

7 reading lessons with passages & comprehension questions

SMALL GROUP LESSONS CAUSE AND EFFECT

Objective: Students will understand the relationship between cause and effect.

TARGET
1-2 min

The focus for today's lesson is **WHAT** happened.

- As we read, identify the cause and effect.
- It is important to identify the cause and effect after the event.
- There are many causes and effects in a story.
- Today we will focus on identifying the cause and effect.
- For example, if it rains, the ground gets wet. The rain is the cause and the wet ground is the effect.
- Some causes can have more than one effect.
- All of Florida's cities have a mayor.
- When you drop an apple, it falls to the ground.

TEACH
1-2 min

Now it's time to read the passage and identify the cause and effect.

TACKLE
7 min

A Sunday Routine

Steph follows the same routine every Sunday night. She starts her nighttime routine at 7 o'clock. Mondays make Steph a little nervous. She keeps to her Sunday routine to help her feel more prepared for the week ahead.

The first step in her routine is eating a fulfilling dinner. She chooses to eat a balanced meal of protein, fruits, and vegetables because she knows it helps keep her focused and feeling good. Because her Sunday routine is so important to her, she has the same dinner for her routine.

Cause & Effect

Texts can have cause and effect relationships.

1. What are some reasons Steph follows a Sunday routine?

Cause and Effect Relationships

Inferring Cause & Effect Relationships

Readers can make inferences about cause and effect relationships.

Sometimes state both cause and effect directly.

When can you infer cause and effect?

Micah's stomach growled.

The not a...

Use your...

Cause and Effect Relationships

More Than One Effect

A single cause event can have more than one effect.

Sometimes a single cause event can have more than one effect.

Cause Event

Hurricane Ida hit the coast of Florida.

LESSON PLANS

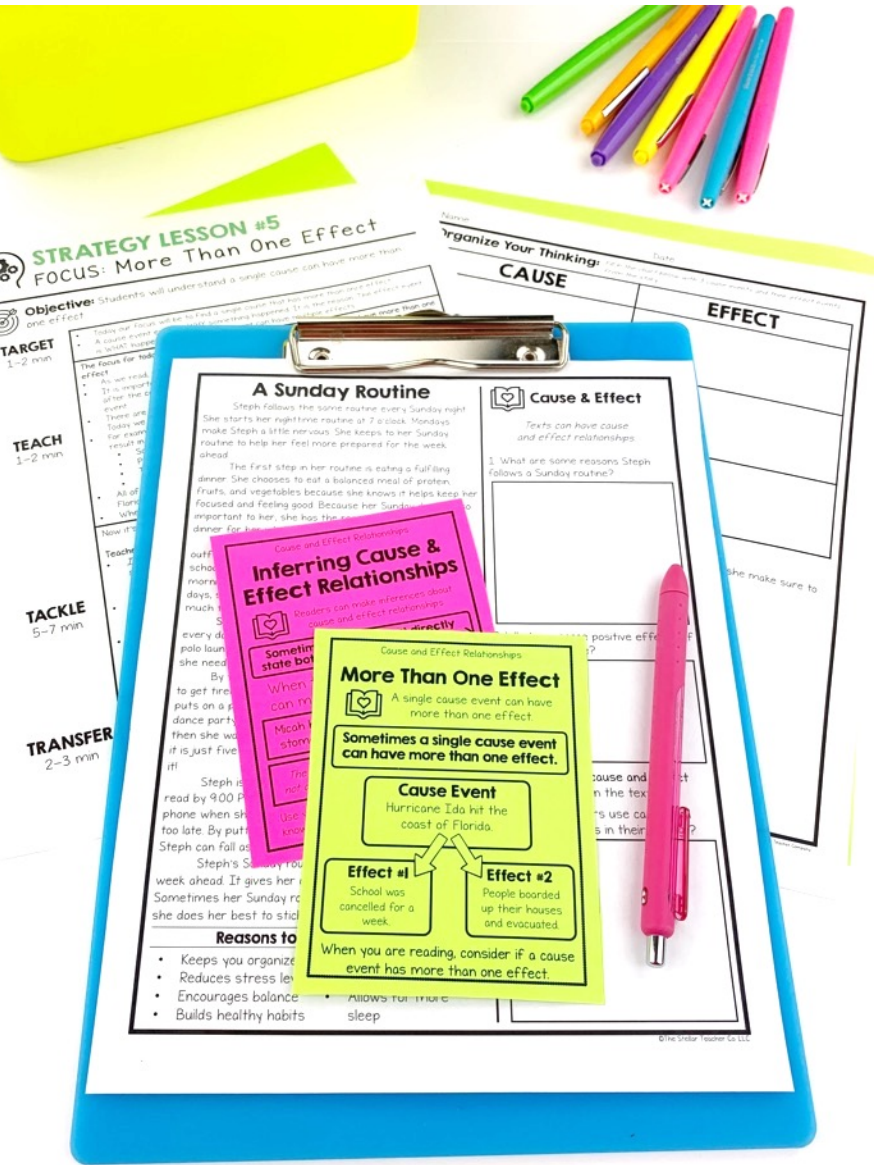
READING PASSAGES

STRATEGY CARDS

3

REASONS TO LOVE

THESE SMALL GROUP LESSONS



TIME-SAVING

Stop searching for small group resources. This resource includes EVERYTHING you need for a successful small group lesson focused on understanding cause and effect relationships.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

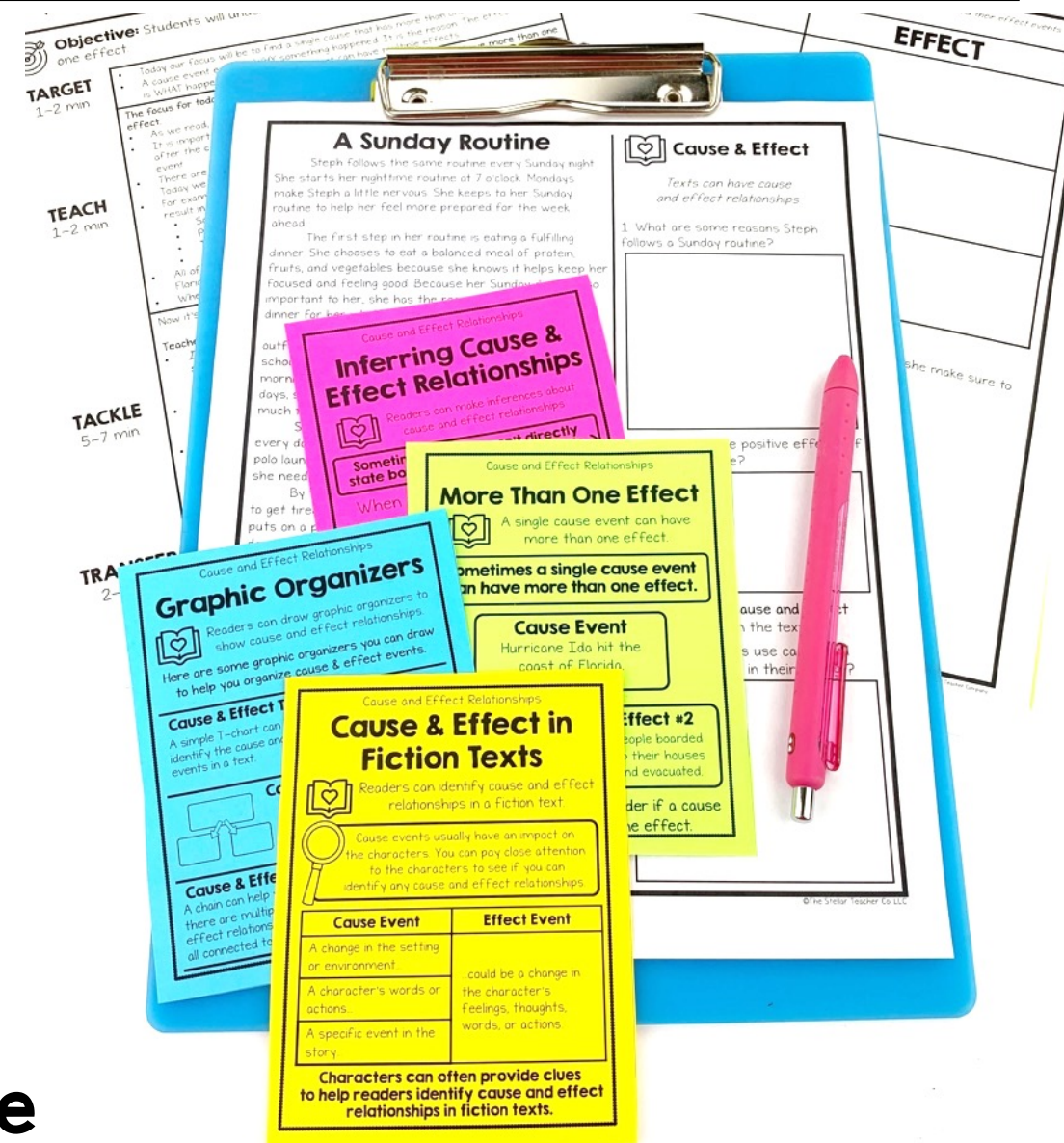
EASY TO USE

Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.

WHAT'S INCLUDED?

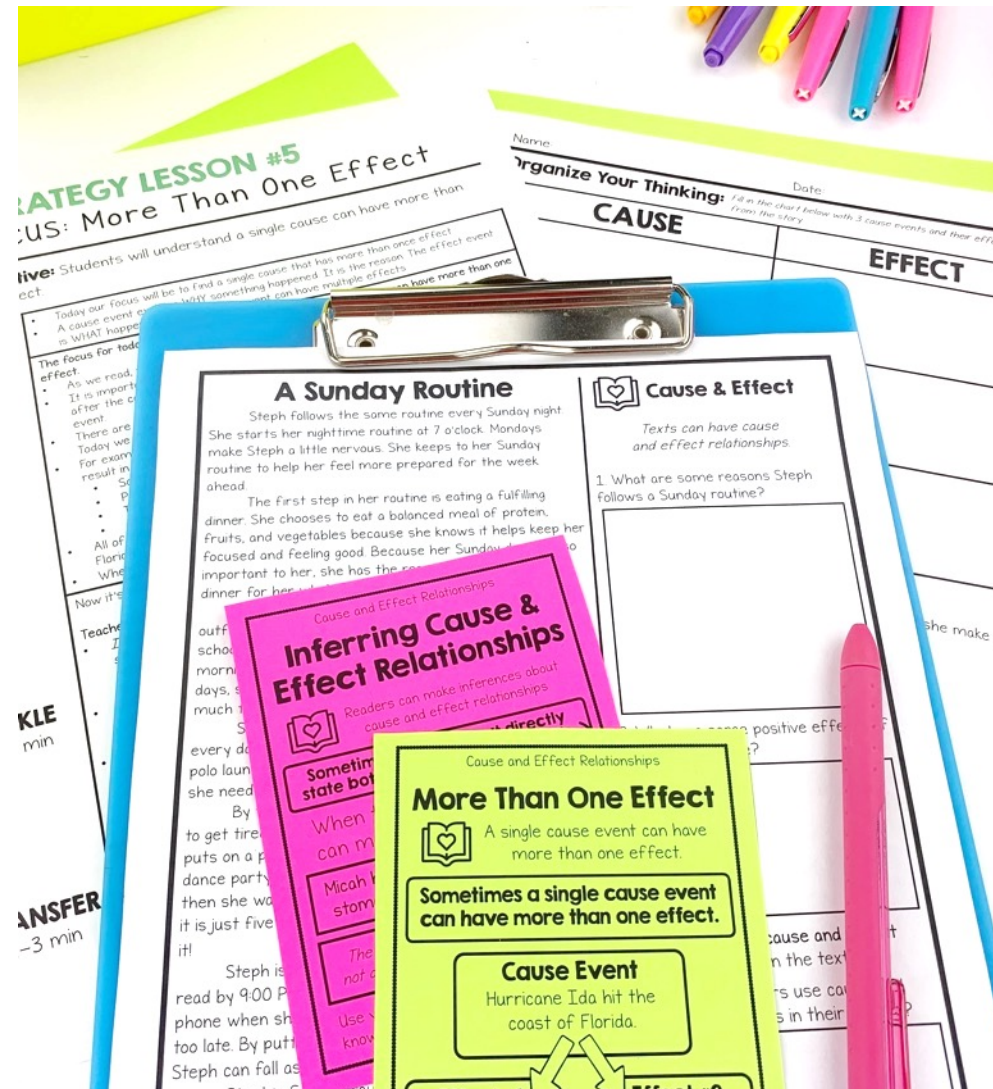
7 READING SMALL GROUP LESSON SETS

- 7 Scripted Lesson Plans
- 7 Reading Passages
- 7 Response Sheets/ Graphic Organizers
- 7 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Cause & Effect
- Lesson #2: Inferring Cause & Effect Relationships
- Lesson #3: Cause & Effect in Fiction
- Lesson #4: Cause & Effect in Nonfiction
- Lesson #5: More than One Effect
- Lesson #6: More Than One Cause
- Lesson #7: Organizing Cause & Effect Relationships



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...

STRATEGY LESSON #1
FOCUS: Cause & Effect Relationships

Objective: Students will understand texts can have cause and effect relationships.

TARGET
1-2 min

- Today we are going to spend time looking for cause and effect relationships in a text.
- Fiction and nonfiction texts can show cause and effect relationships.

The focus for today is understanding cause and effect relationships in a text.

- The cause event in a text explains WHY something happened. It is the reason for the effect event. The cause event answers the question "Why did _____ happen?"
- The effect event is what happened as a result of the cause event. **It is WHAT happened.** This event happens after the cause event. Sometimes it can be easier to identify the effect event first since you are identifying WHAT happened.
- Authors sometimes use key words to show cause and effect relationships:
 - So
 - Therefore
 - If then..
 - Then
 - Because
 - Resulting in
- To identify a cause event while reading you might ask: *Why did _____ happen?*
- To identify an effect event in the text you may ask: *What happened?*
- Let's look at the strategy card to remind us of the differences between a cause and effect event.

Now it's your turn to practice on your own.

Teacher Notes

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text with clear cause and effect relationships, or if you prefer to have all students using the same text, you can use the text *A Sunday Routine* to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TACKLE
5-7 min

TRANSFER
2-3 min

Discuss:

- How are cause and effect relationships connected?
- What are some key words that can help you identify cause and effect relationships while reading?

Link:

- Remember, a cause event is WHY something happened, and the effect is WHAT happens as a result.

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- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #6

FOCUS: More Than One Cause



Objective: Students will understand that more than one cause event can contribute to the same effect.

TARGET
1-2 min

- Today we are focusing on identifying the cause and effect.

The focus for today is identifying the cause and effect.

- We have been focusing on cause and effect. Another thing we want to be able to do is identify more than one cause.
- When we read a text, we might find more than one cause.
- Looking for these types of events can help us find more than one answer.
- In a fiction text, we still find cause and effect relationships, but there can be several causes; they just took a wrong turn.
- In nonfiction, we might find more than one cause and effect.
- When you're reading, look for more than one cause that leads to the same effect in the text.

Now it's your turn to practice.

Teacher Notes:

- Ideally, students work in small groups. If your students are not in small groups or if you prefer to work with the whole class, you can use the Garden to help students practice.
- While students are working, do a check-in and talk about the discussion focus.
- If you choose to use the Garden, it helps students understand the cause and effect.

TEACH
1-2 min

TACKLE
5-7 min

A Joyful Garden

In a small classroom at a school on the outskirts of Los Angeles, Jacoby has shared some news with her classmates that was shocking! She has never tried cucumbers or carrots. She has never eaten a fresh tomato! And a few of her other classmates have not either. When Jacoby told her class this, one of her classmates, Ricardo, couldn't believe his ears!

Ricardo's family had a huge garden. They grew tomatoes, jalapenos, lettuce, squash, green beans, and many other vegetables. The garden provided food and joy for his family all year round. Ricardo knew he needed to help Jacoby and his other classmates.

"We must plant a garden! Mr. Steen, too many kids are missing out on so many wonderful foods!" Ricardo pleaded with his science teacher. It didn't take much convincing, though. Mr. Steen agreed to help the class build a garden. The fourth-grade class worked together to prepare the soil in an empty corner of the playground. Mr. Steen helped do most of the digging. The students collected seeds donated by community members. The class created rows of soil. They planted the seeds.

The garden plot was in a sunny corner of the playground. The plants would need lots of sunshine to grow. Mr. Steen helped the class develop a watering schedule. Jacoby and Ricardo oversaw assigning other gardening duties to their classmates. They had to water, weed, and check on the plants every day.

The students waited patiently for the garden. It became a joyful garden.



More Than One Cause

More than one cause event can contribute to the same effect.

1. What was the end result in the story? (Hint: This is the effect)

2. What are some causes that led to that effect?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

The image shows a blue binder with a lesson plan page titled "STRATEGY LESSON #2" with a focus on "Inferring Cause & Effect Relationships". The page is divided into four sections: Target (1-2 min), Teach (1-2 min), Tackle (5-7 min), and Transfer (2-3 min). Each section contains specific instructions and examples for teaching students to infer cause and effect relationships. The page is decorated with a yellow star, a purple paperclip, and a green paperclip. A pink pencil, a green pencil, and a purple pen are also visible on the right side of the binder.

STRATEGY LESSON #2
FOCUS: Inferring Cause & Effect Relationships

Objective: Students will make inferences about cause and effect relationships while reading.

TARGET
1-2 min

- Sometimes authors won't directly state a cause or effect event. When this happens, readers can make an inference.
- Today we are going to spend time reading a text and making inferences about cause and effect relationships.

The focus for today is making inferences about cause and effect relationships.

- When an author doesn't directly state both cause and effects events, it is up to the reader to make an *inference*.
- An *inference* is when we think about what the author wants us to know, but isn't directly telling us. It is a conclusion we make based on evidence in the text.
- To make inferences you should use a combination of text evidence, background knowledge, and personal experiences.
- For example, an author may only state the cause event: Micah has the stomach flu but not give the result of that event. So, we can make some inferences. Some possible effects of Micah having the flu include:
 - He stayed home from school.
 - He missed the big game.
 - He went to the doctor.
- The author might not tell you those details, but you can use what you know about people who have the stomach flue to make an inference.
- Let's look at the strategy card to see another example of how we can make inferences about cause and effect relationships while we read.

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text with clear cause and effect relationships, or if you prefer to have all students using the same text, you can use the text *Vote For Braydon* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

TRANSFER
2-3 min

Discuss:

- When would a reader need to make an inference about cause and effect relationships?
- What 3 things can readers use to help them make inferences?

Link:

- As you read, think about your personal experiences and background knowledge to help you make inferences about cause and effect relationships.

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

A Joyful Garden

In a small classroom at a school on the outskirts of Los Angeles, Jacoby has shared some news with her classmates that was shocking! She has never tried cucumbers or carrots. She has never eaten a fresh tomato! And a few of her other classmates have not either. When Jacoby told her class this, one of her classmates, Ricardo, couldn't believe his ears!

Ricardo's family had a huge garden. They grew tomatoes, jalapenos, lettuce, squash, green beans, and many other vegetables. The garden provided food and joy for his family all year round. Ricardo knew he needed to help Jacoby and his other classmates.

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The garden plot was in a sunny corner of the playground. The plants would need lots of sunshine to grow. Mr. Steen helped the class develop a watering schedule. Jacoby and Ricardo oversaw assigning other gardening duties to their classmates. They had to water, weed, and check on the plants every day.

The students waited patiently and cared for their garden. It became a special place for students to spend time each week. Caring for the plants brought Mr. Steen and the students much joy.

Soon enough, little green plants peeked out of the soil. The students continued to care for the plants. The plants continued to grow.

Time continued to pass, and the plants began to produce plump, beautiful vegetables. Ricardo, Jacoby, and their classmates took turns collecting tomatoes, carrots, cucumbers, beets, and other vegetables. Every student took home baskets full of goodies!

"Ricardo, thank you so much for convincing Mr. Steen to help us with this garden! I can't believe I had never tried so many wonderful foods before this!" Jacoby thanked her classmate.

More Than One Cause

More than one cause event can contribute to the same effect.

1. What was the end result in the story? (Hint: This is the effect)

2. What are some causes that led to that effect?

3. Which cause event do you think had the BIGGEST impact on the class planting a garden? Explain.

Date: _____

Mr Thinking: Use the space below to find cause events that contribute to the same effect.

Use #1

Cause #2

Convinces Mr. Steen to help the class build a garden at school.

Use #1

Cause #2

Helps to Flourish. It provides food for Mr. Steen's students.

Questions:

1. How did the garden help the class?

2. How did Mr. Steen help in the story?

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.



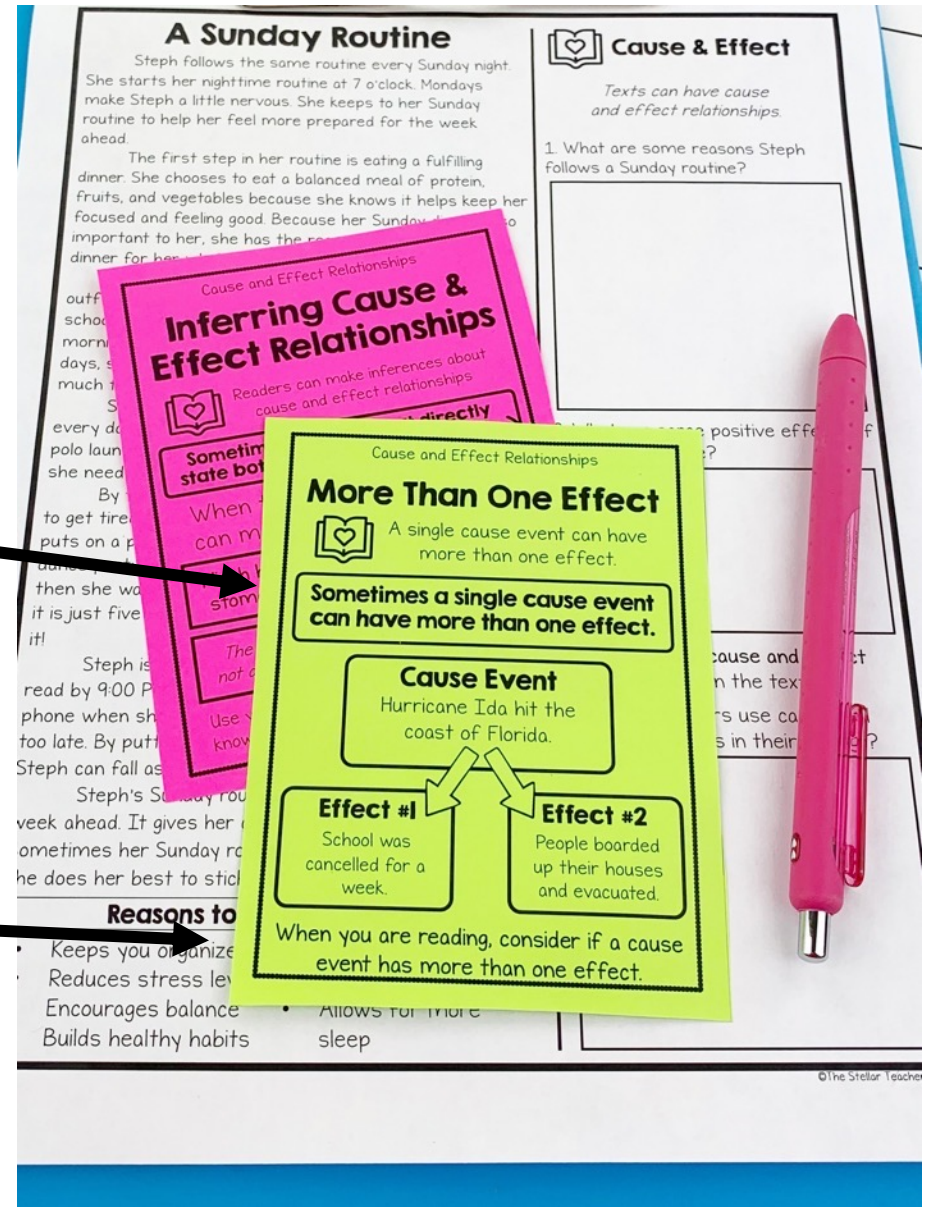
Student friendly definition or explanation.



Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.



Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

Hard Times in the 20s

American farmers in the 1920s fell on hard times. As businesses in the rest of the country boomed, many farmers and their families were struggling to make ends meet. In the 1920s the cost of farming was on the rise. The technology and machinery needed to farm was more expensive than ever before. But food prices were falling. This left farmers across the country with serious money problems.

The U.S. Government attempted to help. To assist farmers, the Agricultural Adjustment Administration (AAA) was established. The AAA tried to help farmers sell their product at fair prices. If food supply was limited, then the prices for crops and livestock would increase due to demand. Farmers who produced less wheat, cotton, corn, tobacco, rice, hogs, and milk were paid by the AAA.

Not everyone believed this was the correct solution to the farming problems in America. The plan helped some farmers, but many of the poorest farmers saw no benefits. If a farmer didn't own the land they farmed, they weren't eligible to receive government assistance.

The prices of crops were only one problem. During the Great Depression, farmers were facing environmental crisis. Between 1930 and 1940 the Great Plains region of the U.S. experienced a severe drought. This crisis is known as the Dust Bowl.

Years earlier, Congress passed an act that encouraged Americans to move west. Large numbers of people did just that! People settled in the treeless, flatlands of the Great Plains and began to farm and graze cattle. This eventually killed off many native grasses resulting in bare, useless land.

When the drought hit in 1930, the over-farmed and over-grazed areas began to blow away. Horrendous winds blew billowing clouds of dust across the plains.

Government programs and laws lessened some of the burdens of the Great Depression, but not all. America suffered for many years and didn't reach a point of recovery until the 1940s.



Cause & Effect in Nonfiction

Readers can identify cause and effect relationships in a nonfiction text.

1. Use the T-Chart to collect cause and effect events from the text.

Possible responses:

CAUSE EVENT	EFFECT EVENT
<ul style="list-style-type: none">- Increase in cost of farming machinery- Food prices falling- Farmers struggling to make money- Limited food supply- Farmers not owning their farmland- Congress passed an act encouraging American to move west	<ul style="list-style-type: none">- Farmers with money problems- US Government attempted to help with laws and acts<ul style="list-style-type: none">- Crops and livestock prices increase- Farmers were unable to receive government assistance- Large numbers of people settled in the Great Plains

2. What does the author want you to learn from the text?

Response will vary.
Possible Answers:

As a result of the Dust Bowl and the Great Depression, it was really challenging to be a farmer between the 1920s and 1940s.

3. Why did the author use a cause and effect text structure for this text?

Response will vary.
There were many factors that contributed to the challenges farmers faced in the 20s.

Date: _____

For Thinking: Use the space below to find cause and effect relationships from the nonfiction text. Possible responses:

EFFECT	What does the author want me to understand?
Over-farmed and over-grazed lands killed off native plants.	The author wants me to understand the impact humans had on the environmental crisis during the Great Depression.
They were not eligible for government assistance.	The author wants me to understand that the government's attempts to help farmers did not provide relief for all farmers.

Questions:

Summary of the passage.

most negatively impacted during The Great Depression?
living in the Great Plains were most negatively impacted during

Administration find solutions to the farmers problems?
Answer: The AA tried to come up with plans to help struggles of The Great Depression, but the solutions did not ent program paid farmers to produce less crop and supply.

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.

Name: _____

Date: _____

Organize Your Thinking: Use the space below to make inferences based on cause and effect events from the story. Some events have been filled in for you.

CAUSE	EFFECT
Make an inference about the cause.	Lucy lost the election in third grade.
Braydon won the third grade election by so many votes.	Make an inference about the effect.
Braydon didn't fulfill his promises as third grade class president.	Make an inference about the effect.

Comprehension Questions:

1. How would you describe Braydon as third grade class president?
2. Why do you think a student mumbled "Like that will happen" during Braydon's fourth grade speech?
3. If you were running for class president, what would you promise in your speech? Why?

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?

- Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
- It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
- Practicing reading strategies in small group can be much more engaging for students than independent practice.
- Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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NEED MORE THAN JUST THIS SET?

CHECK OUT SOME OF MY OTHER SMALL GROUP LESSON SETS.

107 scripted lesson sets to teach key reading skills

STRATEGY LESSONS YEAR - LONG Bundle

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READING PASSAGES
STRATEGY CARDS

[Click HERE for the bundle.](#)

includes comprehension questions & graphic organizers

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LESSON PLANS
PASSAGES
STRATEGY CARDS

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scripted lessons and passages to teach theme

STRATEGY LESSONS THEME

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the theme set.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS AUTHOR'S PURPOSE

10 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the author's purpose set.](#)

LET'S CONNECT

 My favorite way to help support and encourage teachers is with my weekly podcast! Have you tuned in yet?

STELLAR TEACHER PODCAST

with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as you're setting up your classroom for the day.

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