Shannon Barnson
Cause and Effect Think Aloud Using “Why Mosquitoes Buzz in People’s Ears”

Grade Level: 4th
Approximate length of time for Phase I and II: 35-45 minutes.

Curriculum Areas: Language Arts.

Utah State Core Objectives:
Standard 7:
Comprehension-Students understand, interpret, and analyze narrative and informational grade level text.
Objective 2
Apply strategies to comprehend text.

Personal Objectives:
SWBAT demonstrate comprehension of cause and effect within a story. Read objective to students which will be written on the board: Reading comprehension, understanding that events have causes (even in every day life).

Materials:
“Why Mosquitoes Buzz in People’s Ears”, By Vena Aardema.
Transparencies of the book specific cause and effect graphic organizer. (Attached.)
Overhead or Elmo
Dry erase Marker
Enough copies of the last 2 pages of the graphic organizer for the entire class.

Phase I: Exploration and Explanation
Explain to the stutters the objectives of the lesson (see personal objectives above). Tell the students that we will be using the African Folktale “Why Mosquitoes Buzz in People’s Ears” to illustrate and look for cause and effect in the story. Make sure that the students know that they need to pay close attention to the strategies that you will be using because they are going to have to be using it on their own later. Begin reading the story, stop when you get to page where the iguana sticks the sticks in his ears. Model your thinking process aloud about what the Mosquito did and what it caused the iguana to do. Write the cause and effect on the graphic organizer on the overhead. Make sure to point out that you are using just enough words to get across what happened. Continue reading the story, breaking at each “cause and effect” event in the book. Ask for student input as to what to write on the graphic organizer, once again say you are looking for a short sentence that gets what happened across. After filling out the graphic organizer pertaining to the rabbit scaring the crow on the overhead, tell the students that they need to pay very close attention to the rest of the story because they are going to be filling out the last three “cause and event moments” on their own. Read to the point of “they feared that the sun would never come back.” On page 8 and let the students know that we will be revisiting the book to find out what happens after they complete their part of the organizer.
**Phase II: Guided Practice**
Students will fill out their graphic organizer. Let them know it is O.K. to work together if needed. Roam around the room at this point, offering scaffolding and praise as appropriate.

**Phase III: Practice and Assessment**
The students will be given a short text and a similar graphic organizer. They will be expected to fill out the cause and effect organizer for this text. Assessment will be based on observation during phase I and the accuracy of the organizers they will fill out independently.

**Accommodations:**
Students that have hearing difficulties will be seated near the teacher to make it easier to hear the story and instruction.

A microphone with a speaker near students with hearing difficulties will also be used.

Group work will allow for peer scaffolding for students of different academic levels and English language proficiency.

All students in need will be given scaffolding during phase II.
Why Mosquitoes Buzz in People’s Ears.

**CAUSE**

First the Mosquito

**EFFECT**

The Iguana
Then the iguana

The Python

So

Then the Python

The Rabbit

So
Then the Rabbit

The Crow

So

Then the crow

The Monkey

So
Then the Monkey

The Owl

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

Finally the Owl,

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

___________________________                        _______________________

So
Instructions:

Read this short version of the three little pigs. When you are done, fill out the cause and effect chart. Use as many of the boxes as you think you need to tell what happened in the story. Hint: you might want to pay close attention to the different things that the little pigs decided to build their houses out of. Don’t forget to use the text for help when filling out your cause and effect chart.

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them “Whatever you do, do it the best that you can because that's the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggy’s, came along and saw the first little pig in his house of straw. He said "Let me in, Let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin", said the little pig.

But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks.

"Let me in, Let me in little pig or I'll huff and I'll puff and I'll blow your house in" "Not by the hair of my chinny chin chin", said the little pig. But the wolf blew that house in too, and ate the second little pig.

The wolf then came to the house of bricks.

“Let me in, let me in" cried the wolf

"Or I'll huff and I'll puff till I blow your house in"

"Not by the hair of my chinny chin chin” said the pig.

Well, the wolf huffed and puffed but he could not blow down that brick house.
But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney he crawled down and KERSPLASH right into that kettle of water and that was the end of his troubles with the big bad wolf.
Reflection

Overall I thought this lesson went well. Many of the things that I have been working on, such as making sure that I am explicit in my instruction and my classroom management skills are beginning to fall into place. I was also very pleased with the level of engagement that the students I was working with showed. I really feel that they were interested in the lesson and they stayed with me and did a great job. I was so happy after reviewing their cause and effect charts, almost all of the students were able to summarize the large passages of text into a few short sentences that showed how one animal’s actions affected the others.

There are a few things I would change if I taught this lesson again. First off I would not anchor myself to the front of the room while reading the book; I would walk around the room and check the students work while I was reading. I would also use the actual words “cause and effect” more while I was teaching the lesson. When I taught this time, I used that terminology at the start of the lesson and repeated a few times after that. I now realize that I need to use the language of the concepts I am teaching more while presenting a lesson.

While teaching lessons over the last few semesters, I have found it is usually something small that you didn’t think of that causes you the most problems. This was certainly the case during this lesson on cause and effect. I had very difficult time writing on the overhead due to the fact that I am left handed. I kept standing in front of the projector, and my hand covered, or smeared, the word as I wrote them. By doing this I negated the very reason that I was using the overhead in the first place, so the students could see me model how to fill out their graphic organizer. I also need to work on properly modeling how to write properly, I tend to use a lot of capital letters or random combinations of upper and lowercase when writing on a board.
or, as I found out, an overhead. I do this because they are easier to write left handed, many of the other left handed people I have talked to do the same thing. I am now paying special attention to my writing at all time in order to break that habit. I am also planning on practicing using an overhead.

Once again I feel I learned as much, if not more as the students I taught this lesson to. I find these experiences a very valuable way to learn what you strengths and weaknesses are when you are in front of a classroom. I look forward to honing the skill I now posses and working on my shortcoming in the last two semesters of my schooling and on into my professional career.