

Cause and Effect

Materials Needed:

- *California Treasures*: Grade 1, Unit 5 textbook
 - [teacher's edition p. 43Y-49]
 - *Ellen Ochoa in Space* [student edition p.44-49]

CCSS Addressed:

- RI.1.2 "Identify the main topic and retell key details of a text."
- SL.1.1 "Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups."

CSTPs:

- 1.2 "Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests."

Objective: After reading the nonfiction story *Ellen Ochoa in Space*, students will be able to identify cause and effect in a situation, and create their own sentences using cause and effect.

Set (What we're learning):

- Review yesterday's material by asking questions like: "Can someone tell me what two words we learned yesterday when we read *Kitten's First Moon?*" and "Which one has to happen first, cause or effect?"
 - Give examples from the kitten story [Could Kitten have gotten wet if she didn't jump in the water? No!]
- "Today we are learning more about cause and effect in real-life situations."

Input (How we're learning it): "We will read a nonfiction story called *Ellen Ochoa in Space* and talk about some cause and effect situations."

- How do we know it's nonfiction?
- What do you predict the book will be about?
- Go through rules about sitting politely and waiting your turn to be called on.

Lesson Design...

-Modeling (I Do):

- Read the story altogether as a class.
- Have volunteers read the captions next to the pictures.
- Point out that since there's no gravity (cause), everything floats (effect)!
 - ex. Because there is no gravity, astronauts have to be tied down while they sleep so they don't float around.

-Guided Practice (We do):

- Think-pair-share about other effects of weightlessness.
- Write the responses on the cause and effect chart.
- At the end of the story, tell the kids with the bigger book box number to retell facts from the story to a partner, then the one with the smaller number tells them anything

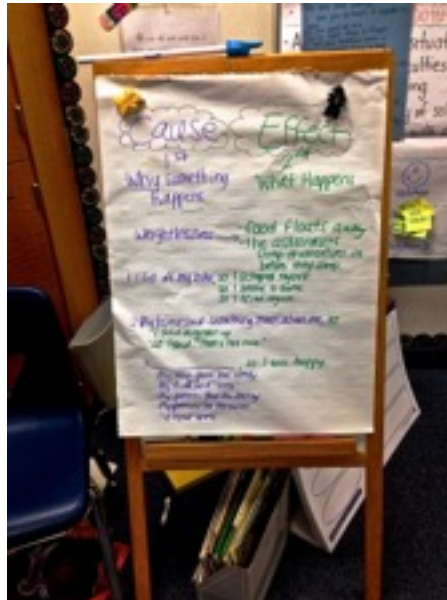
they missed.

- Move on to a new activity where students help you fill in the cause and effect blanks.
 - I fell off my bike, so _____.
 - My friend said something mean about me, so _____.
 - _____, so I was happy.

-Independent Practice (You do):

- Students identify the cause and effect in a situation without guidance.
- Have them fill in the blanks on their own.

Completed Graphic Organizer:



Closure: Review that Cause must come first and is why something happened, and effect is what happened because of the cause. There can be no effect without the cause!

Assessment:

- Practice book p. 238
- Accuracy in answering the whole group activity questions
- Raise of hands to see who knows the cause/effect.
- Monitor pair-share conversations

Adaptations/Modifications...

-EL students: Define unknown vocabulary (weightless, gravity, astronaut, space module)

-Accelerated students: Ask if anyone can come up with their own cause and effect situation to share with the group.