Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation:
This instructional task focuses upon the use of a quality piece of children’s literature as a framework for the understanding of cause and effect relationships. The included learning activities emphasize the importance of reading comprehension, as highlighted in Georgia Performance Standard, ELA3R3.

This instructional task is based upon the suggested picture book Thank You, Mr. Falker by Patricia Polacco; however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students’ instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students' understanding of cause and effect relationships, and the use of these relationships in the author’s development of plot.

Activities contained in this instructional task include the reading of the above-mentioned text, analysis of cause and effect statements, discussion of applicable text-to-text, text-to-world, and text-to-self connections, the completion of cause and effect graphic organizers, and written student responses to the literature under study.

Grade, Subject, Topic, Author(s):
3rd Grade, Response to Literature, Cause and Effect
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
Each session of this instructional task will take approximately 45 minutes. The content should be taught over a series of days, most likely 3 separate class sessions. This instructional task has been subdivided into 3 mini-tasks which are described below.

It may be beneficial for the teacher to have an auditory cue, such as a train whistle or a bell, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.
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Standards

Focus Standard/Element(s):
ELA3R3-The students uses a variety of strategies to gain meaning from grade-level text. The student:
1. Identifies and infers cause and effect relationships and draws conclusions.

Complementary Standard/Element(s):
ELA3W1-The student demonstrates competency in the writing process. The student:
d. Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers.)
e. Begins to use appropriate structures to ensure coherence (e.g. transition words and phrases, bullets, subheadings, numbering.)
k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
ELA3R3-The students uses a variety of strategies to gain meaning from grade-level text. The student:
b. Makes predictions from text content.
f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
i. Makes connections between texts and/or personal experiences.
p. Recognizes the author’s purpose.
ELA3C1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
e. Speaks and writes in complete and coherent sentences.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
b. Recalls, interprets, and summarizes information presented orally.
c. Uses oral language for different purposes: to inform, persuade, and entertain.
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
- What are cause and effect relationships?
- What key words indicate cause and effect relationships in a piece of literature?
- How does a personal response to literature improve reading comprehension?
- Why and how does an author use cause and effect relationships in a literature piece?
- How do cause and effect relationships affect a story’s plot and character development?
Knowledge:
- The characteristics of cause and effect relationships in literary texts.
- Transition terms which signal cause and effect statements.
- Knowledge that a response to literature is more than just a summary of the text.
- Ability to make connections to the text, form an opinion about the text, and/or use the text as a model for one’s own writing.

Skills:
Students will:
- Recognize and produce cause and effect statements.
- Identify and use transition words used to indicate cause and effect relationships.
- Write meaningful responses to literature.
- Analyze why good authors use cause and effect to progress their plots and intensify character development.
- Use cause and effect statements to progress their own plots and intensify character development within their own stories.

Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:
- For example, teachers will monitor and facilitate the class’ generation of cause and effect statements, as well as record student responses during class discussions of the text during both the text opener and after a teacher reading of Thank You, Mr. Falker. (See attached Teacher Observation Checklist-Cause and Effect).

Student-Generated Products:
- Specifically, completed Cause and Effect Graphic Organizers and Reading Response Journal Entries.

Description/Directions for Assessment:
- **Cause and Effect Statements**—While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses, involvement, and accuracy in identifying and producing cause and effects statements and transition words, as well as student participation in the text opener and responses to text. Observations on this particular attachment (see Teacher Observation Checklist-Cause and Effect) are based upon class activities from Mini-task 1/Day 1 and teacher instruction using the attached Power Point, Cause and Effect Examples/Explanation Presentation. (Teacher observations may also be recorded in a variety of other ways, including anecdotal notes on mailing labels, sticky notes, etc.)

- **Cause and Effect Graphic Organizer**—During Mini-task 2/Day 2, students will reflect upon the reading of the suggested text, Thank You, Mr. Falker by Patricia Polacco. They will evaluate examples of Polacco’s use of cause and effect, based upon sentences from the text provided by the teacher. For ease of identification, initially the teacher may wish to color code the statements and transition words (see attached Power Point—Polacco’s Use of Cause and Effect.) Students will also
recall their own cause and effect events from the text. Upon completion of this large group activity, students will be encouraged to complete the graphic organizer entitled, *Mr. Falker--Printable Cause and Effect Graphic Organizer* independently. In addition, if time allows students are encouraged to work with a partner to produce their own cause and effect scenarios using the graphic organizer entitled, *Blank Cause and Effect Graphic Organizer--Printable*.

- **Reading Response Journal**—During Mini-task 3/Day 3 the teacher will reread the suggested text. Students will answer open ended questions in their journals, as well as have the opportunity for writing a free response to the text as a whole. It is recommended that Reading Response Journals are used all year, particularly for use with other classroom read alouds; however, these journals take on added importance during the *Response to Literature Unit*. The following are suggested questions for use with Reading Response Journals:
  - How do you think that Trisha was affected by the encouragement of her teacher?
  - Describe a time when you have needed encouragement?
  - Now, write your own response to the text. Possible ideas might include:
    - Does the main character of this text remind you of another story’s main character? In what way? (*text-to-text connection*).
    - Does this story remind you of anything in your own life? How and why? (*text-to-self connection*).
    - Do the events of this story remind you of another similar event? Elaborate on your answer. (*text-to-world connection*).
    - Student-chosen free response.

(See also the *Rubric for Scoring Literature Responses*.)

***More information about these assessment activities is also included in the “Procedures” section below. Samples may also be found in the included attachments.***

**Procedures, Directions, and Resources**

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**

**Mini-task 1 (Day 1—30-45 minutes)**

**Opening:**
The teacher will begin with a text opener. Students will respond orally to the question, “Have you ever felt frustration? When? Why?” Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self connections with the book under study. After sharing time, the teacher will introduce students to the picture book, *Thank You, Mr. Falker* by Patricia Polacco. In this book a child must learn to overcome academic weaknesses in the face of moving across the country and losing her grandparents. (This is the suggested text, however another quality picture book may be substituted as well.) The teacher should explain to students that this story is autobiographical. Students will understand more about this at the conclusion of the read aloud.

**Worktime:**
The teacher will introduce students to the concepts of cause and effect. This may be done through the attached Power Point, *Cause and Effect Examples/Explanation Presentation*. After going through the
presentation and helping students to complete cause and effect statements, the teacher should explain that students are to listen during the read aloud for cause and effect statements from Thank You, Mr. Falker.

**Closing:**
To conclude today’s lesson, the teacher should give students the opportunity to share the cause and effect events they recall from the text. These may be recorded on the board or on a class chart for additional use with Mini-task 3 on Day 3. While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses, involvement, and accuracy in identifying and producing cause and effects statements and transition words, as well as student participation in the earlier text opener and responses to text. (See Teacher Observation Checklist-Cause and Effect.)

**Mini-task 2 (Day 2—30-45 minutes)**

**Opening:**
The teacher will open the lesson by reviewing the suggested text and the cause and effect chart made in class on Day 1. During the review, the teacher may use a highlighter to indicate the causes, effects, and transition words. Teachers may also choose to use the attached Power Point—Polacco’s Use of Cause and Effect.

**Worktime:**
Students will also recall their own cause and effect events from the text. They will then be encouraged to complete the graphic organizer entitled, Mr. Falker--Printable Cause and Effect Graphic Organizer, independently. In addition, if time allows students are encouraged to work with a partner to produce their own cause and effect scenarios using the graphic organizer entitled, Blank Cause and Effect Graphic Organizer-Printable.

**Closing:**
In closing, students will be given the opportunity to share the cause and effect graphic organizers they have produced with a partner. Upon the conclusion of the class discussion, these graphic organizers may be displayed in the hallway or on a class bulletin board entitled Creative Cause and Effect Collaborations!

**Mini-task 3 (Day 3—30-45 minutes)**

**Opening:**
Mini-task 3 will begin with a large group rereading of the suggested text, Thank You, Mr. Falker by Patricia Polacco and a review of what students have learned in class about cause and effect. The teacher should also review how cause and effect relationships are used to add interest to a story’s plot and characters.

**Worktime:**
Students will answer open ended questions in their Reading Response Journals, as well as have the opportunity for writing a free response to the text as a whole. These journals are particularly important during the Response to Literature Unit. The following are suggested questions for use with Reading Response Journals:

- How do you think that Trisha was affected by the encouragement of her teacher?
- Describe a time when you have needed encouragement?
- Now, write your own response to the text. Possible ideas might include:
  - Does the main character of this text remind you of another main character you know? In what way? (text-to-text connection)
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- Does this story remind you of anything in your own life? How and why? (text-to-self connection)
- Do the events of this story remind you of another similar event? Elaborate on your answer. (text-to-world connection)
- Student-chosen free response.

Closing:
In closing, students will be given the opportunity to share their responses during Writing Celebration time. Students may also share any connections they have discovered with relation to this literature piece (text-to-text, text-to-self, or text-to-world.)

Resources, Materials, and Equipment:

Materials and Equipment:
- Suggested Text, Thank You, Mr. Falker by Patricia Polacco, or another high-quality picture book containing cause-effect statements.
- Reading Response Journals
- Pencils
- Highlighters
- Graphic Organizers
- Teacher prepared passages from the suggested text (Power Point example is included in attachments.)
- Additional Power Points relating to the Mini-tasks (See attached.)
- Classroom computer(s)

Resources:
The following web sites are very useful and may be used throughout the course of this study.
- http://www.quia.com/mc/20632.html (This is a fun cause and effect matching game.)
- http://www.readwritethink.org/materials/diamante (Students can use this Diamante Poem maker to write their own poems about cause and effect. Very fun activity and great to use for all areas of study!)
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- [www.teachervision.fen.com/reading/graphic-organizers/4310.html](http://www.teachervision.fen.com/reading/graphic-organizers/4310.html) (Free cause and effect graphic organizer that can be modified and used by teachers, or by students for enrichment purposes.)

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:
- Students may work cooperatively to identify and record examples of transition words which indicate cause and effect statements in other literature texts. For example, other Patricia Polacco books may be analyzed as a part of the literature study.
- Students may further practice with cause and effect graphic organizers to reinforce and reteach concepts covered in class. An example of an alternative graphic organizer would be the Cause and Effect Tree. A description of this activity may be found at [http://fcit.coedu.usf.edu/florida/lessons/ld_boom/ld_boom4.htm](http://fcit.coedu.usf.edu/florida/lessons/ld_boom/ld_boom4.htm).
- Through the use of illustrations, the teacher may help struggling students better visualize cause and effect relationships. Drawing paper should be divided into halves. On ½ the student will illustrate a cause, and on the other ½, he/she will illustrate the effect. On the back, he/she will write a corresponding cause and effect statement correlating to the picture, including appropriate transition words.

Extensions/Enrichment:
- Students may work independently to create their own graphic organizers that visually depict cause and effect relationships in another piece of literature. Student creativity is strongly encouraged. Displays may be created on poster board or chart paper and may be displayed to reinforce the concepts learned in class. A useful web site for this extension is [www.teachervision.fen.com/reading/graphic-organizers/4310.html](http://www.teachervision.fen.com/reading/graphic-organizers/4310.html).
- Students may apply the information they have learned about cause and effect in this literature study to other content areas. This could be done in the form of an independent study/research project. A suggested topic might be, *if Americans continue to use coal as a fuel source, what might be some possible long term effects of this decision?*
- Students may write their own literature piece about learning to read. Students should highlight causes in red and effects in green throughout the piece. Transition words may be highlighted in blue.
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**Teacher Observation Checklist**

**Cause and Effect**

Teacher’s Name __________

Date ________________
The student. . . .

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<tr>
<th>Student Names</th>
<th>Defines “cause.”</th>
<th>Defines “effect.”</th>
<th>Identifies transition words that indicate cause-effect relationships.</th>
<th>Is able to correctly recognize cause-effect statements in the suggested text.</th>
<th>Generates own cause-effect statements.</th>
<th>Uses transition words correctly.</th>
<th>Additional anecdotal comments:</th>
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