CAUSE AND EFFECT

LESSON 4: YOU DO A chain of causes

Name _____ Date _____

Find the two big causes. Then follow the chain of effects.

The Dust Bowl

1 In the 1930s, a terrible time called the Dust Bowl struck the Great Plains of the United States. It did not have just one cause.

2 During World War I, people needed more wheat, and new machines helped farmers plow more land. Over the next years, farmers plowed up millions of acres of native grassland to plant long rows of crops. The grasses had held the soil in place. With the grasses gone, nothing was left to anchor the soil.

3 Then, in 1931, a long drought began. The drought lasted for years, and the crops shriveled. The bare, loose soil dried out and turned to dust.

4 Whenever strong winds blew across the plains, they flung the loose dust into the air. Enormous clouds of dust rolled across the land, and people called some of these storms black blizzards. On April 14, 1935, a storm later known as Black Sunday made one afternoon as dark as night. People hurried home, because being caught outside in the dust could be very dangerous. Dust storm forced schools, hospitals, and businesses to close. Dust piled up against fences and buried farm machines. Some dust even traveled all the way to the East Coast.

5 Many farm families lost their land and their homes. As many as 2.5 million people had moved away from the Great Plains by 1940. In 1935, Congress passed a law to help protect the soil. Farmers who stayed followed advice from the U.S. government's Soil Conservation Service and planted hundreds of miles of windbreaks. When the rains finally returned, the land slowly began to recover.

▲ Level C: 268 words

Milestone Reading Skills • Cause and Effect Complete Unit Page 25

Lesson 4: The Dust Bowl (Level C)

MILESTONE READING SKILLS • CAUSE AND EFFECT

LESSON 4: YOU DO A chain of causes

Name _____ Date _____

Use The Dust Bowl. In each row, write a cause and the effect it had. The effect in one row can be the cause in the next.

The Dust Bowl had two big causes. Name both.

Cause Effect

1 _____

2 _____

3 _____

4 _____

Put one effect in your chain that became a new cause. What did it cause?

Milestone Reading Skills • Cause and Effect Complete Unit Page 26

Lesson 4: chain organizer

MILESTONE READING SKILLS • CAUSE AND EFFECT

LESSON 5: YOU DO Sea Otters and Kelp

Name _____ Date _____

Read the passage, then answer the Show What You Know questions.

Sea Otters and Kelp

1 Sea otters live in the cold waters of the North Pacific Ocean. 2 Unlike other sea mammals, they do not have a thick layer of fat called blubber. 3 Instead, they stay warm with the thickest fur of any animal. 4 A sea otter dives to the sea floor to hunt. 5 Then it floats on its back to eat. 6 It may crack open a shell with a rock.

7 Long ago, people wanted that thick fur. 8 In the 1700s and 1800s, hunters killed a great many sea otters. 9 By 1900, sea otters were gone from nearly the whole North Pacific. 10 Without sea otters, sea urchins grew in number. 11 Urchins eat kelp, a kind of giant seaweed. 12 So the urchins ate away whole kelp forests. 13 In some places, only rocks covered with urchins were left.

14 In 1911, a treaty began to protect sea otters. 15 Slowly, sea otters came back to some of their old homes. 16 They ate many urchins, so there were fewer urchins. 17 With fewer urchins eating it, the kelp grew back. 18 Kelp forests give fish food and places to hide.

19 Scientists call the sea otter a keystone species. 20 That means it has a big effect on the place where it lives. 21 Take away the otters, and the kelp forest can change.

Milestone Reading Skills • Cause and Effect Complete Unit Page 31

Lesson 5: one topic, three levels

MILESTONE READING SKILLS • CAUSE AND EFFECT

REVIEW TASK CARDS Real cause and effect?

Name _____ Date _____

Cut apart the cards. In each one a real cause and effect? Circle YES or NO on the recording sheet. For a NO, write the reason.

TASK CARD 1

Real cause and effect? IF NO, why not?
"Because the baby dropped her cup, milk spilled on the floor."

TASK CARD 2

Real cause and effect? IF NO, why not?
"The oven was on for an hour. Then the kitchen felt warm."

TASK CARD 3

Real cause and effect? IF NO, why not?
"Because my socks were wet, I stepped in a puddle."

TASK CARD 4

Real cause and effect? IF NO, why not?
"I brushed my teeth. Then the phone rang."

TASK CARD 5

Real cause and effect? IF NO, why not?
"Because it sat in a hot car, the ice cream melted."

TASK CARD 6

Real cause and effect? IF NO, why not?
"Since second grade, Rosa has played the drums."

TASK CARD 7

Real cause and effect? IF NO, why not?
"The glass fell off the table, and then it broke."

TASK CARD 8

Real cause and effect? IF NO, why not?
"Dad wore his lucky hat. Our team scored a goal."

Milestone Reading Skills • Cause and Effect Complete Unit Page 33

24 task cards

WHAT THE FULL UNIT ADDS TO THIS LESSON

- 4 more lessons in gradual release: signal words in nonfiction, one cause with many effects, chains in a history text, and a show-what-you-know finale
- 6 more original passages at three measured reading levels (150 to 260 words), level and length printed; the finale puts one topic at all three levels
- Pre- and post-assessment in parallel forms (12 points each) with a class tracker
- 24 task cards with a recording sheet, including trap cards where because, so or since misleads
- 3 small-group reteach cards for the three most common mix-ups, mapped to the test items
- Organizers for one cause with many effects and for chains, exit tickets for Lessons 1-4, and every answer key

Find the full unit on TpT:

<https://www.teacherspayteachers.com/Product/x-17726501>

THANK YOU

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MILESTONE TEACHERS

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TOMORROW: THE THREE MIX-UPS AND WHAT TO SAY

Backwards. Ask: which happened first, and did it make the other happen? Switch the parts.

Only time. Ask: did one thing MAKE the other happen, or did it only come first?

Wrong cause. Ask: is that really why? A signal word is a clue, not a rule.

Next step. Sort exit tickets into got it, almost and not yet. Give the almost pile one new sentence to judge aloud.