

**SPECIAL ED**

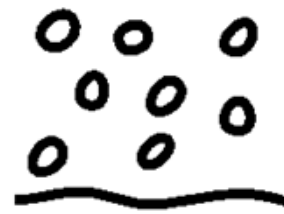
# CAUSE AND EFFECT: A READING STRATEGY



The alarm clock went off.



I woke up.



It started snowing.



We got to go home early.



I spilled my juice.



I wiped up the mess.

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# INCLUDES GOOGLE SLIDES





This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader but loves books and stories. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!



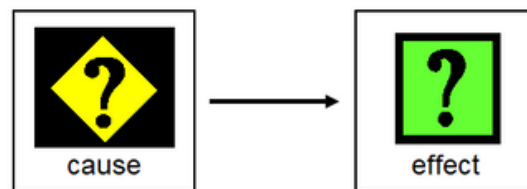
# Finding Cause and Effect

Unit for Special Education

By

Christa Joy

Special Needs for Special Kids



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## Table of Contents

| Worksheet Pages | Title                            |
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In separate files, you will find:

- Lesson plan
- Group activities
- Who am I cards
- Matching puzzles
- Voice recorded PowerPoint
- Links and directions to digital activities

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This unit has 9 days of activities that will guide students through finding the cause and effect as a way to increase reading comprehension.

The unit is separated into 2 files, one in color and one in black and white.



# Cause and Effect Unit Lesson Plan

## Preparation

- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary board
  - Print out the board onto cardstock and laminate
  - Make a card for each student
- Sequencing puzzles
  - Print on the puzzles that will be used for group activities
- Who am I cards
  - Print cards on card stock and laminate (1 set for each student)
- Simple books
  - You will some short, simple stories or books that students are familiar with to use in the group activities

## Preassessment (do day 1 before starting lesson)

- Choose the quiz that best fits (words)
- Give the quiz to assess what I cannot emphasize enough I growth, this preassessment is

## Teaching Tips

1. *Color Coding:* this is a really activity. Outline or color in the corresponding picture sy task.
  - a. For more info, read n <https://specialneedsfordifferentiation/>
  - b. I also have a blog pos <https://specialneedsfordifferentiation.com/3-ways-easily-and-effectively/>
2. *Make you own copies of the* yesterday. For that reason:

## Quick Look

| Day | Activity   | Day | Activity   |
|-----|--|-----|--|
| 1   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Introduce vocabulary board</li> <li>• Matching activity</li> </ul>    | 6   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• ID cause and effect passages</li> </ul> |
| 2   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• Matching activity</li> </ul>                | 7   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• ID cause and effect passages</li> </ul> |
| 3   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• ID cause and effect in sentences</li> </ul> | 8   | <ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• ID cause and effect passages</li> </ul> |
|     | <ul style="list-style-type: none"> <li>• Book</li> </ul>   | 9   | <ul style="list-style-type: none"> <li>• Book</li> </ul>   |

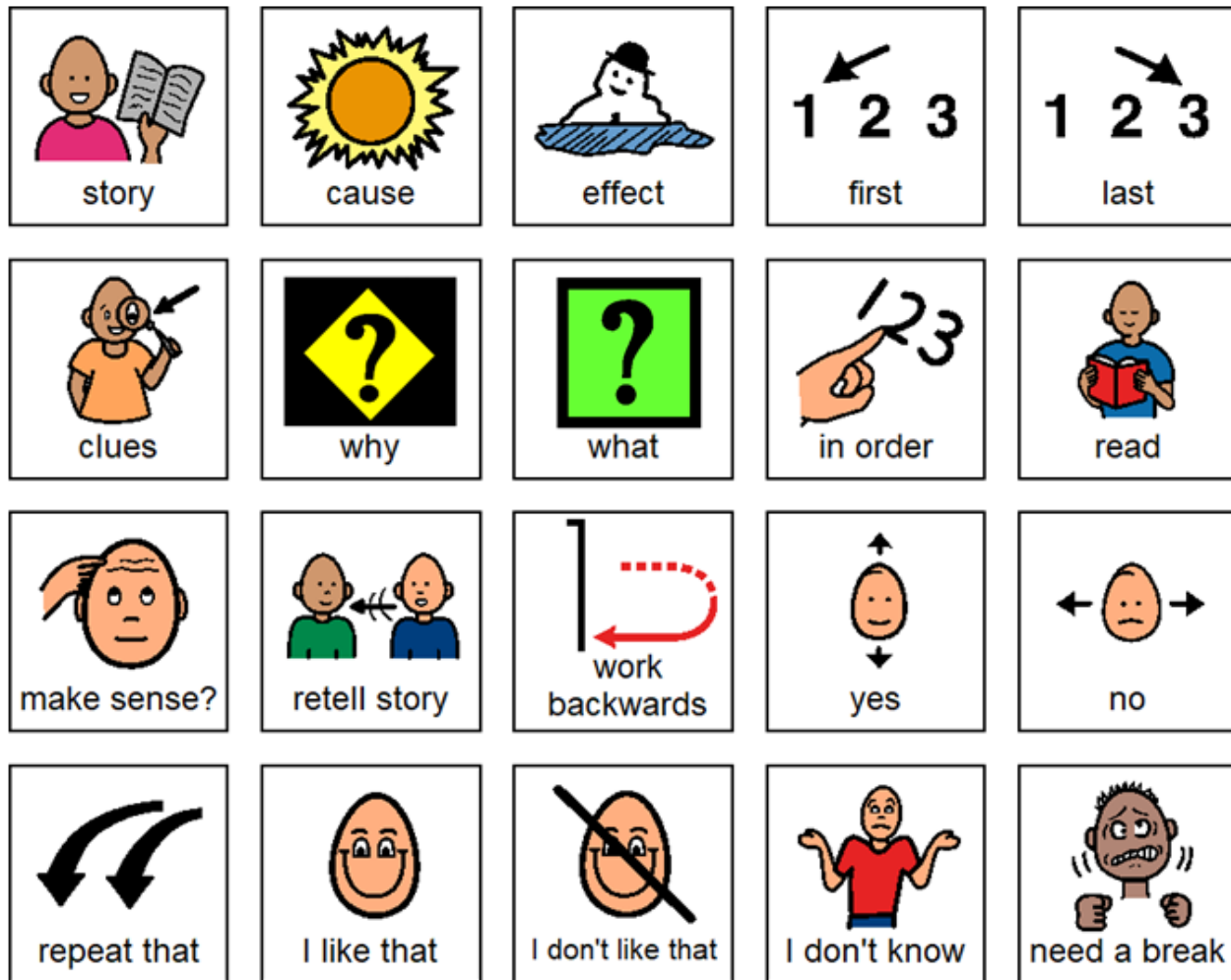
## Day 2

| Activity   | Notes   | Materials   |
|--|---|---|
| Read or listen to a recording of the book (10 minutes) | <ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions</li> <li>• Continue to make connections between book and Vocabulary board</li> </ul>  | <ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> </ul>                      |
| Group activity (10 min)                                | <ul style="list-style-type: none"> <li>• Choose one of the group activities (<a href="#">see separate pdf</a>)</li> <li>• See separate pdf for directions</li> </ul>  | <ul style="list-style-type: none"> <li>• Depends on activity chosen</li> </ul>                            |
| Matching activity review (5 minutes)                   | <ul style="list-style-type: none"> <li>• Review the worksheets completed yesterday</li> </ul>   | <ul style="list-style-type: none"> <li>• Worksheet completed yesterday</li> </ul>                         |
| Matching activity (10 minutes)                         | <ul style="list-style-type: none"> <li>• Do the second worksheet matching the effect to the cause that uses pictures and words               <ul style="list-style-type: none"> <li>◦ Add color-coding for students who need more support</li> </ul> </li> <li>• Have students translate to describe what is happening in each set of pictures</li> </ul>   | <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Scissors</li> <li>• glue</li> </ul>         |
| Sharing (10 minutes)                                   | <ul style="list-style-type: none"> <li>• Each student shares finished worksheets with the group using the communication method of their choice.</li> <li>• This repetition is so important. Students are hearing the relevant vocabulary when:               <ul style="list-style-type: none"> <li>◦ Read the story</li> <li>◦ Review the Vocabulary board</li> <li>◦ Complete the activity</li> </ul> </li> <li>• Share the activity</li> </ul> | <ul style="list-style-type: none"> <li>• Completed worksheets</li> <li>• Communication devices</li> </ul> |

## The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run





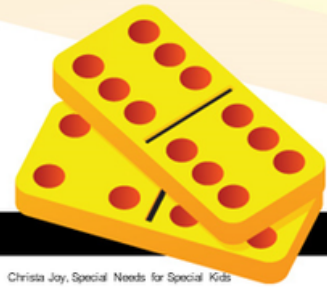
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use included in the unit!!



The cause usually happens first and is the thing that keeps other things moving in the story. It is the reason other things happen.



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What happened? When looking for cause effect, sometimes it is easier to work backw



The squirrel ran up the tree. That is what happened. It is the effect in our (very) short story.



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There is a book with this unit using simple text and photos. It is 25 pages and reviews how to identify cause and effect in a story and why it is important.

It comes in:

- PowerPoint
- Voice-recorded PowerPoint
- mp4 movie file



## GROUP ACTIVITIES TO PRACTICE CAUSE AND EFFECT

### Common stories (read alouds)

**Here is what you will need:**

- Short books to read aloud

**How to play:**

- Use some books that are short and familiar to the student.
- Books like: Goldilocks, Three Little Pigs, Little Red Hen are good choices.
- The books by Laura Numeroff (If you give a mouse a cookie books) are great choices
- Talk about different cause and effects that happen in these stories
- You can also do this after watching a short video or book read aloud from YouTube. (You will find a lot of Laura Numeroff's books read aloud on YouTube)

### Common activities

**Here is what you will need:**

- Nothing needed

**How to play:**

- Think of an action you commonly do at home or at school
- What is the cause of that action? What is the effect of that action?

**Examples**

- Sharpening a pencil: cause: broken point, effect: you can write
- Line up at door: cause: time to leave effect: you head out without disturbing others
- Fire alarm sounds: practice drill, effect: safely leave the building
- Daily announcements: cause: important things to know day after day

### Cause and Effect puzzles

**Here is what you will need:**

- Print out the cause and effect puzzle pieces
- Cut apart and laminate

**How to play:**

- Students will match the pieces based on cause and effect

### Tell a story

**Here is what you will need:**

- Pictures from magazines

**How to play:**

- Give students a picture.
  1. Describe what is happening in the picture.
  2. What could be a cause of what is happening in the picture
  3. What could be the effect (happens later)

### Paper chains

**Here is what you will need:**

- Pieces of construction paper cut into strips.
  - Take the events from one of Laura Numeroff's books and write on a strip of paper (one event per strip)
  - Events:
    - Give a mouse a cookie
    - Ask for a glass of milk
    - Give a mouse a glass of milk
    - He will ask for a straw
    - Etc.

**How to play:**

- Watch the video from YouTube
- Students will find the events and put them in order, making a paper chain.
- You can make a different paper chain for each book.

**Video links:**

- If you Give a Mouse a Cookie: <https://youtu.be/bzw0pDLA7k>
- If you Give a Moose a Muffin: <https://youtu.be/iDY3hcoVyaA>
- If you Give a Pig a Pancake: <https://youtu.be/jNiAktHBZa4>
- If you give a Cat a Cupcake: <https://youtu.be/x2ncPf6G7lw>

There are group activities that you can incorporate as part of the daily lesson.

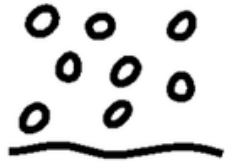




The alarm clock went off.



I woke up.



It started snowing.



We got to go home early.



I spilled my

The Picture Communication



The shirt got dirty.



We put the shirt in the washer.



The shirt clean.



Her hair was a mess.



She got a haircut.



Her hair looked great.



We planted a garden.



Lettuce grew.

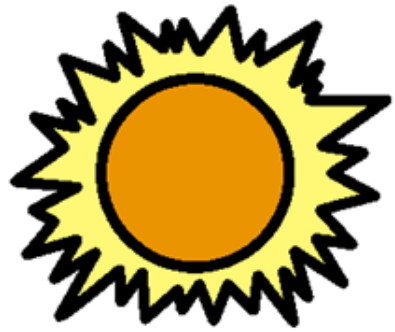


We made salad.

There are cause and effect puzzles included to use with one of the group activities.



Large cards for Who am I activity



cause



cause



why



effect



effect



what

There are large cards to use with a Who am I group activity. They come in color and black and white.







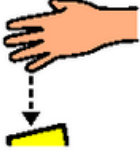



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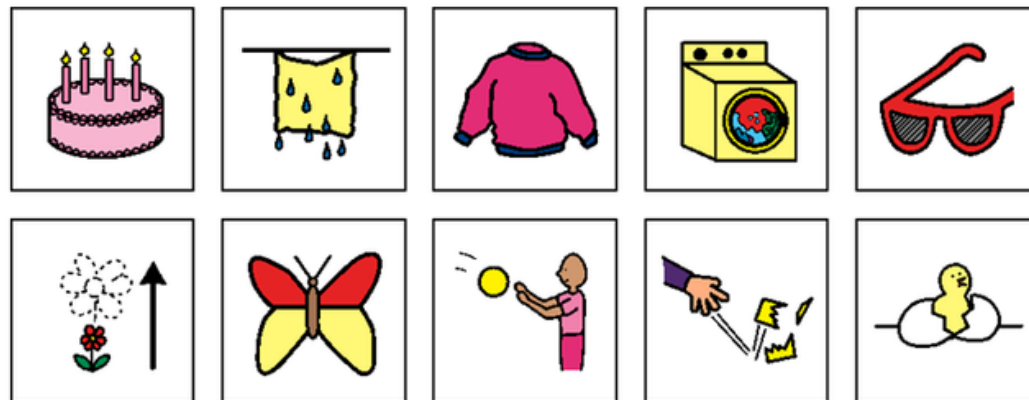


# Picture matching

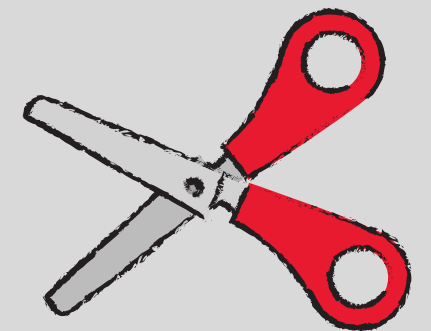
Find the effect of each cause/action below.

|   |                      |   |                      |
|---|----------------------|---|----------------------|
|    | <input type="text"/> |    | <input type="text"/> |
|    | <input type="text"/> |    | <input type="text"/> |
|    | <input type="text"/> |    | <input type="text"/> |
|   | <input type="text"/> |   | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |

Match the effect below with the cause on the previous page.



Students will first match the effect of various actions shown with just pictures and one set that has words plus pictures. Suggestions for differentiation are included.

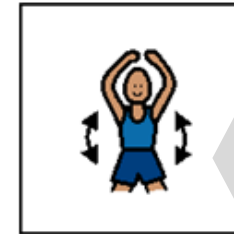
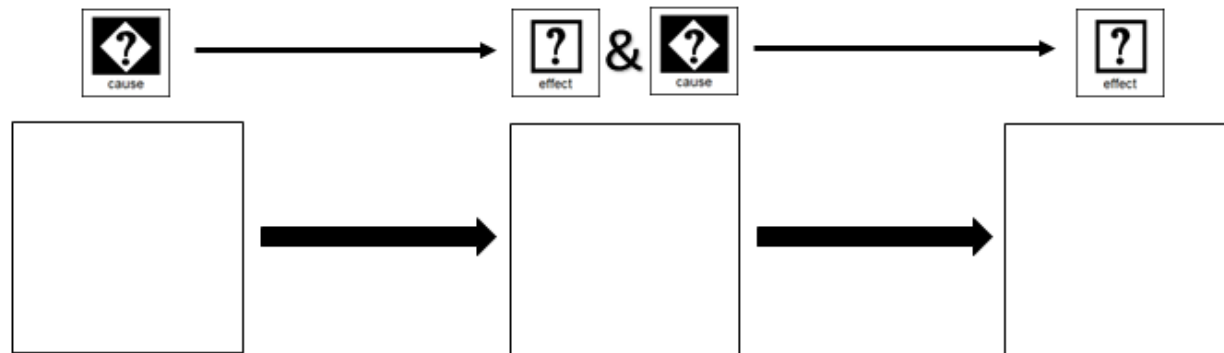




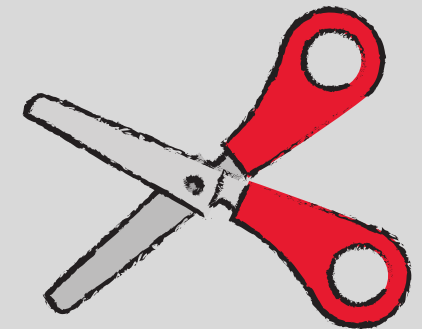
# In sentences

1. Read the sentence or sentences in the box.
2. Underline or highlight the cause in yellow.
3. Underline or highlight the effect in green.
4. If it is a cause and effect then use pink to highlight or underline it.
5. Put the picture in the correct order describing the cause and effect.

I trained for the race by exercising a lot. I ran in the race and did well. I won the race!



Next, students will practice identifying the cause and effect in a sentence. There are 5 examples using 2 pictures, and 5 examples with 3 pictures. Suggestions for differentiation are included.





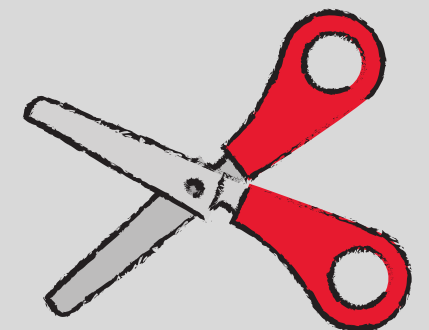
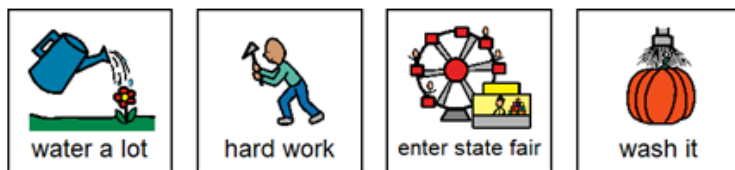
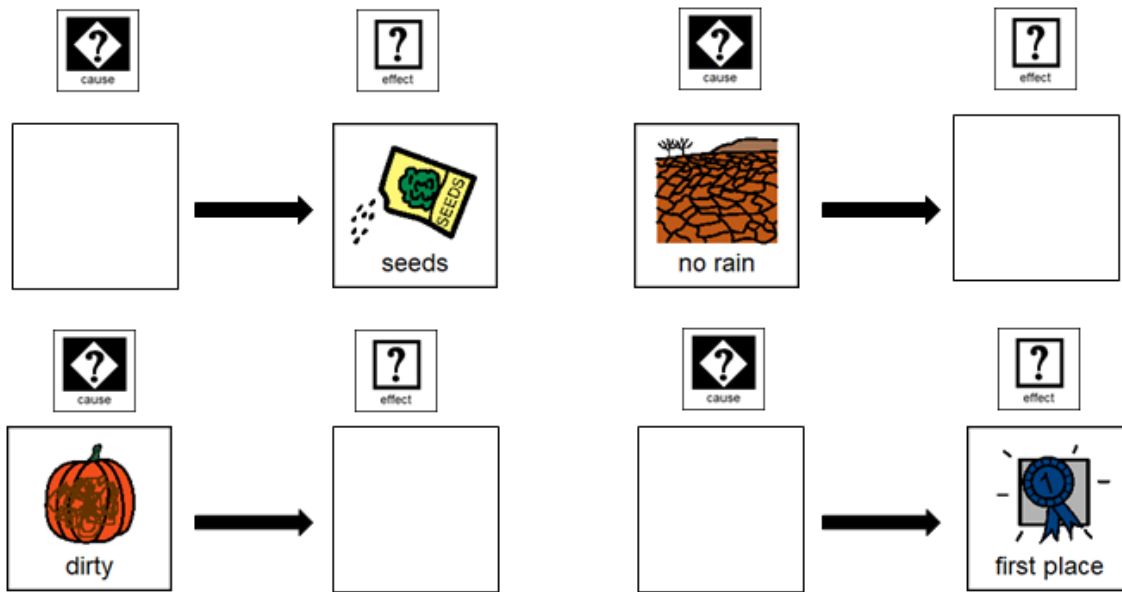
# My Hard Work Paid Off



I wanted to grow a pumpkin to enter in the state fair. I planted some seeds. It did not rain very much so I had to water the seeds every day. Eventually a pumpkin grew on the vine where the flower had been. Before taking it to the fair, I washed it off because it was really dirty. All my hard work paid off, and I won first place!

## In short stories

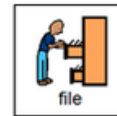
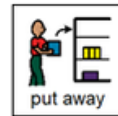
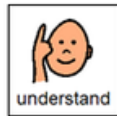
Finally, there are 10 short passages where students will identify several cause and effect pairs that occur in the story. Answer keys for all activities are included.





## Cause and Effect Quiz

1. Figuring out the cause and effect helps you do what to the story?



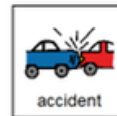
2. The cause is the \_\_\_\_\_ or reason something happens.



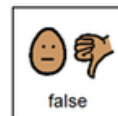
3. The effect is \_\_\_\_\_ happens.



4. Which one usually happens first in the story?



5. True or false. Cause and effect happens in all kinds of stories, even real ones.



## Cause and Effect Quiz

- Figuring out the cause and effect helps you do what to the story?
  - Understand story
  - Put away the story
  - File the story
- The cause is the \_\_\_\_\_ or reason something happens.
  - Why
  - Where
  - Who
- The effect is \_\_\_\_\_ happens.
  - Who
  - When
  - What
- Which one usually happens first in the story?
  - Cause
  - Effect
  - Accident
- True or false. Cause and effect happens in all kinds of stories, even real ones.
  - True
  - False
  - I don't know

FINALLY, there is a 5 question quiz. It comes in this version with pictures and one that is traditional multiple choice.

Answer key included.



This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

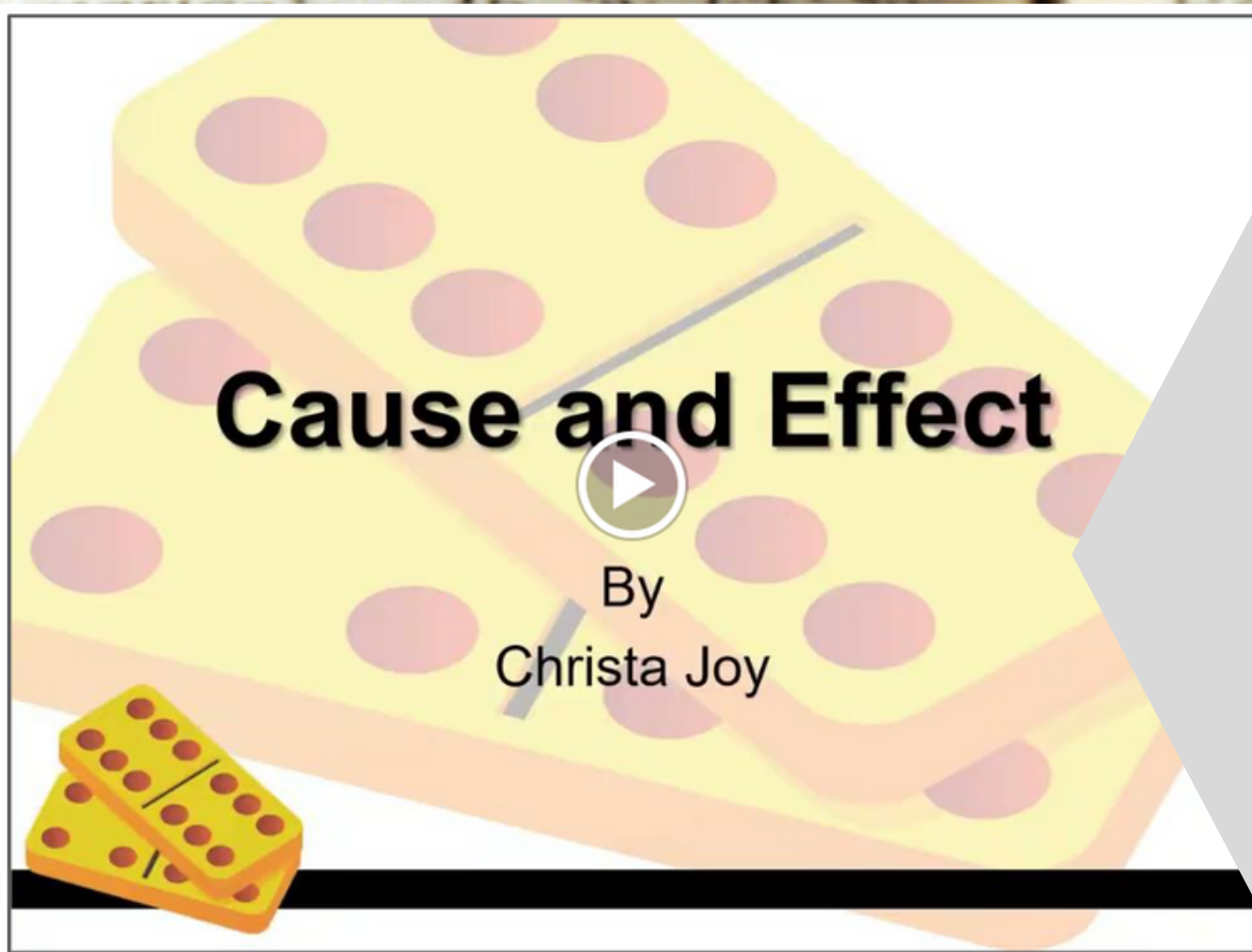
- 9 days of lesson plans
- Group activity directions
- Color version of activities
- Black and white version of activities
- Cause and Effect book (PowerPoint) to use with activities
- Digital versions of activities



**Also digital activities**



Listen to  
the book  
read aloud



This unit has digital versions of the activities as well. There is a movie version of the book students can watch.



Great for review

## My First Camping Trip



My family went camping this summer. It was so much fun. We put up the tent right away because it started to rain. Later we went fishing. We had hotdogs for dinner because we never caught a thing. That night a bear got into our food and ate everything we had. We had to go shopping before our hike. We were so sweaty from our hike we went for a swim. It was the best trip ever.



1. Read or listen to the story.
2. Match the causes and effects from the story.



There are 2 sets of slides. One set has no differentiation. Students will click and drag the answers into the empty boxes.

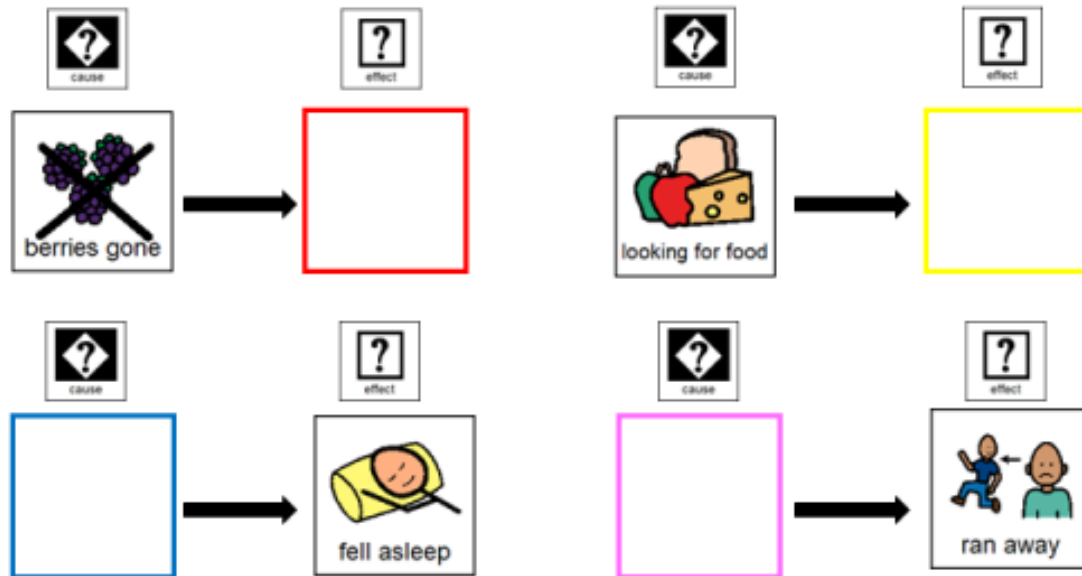


Perfect for every learning level

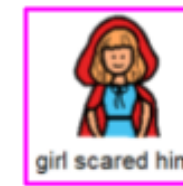
## So Hungry



Ted, the bear, was so hungry. All his berries and grubs were gone. So, he went into the little cabin looking for food. He found some delicious porridge and ate it all up. He was so full and sleepy. Ted fell asleep in the tiny bed until the young girl came home. She scared Ted so he ran away.



1. Read or listen to the story.
2. Match the causes and effects from the story.



The second set has color-coding for differentiation. Students click and drag answers. There are a total of 24 slides in each set.



**SAVE MONEY AND GET THIS UNIT  
AS PART OF THE READING  
STRATEGIES BUNDLE**

**CLICK HERE**

