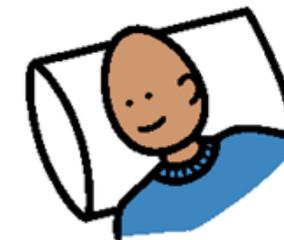


SPECIAL ED

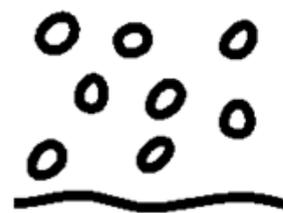
CAUSE AND EFFECT: A READING STRATEGY



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.

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox



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!!

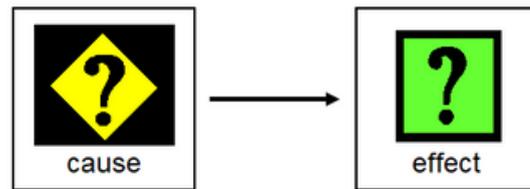
Finding Cause and Effect

Unit for Special Education

By

Christa Joy

Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids

Table of Contents

Worksheet Pages	Title
4-28	Cause and Effect book
29-31	Vocabulary board
32-41	Matching activities
42-63	Id cause and effect in sentences
64-85	Id cause and effect in stories
86-89	Quiz
90-91	Terms of Use

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

Christa Joy, Special Needs for Special Kids

This unit contains almost 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

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 the learning level of your students (pictures or words)
- Give the quiz to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

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

The lesson plans contain:

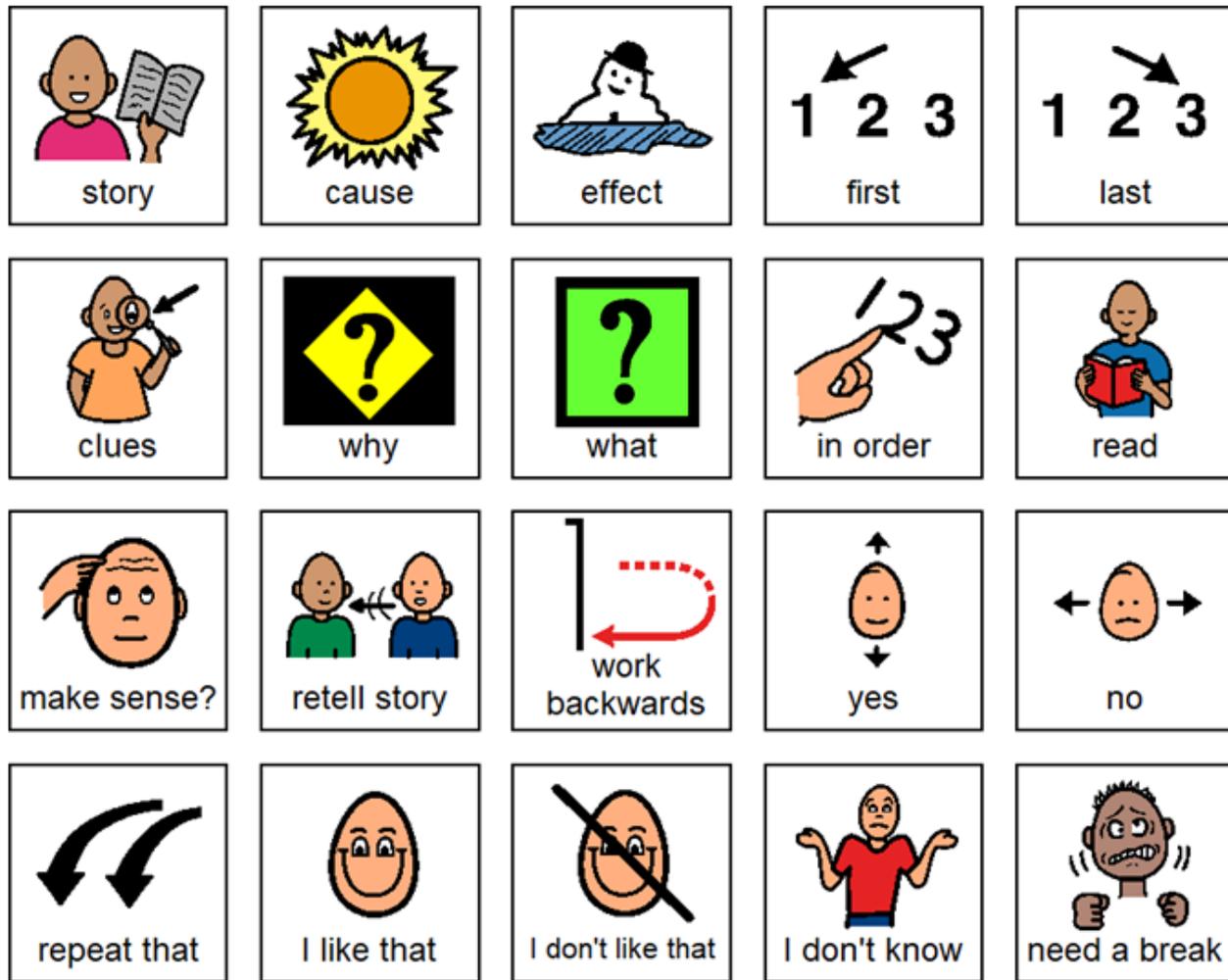
A quick look at what you will do each day

Day 2

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

The lesson plans contain:

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.



Christa Joy, Special Needs for Special Kids

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.



Christa Joy, Special Needs for Special Kids



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 pdf versions as well as a voice-recorded PowerPoint and movie file (so you don't have to print it out.)

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 again
- Line up at door: cause: time to leave effect: you head out safely and without disturbing others
- Fire alarm sounds: practice drill, effect: safely leave the building
- Daily announcements: cause: important things to know effect: prepared for the 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>

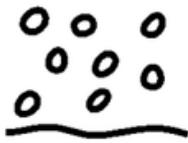
There are group activities that you can incorporate as part of the daily lesson.



The alarm clock went off.



I woke up.



It started snowing.



We got to go home early.



I spilled my juice.



I wiped up the mess.

Christa Juy, Special Needs for Special Kids
The Picture Communication Symbols © 1983-2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox



The shirt got dirty.



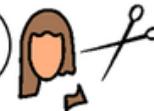
We put the shirt in the washer.



The shirt was clean.



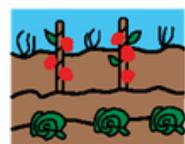
Her hair was a mess.



She got a haircut.



Her hair looked great.



We planted a garden.



Lettuce grew.

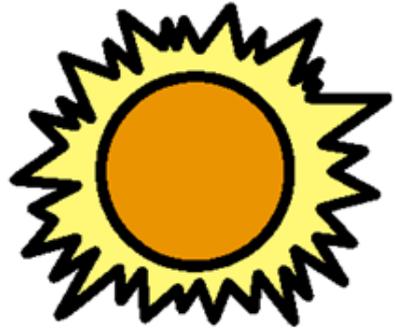


We made salad.

Christa Juy, Special Needs for Special Kids
The Picture Communication Symbols © 1983-2022 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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.

ChristaJoy, Special Needs for Special Kids

The Picture Communication Symbols ©1981–2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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

Find the effect of each cause/action below.

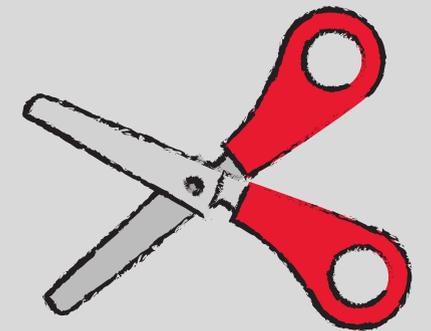
Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

Find the effect of each cause/action below.

hungry		knock	
toothache		exercise	
slipped		hear music	
win race		scary movie	
lift weights		play in mud	

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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.

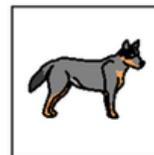
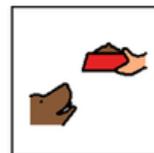
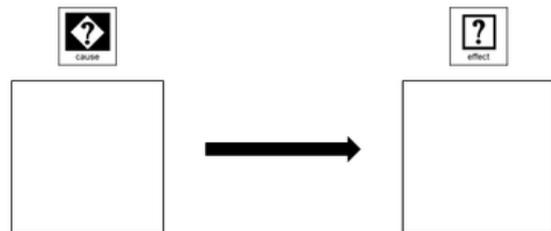


Match the effect below with the cause on the previous page.

dirty	muscles	eat	open door	trophy
dentist	hurt	dance	scared	sweaty

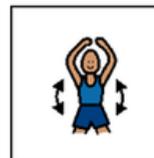
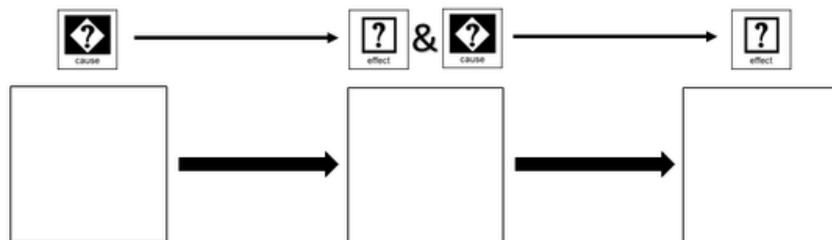
1. Read the sentence or sentences in the box.
2. Underline or highlight the cause in yellow.
3. Underline or highlight the effect in green.
4. Put the picture in the correct order describing the cause and effect.

Mom said the dog was hungry, so I fed her.

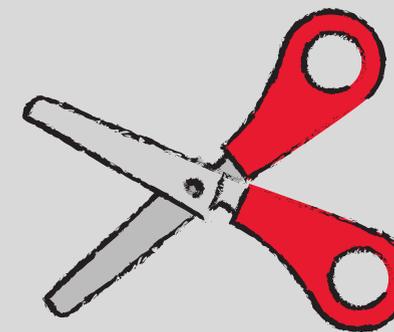


1. Read the sentence or sentences in the box.
2. Underline or highlight the cause in yellow.
3. Underline or highlight the effect in green.
4. If it is a cause and effect then use pink to highlight or underline it.
5. Put the picture in the correct order describing the cause and effect.

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.

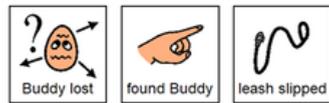


Lost Dog!!



I have a great dog named Buddy. Buddy loves to chase cars. One day, I was walking Buddy and a car raced by. Buddy's leash slipped out of my hand, and Buddy was gone! I tried to chase him, but Buddy is too fast. Buddy was lost. I put up some posters in the neighborhood with Buddy's picture. After two days, someone found Buddy and brought him back to me. I was so thankful; I gave the guy \$10.

car raced by	<input type="text"/>	leash slipped	<input type="text"/>
<input type="text"/>		<input type="text"/>	
	put up posters		gave \$10

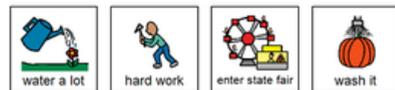


My Hard Work Paid Off



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!

<input type="text"/>	seeds	no rain	<input type="text"/>
dirty	<input type="text"/>	<input type="text"/>	first place

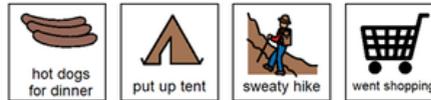


My First Camping Trip



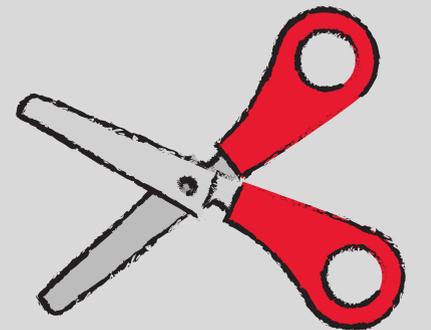
My family went camping this summer. It was so much fun. We put up the tent right away because it started to rain. Later we went fishing. We had hotdogs for dinner because we never caught a thing. That night a bear got into our food and ate everything we had. We had to go shopping before our hike. We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

raining	<input type="text"/>	caught nothing	<input type="text"/>
bear ate our food	<input type="text"/>	<input type="text"/>	went swimming



10 passages

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.



Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

Cause and Effect Quiz

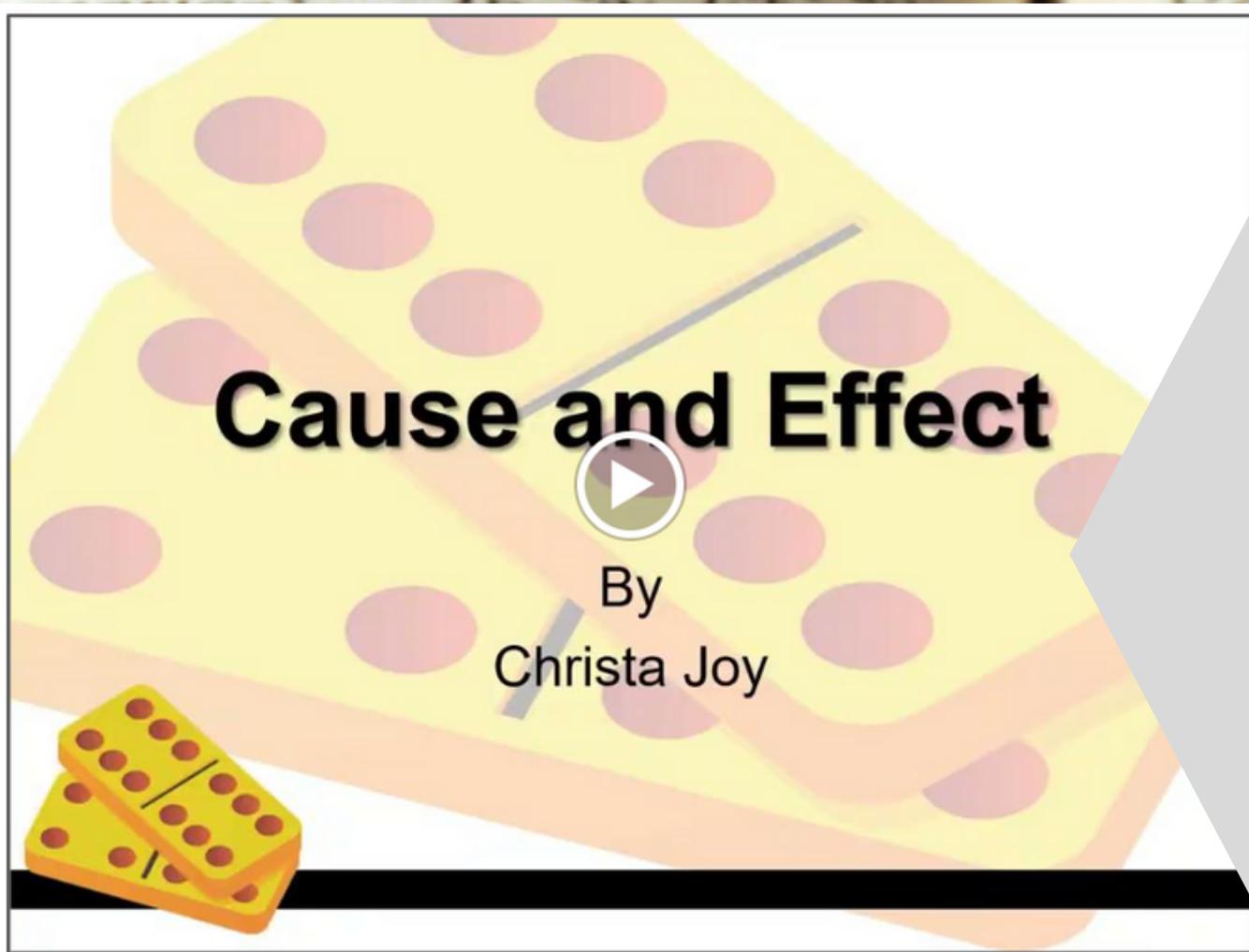
- Figuring out the cause and effect helps you do what to the story?
 - Understand story
 - Put away the story
 - File the story
- The cause is the _____ or reason something happens.
 - Why
 - Where
 - Who
- The effect is _____ happens.
 - Who
 - When
 - What
- Which one usually happens first in the story?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

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981–2022 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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

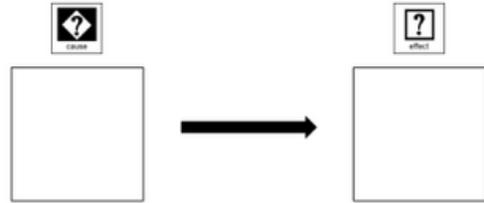
Answer key included.

Listen to
the book
read aloud

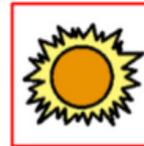


This unit has digital versions of the activities as well. There is a movie version of the book students can watch.

We put suntan lotion on because the sun came out.



1. Read the sentence or sentences in the box.
2. Put the picture in the correct order describing the cause and effect.

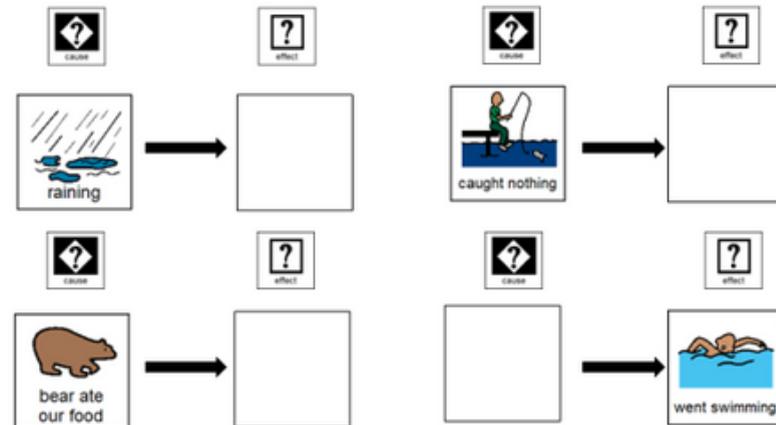


Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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.



hot dogs for dinner



put up tent



sweaty hike



went shopping

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved Worldwide.
Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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

hungry		knock	
toothache		exercise	
slipped		hear music	
win race		scary movie	
lift weights		play in mud	

Find the effect of each cause/action below.

dirty	muscles	eat	open door
trophy	dentist	hurt	dance
scared	sweaty		

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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

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.

	→			→	
berries gone	→		looking for food	→	
	→			→	
	→	fell asleep		→	ran away

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

into cabin
full
girl scared him
hungry

Christa Joy, Special Needs for Special Kids
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved Worldwide.
Used with permission. Boardmaker® is a trademark of Tobii Dynavox



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)