

Focus Lesson

Recognize and Explain Cause and Effect Relationships

Text: *The Wolf's Chicken Stew* by: Keiko Kasza

CAFE Goal	Comprehension
CAFE Strategy	Recognize and explain cause and effect relationships
Observe/Relate	<p>Last night, I felt hungry. So I went into the kitchen and made a yummy peanut butter and jelly sandwich. Then I ate it.</p> <p>When you are hungry, maybe you make a peanut butter sandwich, too. Or, maybe you ask your mom or dad for a snack.</p> <p>You eat something because you are hungry. Being hungry is the cause and eating something is the effect. The cause is what makes something happen; the effect is what happens.</p> <p>In a few minutes we will read about a character who is very hungry for more than a peanut butter and jelly sandwich!</p>
Teach and Reinforce	<p>Establish purpose – Today we are going to learn about the comprehension strategy Recognize and Explain Cause-and-Effect Relationships.</p> <p>Create urgency – We are learning to recognize (or pick out) and explain cause-and-effect relationships because they help readers to understand what is happening in a story and how one event makes another happen.</p> <p>Explicit Teacher Modeling – This book is titled <i>The Wolf's Chicken Stew</i> and it is written by Keiko Kasza. It is a story about a Wolf who was hungry, <i>really, really</i> hungry. As I read this story I am going to stop and think about why certain events happened. I am going to recognize and explain cause-and-effect relationships.</p> <p><i>Read pages 5-7 of the story where the writer tells readers that the wolf loved to eat and decided that he wanted a chicken stew. Then model your thinking.</i></p> <p>I am going to stop here and practice the comprehension strategy recognize and explain cause-and-effect relationships. After reading just these first few pages of the story, I already recognize a cause and effect relationship. At the beginning, I learned that the Wolf really loves to eat. Then I read that he wanted to eat chicken stew and searched for a chicken. I am going to ask myself, 'Why did Wolf look for that chicken in the forest? What caused him to look?'</p>

I think I know what caused the Wolf to look--since the Wolf wanted to eat chicken stew, he looked for a chicken in the forest. The Wolf's craving for chicken stew is the **cause**; looking in the forest for a chicken is the **effect**. There are a lot of other **cause-and-effect relationships** in this funny and surprising book that we can explore.

Practice

I am going to continue reading and have you try the strategy **recognize and explain cause-and-effect relationships**.

Continue reading to page 11 where the Wolf decides to fatten up the chicken. Then, stop and point out the following:

Oh, the wolf decides to fatten *So* up the chicken. Look at what he said, 'If there were just some way to fatten this bird a little more,' he thought, 'there would be all the more stew for me.' **So...** (emphasize the word *So*.) Girls and boys, that word *So* is very important—it signals readers that the writer is going to tell us about an effect.

Invite students to talk to an elbow partner about a possible effect the writer provides after the word *So* on page 11. When students are finished talking, ask for a couple of volunteers to share what they think the effect will be. Then say, "Let's listen to the effect the author wrote about on page 12, "the wolf ran home to his kitchen, and he began to cook." Continue reading to page 15 where the wolf makes 100 pancakes. Explain that the **cause** is that the Wolf wants to have a lot of stew, and the **effect** is that he makes pancakes for the chicken to fatten it up.

Remind children that here are other words that writers use to tell readers about cause and effect relationships. Besides the word So, writers sometimes use these words: because, if, then, since, so, therefore, & as a result of to show cause and effect relationships. You can begin an anchor chart of words that introduce cause and effect.

After discussing the cause/effect relationship with students, you may wish to finish sharing the book with them at another time. You may want to point other cause and effect relationships from the story such by asking questions such as.

- Why did the Wolf make pancakes and other foods? *So the chicken would eat them and get fatter for the stew.*
- Why did Wolf scream when he stood in front of the chicken's house? *Because the chicken opened the door and surprised him.*
- Why did the little chickens give Wolf so many kisses? *Because they wanted to thank him for the delicious foods he made them.*

Children will probably be surprised by the turn of events at the end of the story!

Encourage and Plan	We just practiced recognizing and explaining cause-and-effect relationships because this helps us to understand the events in a story and why they happen. Cause and effect go together in stories. As you read, ask yourself “Why did this happen? or “What made this happen??” Remember that words like <i>So</i> sometimes introduce cause and effect relationships, too! Later, you can tell a partner about a cause and effect relationship you discovered in your reading.
Common Core Alignment	Use prior knowledge to connect with text is a Common Core State Standard for all grade levels. This lesson could be revised to match your grade-level expectations. Find the standard that aligns with your grade-level on our CAFE Menu/ CCSS Grade Level Matrix .