

Cause & Effect—*If You Give a Mouse a Cookie* by Laura Numeroff
Grade- 1

Teacher: Kristen Sadaly
Subject: Title I Reading

Standards:

- ✓ **1.1.1.D:** Demonstrate listening and reading comprehension/understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge and non-linguistic representations.

Objectives/Skills:

*Students will be able to:

- Listen attentively as *If You Give a Mouse a Cookie* is read aloud.
- Use a graphic organizer to depict how the events of the story are a chain reaction and affect one another.
- Locate key language (transitions) that the author uses to go from one event to the next.
- Notice that the story is cyclical, or a circle story, because what the first and last event of the story are the same.
- Write their own cyclical/circle story with four events using appropriate transition words.

Procedure/Resources:

Day 1

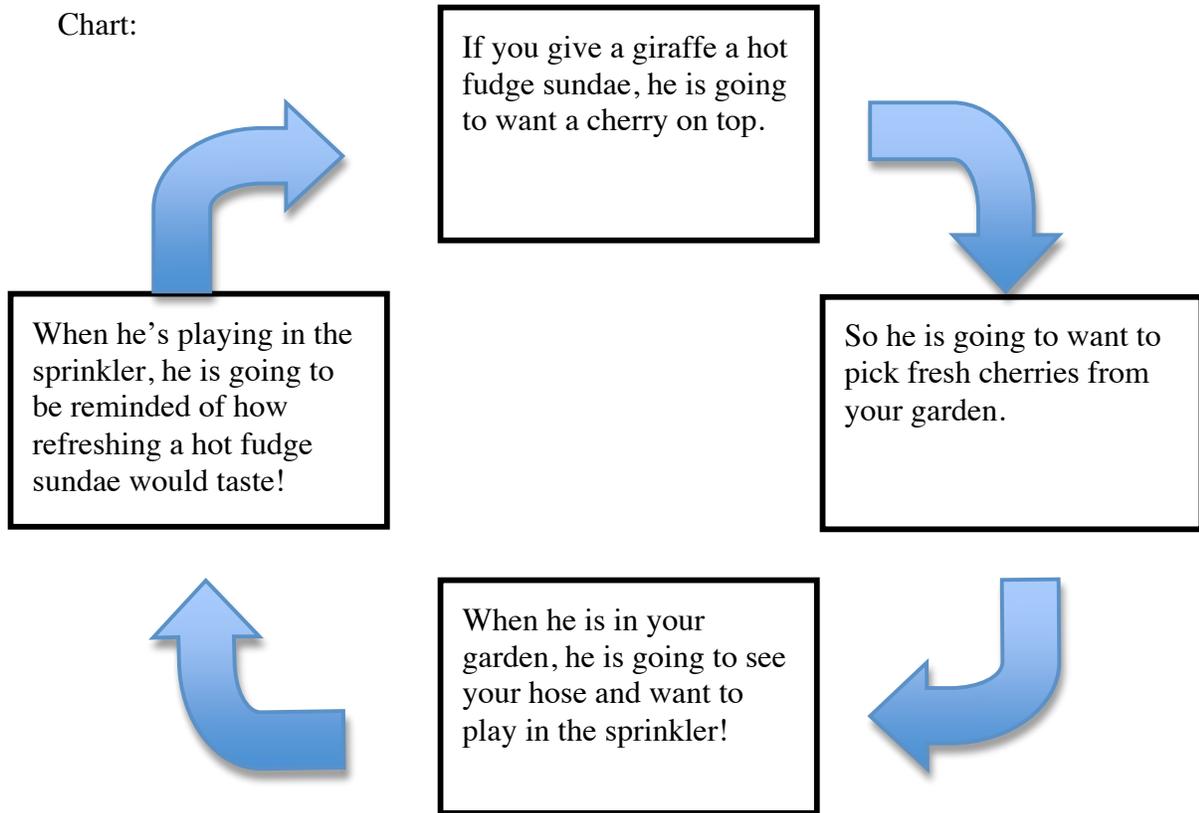
1. Dominoes Hook (3 minutes)
 - Explain to students that all stories have main events and normally these events depend on one another. This means that one event makes another event happen and so on and so on.
 - Tell students that the events are just like dominoes. When one event happens (or falls down), the next event can happen (or fall down), and when all the events happen (or fall down) the whole story is told.
 - Knock down three dominoes to provide students with an aligning visual.
2. Practice with “if” (5 minutes)

- Discuss the term “if.” Explain that this word is a signal that something *might* happen. Normally if one thing happens, something else will happen as a result. Just like *if* one domino falls down, then the next domino will fall down, too.
 - Provide examples of how to use “if” correctly. *If it snows, then we can go sledding. If you get caught “bee-ing” good, then you will get a bee.*
 - Make sure students realize that the two events are related, not random.
 - Ask students to generate an example using “if.”
3. Read Aloud (10 minutes)
- Read once while students listen.
 - Stress the term *if* whenever it appears in the text.
 - Stop during the story and ask students to summarize what the mouse has done so far. Ask questions to prompt students to articulate the relationship between two events, *why would the mouse want to draw a picture?*
4. Cause/Effect with Events (10 minutes)
- Recall events in the story. Assess if students are able to use logic to retell the story in the correct sequence.
 - Use post-its to attach story events to dominoes.
 - Divide dominoes into three groups—beginning, middle, and end. Assign students to each group. The students can share each domino and explain how one event makes the next event happen.
 - Allow students to set dominoes up in the order of the story (a circle!) and watch the dominoes fall and “tell the story.”

Day 2

1. Review Story (5 minutes)
2. Brainstorm Titles (5 minutes)
 - Change the main nouns in the original title to create new ones.
 - If You Give a _____ a _____.
3. Model (10 minutes)
 - Use the new title *If You Give a Giraffe a Hot Fudge Sundae*.
 - Walk students through the process of developing a cyclical or circle story by modeling the use of the chart. Stress that to make the dominoes fall down and tell the story, the events must relate to one another somehow.

Chart:



4. Student Charts (5 minutes)

- Rotate/conference with each student as they complete their individual charts.
- Take note of which students understand that circle stories begin and end with the same event.

Closure/Review/Assessment:

- ❖ Invite students to share their charts using dominoes. How do the events relate to one another?