

Date: 2/12/14

<p>A. Subject: <u>Communication Arts</u></p> <p>B. Grade level/age: <u>4<sup>th</sup></u> Grade</p>	<p>C. Topic/Title: <u>Cause and Effect</u></p> <p>D. Time Frame: <u>10:55-11:55 (60 minutes)</u></p>
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A. Common Core State Standard(s):

- RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.5 – Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- W.4.3.d – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

B. Grade Level Expectation(s)/ Course Level Expectation(s):

- R3C.4.d – Use details from text to (d) identify cause and effect.
- W2D.4.a – Compose text using (a) words that are specific, accurate, and suited to the topic.
- W3A.4.a – Compose (a) narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.

C. Student learning objective/s:

- Students will identify cause and effect in the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.
- Students will describe a time when they had a day as terrible as Alexander's.
- **Student will identify cause and effect in the story *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble.**
- **Student will discuss a time when they had a day like Jimmy's and record it.**

Materials:

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- ***The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble**
- Alexander writing page for each student
- Pencil for each student
- **Recording device for TBI student**
- Cause and Effect worksheet for each student (*Alexander* one)
- **Cause and Effect worksheet for TBI student (*Jimmy* one)**
- Glue and scissors for each student

Sources: (include web sites)

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
- Jennifer Headrick
- [http://www.quia.com/quiz/907479.html?AP\\_rand=1169453224](http://www.quia.com/quiz/907479.html?AP_rand=1169453224)

Depth of Knowledge (DOK): check

1. recall   X
2. skill/concept   X
3. strategic thinking
4. extended thinking

## THE LESSON:

A. **Opening:** (10 minutes) I am going to ask you a question, and I want you to answer just by raising your hand. How many of you have ever had a bad day? (Allow time for students to acknowledge. Teacher should also raise hand.) Does anyone want to share briefly about a really awful day they have had, where everything just seemed to be going wrong? (Allow time for 3-4 students to share.) Can anyone tell me what cause and effect is? (Allow time for answer.) Cause and effect is a relationship between things that you do. One of them happens because of the other. For example: I lost my lunch money because I didn't put it in my pocket. What is the cause? (I didn't put it in my pocket.) What is the effect? (I lost my lunch money.) (Allow time for students to respond before letting them know the answer.) Today we are going to read a book about a boy who feels like everything is going wrong and his day is just no good. You may have heard this before, but this time I want you to listen closely for some cause/effect relationships in *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viost.

B. **Explanation:** (40 minutes)

- Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viost.
- Ask students what they noticed while they were listening. (Allow several students to share.)
- Check comprehension by asking:
  - ◆ Who is the book about? (Alexander.)
  - ◆ What are some things that happened to him? (He woke up with gum in his hair, he tripped on his skateboard, he did not get a prize in his cereal, etc.)
  - ◆ How did the book end? (Alexander went to bed.)
  - ◆ Did Alexander's day get better? (No.)
  - ◆ What did his mom tell him at bedtime? (Mom says some days are like that. Even in Australia.)
  - ◆ Where did he want to run away to? (Australia.)
- Say: Alexander kept wanting to run away to Australia. Do you think running away would have made his day better? (Allow time for 1-2 responses.)
- Like we said before, cause and effect is a relationship between actions. Choosing one action over another may result in different effects, or consequences.
- We are going to read another book. This one is about a series of actions that have all kinds of effects. Listen closely because I will be asking you what your favorite part was.
- **Read *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble.**
- Ask students to share their favorite part. (Allow time for all students to share quickly.)
- Go over cause/effect examples from both books on the whiteboard.
  - ◆ List the cause on the board or just read it out and let students come up with the effect.
    - Cause: Anthony and Nick both found a prize in their cereal boxes, but my cereal box just had cereal. Effect: I think I'll move to Australia.
    - Cause: He was too busy yelling at the pigs to get off the school bus. Effect: He crashed into the hay bale with the tractor.
- Pass out worksheets to students. **(Joey gets the modified worksheet.)**
- Go over all directions making sure to answer any questions students have before beginning.
- Roam throughout the students answering any new questions that arise. Make sure students have necessary supplies.
- **Once you get to Joey's desk, make sure he understands what to do on his worksheet and continue weaving among students.**
- Allow 8-10 minutes for students to work on the worksheet. If finished students should turn in to the completed work tray. Whatever is not finished in this time should go in the homework folder for homework. **Teacher should make sure Joey's worksheet makes it in the folder.**
- Tell students that they will now be doing narrative writing.
  - ◆ Students will write about a day like Alexander's.
  - ◆ Students should have at least 8 COMPLETE sentences. Remind students that complete

sentences have capitalization, punctuation, good spacing, and a complete thought that makes sense.

- ◆ **Joey will discuss a time they had a crazy day like Jimmy's day at the farm. He will be using the recording device at the computer desk in the corner of the room (it is quietest there). He will need to be reminded to tell the teacher when he is finished so it can be properly saved.**
- ◆ Students will turn in to completed work tray once finished. If they do not finished it needs to go in the homework folder.

C. **Evaluation:** (5 minutes)

- Teacher will evaluate student learning of identifying cause and effect with the *Alexander* cause/effect worksheet. Teacher will evaluate student learning of describing with the *Alexander* writing page. **Teacher will evaluate student learning of identifying cause and effect with the *Jimmy's Boa* cause/effect worksheet. Teacher will evaluate student learning of discussing a similar story with the recording of the discussion.**
- Students will evaluate their own learning by writing the answers to these questions on an index card:
  - ◆ What is cause and effect?
  - ◆ Why is it important to be able to identify it while reading a text?
  - ◆ Are you able to identify cause and effect relationships?
- **Joey will explain cause and effect to the teacher and give a verbal example (or he could use the voice recorder).**

D. **Closing:** (5 minutes) We read about a lot of cause and effect relationships today looking at just two books. Imagine all the other interesting books out there that have even more cause and effect adventures within! The next time you read a book, try to remember to be watching for those relationships. Pay attention to what is happening and the different actions that are the cause. Tomorrow we will be doing more cause and effect practice using your textbook and a story about a flea!

E. **Differentiated Instruction:**

- Amount – allow more writing time at the end of the day for students to complete the narrative.
- Level of Difficulty – allow students to practice more difficult relationships using this quiz [http://www.quia.com/quiz/907479.html?AP\\_rand=1169453224](http://www.quia.com/quiz/907479.html?AP_rand=1169453224).
- Assistance – allow students to work in pairs or table groups to complete the cause/effect worksheet.

Name: \_\_\_\_\_

# Cause and Effect

## *The Day Jimmy's Boa Ate the Wash*

Directions: Match the cause with the correct effect from the story. Place the letter of the effect in the blank.

### Cause

1. \_\_\_\_ A haystack fell on her.
  
2. \_\_\_\_ We threw the pig's corn at each other and they did not have anything else to eat.
  
3. \_\_\_\_ Jenny threw an egg and hit Jimmy.
  
4. \_\_\_\_ Jimmy brought his boa constrictor to meet the farm animals, but the chickens did not like it.

### Effect

- A. They were eating the kids' lunches.
  
- B. One hen got excited and laid an egg, and it broke on Jenny's head.
  
- C. The cow started crying.
  
- D. Jimmy dropped his boa constrictor.



Name: \_\_\_\_\_

I went to sleep with gum in my mouth.	In the car pool Becky, Audrey, and Elliott got seats by the window.
I did not have dessert at lunch.	I started crying.
I said I hope he sits on a tack and that his strawberry ice cream falls off the cone.	Mom came back and saw me punching Nick.
Mom scolded me for fighting.	Now there's gum in my hair.
I played with the copy machine, knocked over his books, and called Australia.	His mother forgot to pack it.
I was being scrunched and smushed.	Dad said please don't pick him up from work anymore.
Anthony made me fall where it was muddy.	Paul said I was only his third best friend.

Directions: Cut the sentences out and glue them on the sheet under the appropriate column. Think back to the story about Alexander's day. Make sure that the cause and effect glued next to each other go together.