

**Focus Skill:** Comprehension

**Common Core Standards:**

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

**Learning Target:**

I can tell the difference between a cause and an effect.

I can provide a cause for a given effect, or an effect for a given cause.

**Materials:**

- [Alex and the Amazing Lemonade Stand](#)
- Causes and Effects page
- Chart paper
- Markers



**Introduction:**

I want to start today's lesson with a story: I was talking to my friend and she told me that she was covered in water when she arrived at her home yesterday. I asked her why that happened and can you guess what she said?

(Take answers such as: It was raining; someone sped through a puddle and splashed her; she fell in a river or pond; she went to the water park; etc.)

Those are all possible causes. A cause makes something else happen, or is the reason why something happens.

As it turns out, my friend was covered in water yesterday because she picked her dog up from the dog groomer and it jumped all over her before it was dry! That was what caused her to be covered in water.

(Add this to the 'Cause' side of a T-chart.)

An effect is something that happens. What ended up happening to my friend in this example?

(Add 'she was covered in water' to the 'Effect' side.)

Let's try another one. This time you're going to tell me about the cause and the effect.

You have cake after dinner on your birthday. Turn and talk to a partner: which would be the cause, and which would be the effect?

(Add this to the T-chart.)

Optional: What might be an effect of eating lots of birthday cake? (Stomachache, lots of energy, none left for your family.) Sometimes an effect can turn into a cause of something else! Effects can have multiple causes, just like causes can have multiple effects.



**Activity:**

As you know, good readers are good detectives. They find out lots of information and use this information to understand a story. As a Story Detective, it's important to figure out causes and effects, to know what happens and why. Today's story is Alex and the Amazing Lemonade Stand.

(If you have not yet read the story, feel free to read and then complete the activity. Otherwise, you can either do a quick picture walk or have a discussion to review.)

(Students will complete one of the attached pages for independent work. The teacher can choose to give out one or the other for the whole class or split up these choices based on ability level. Students can compare and contrast with a partner to check their work if they finish early.)

Let's look at the first example together. It says, "Alex's family helped her to make a lemonade stand". We're trying to describe the effect of this. So, what happened as a result of Alex's family helping her to make a stand? (She sold lots of lemonade, she collected donations, etc.)

(Reiterate that sometimes there are multiple valid answers as long as they make sense based on what you've read. If you have not yet talked about making inferences, this may be a great time to do so.)

The second example gives us the effect and have to think of the cause. When we see this, we can ask the question "Why?" since a cause is the reason why something happens. Why did Alex want to make herself and others feel better? (She was a kind person, she wanted to cure childhood cancer, she liked to help people, etc.)

Students can complete the rest of the page and compare with a neighbor if they finish early.

**Progress Monitor:**

- The teacher can collect the pages before reviewing the answers as a class, or can go over the answers with student input and then collect them to review later on.
- Time allowing, the teacher can ask students to explain how they know their causes and effects are in the right categories.

**Accommodations/Modifications:**

- Varying activity sheet based on ability level, and going over the most appropriate example(s) before students work independently
- Lining up in a 'Cause' or an 'Effect' line to go over activity answers
- For advanced learners, you can point out that examples such as "More and more kids were holding stands in other places" is a cause and an effect, and discuss how that's possible. (Things are happening all the time, in stories and in real life - and when something happens, it can cause something *else* to happen!)

**Thank you again for your interest in Alex's Lemonade Stand Foundation!**

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213  
or by e-mail at [Takeastand@alexslemonade.org](mailto:Takeastand@alexslemonade.org)  
if you have any questions or need help getting started.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Draw a line between the cause and its effect.**

**Cause**

**Effect**

People asked Alex what she wanted to do with all the money she raised.

Alex had an idea: She would raise money with a lemonade stand.

Alex wanted to help doctors find a way to cure childhood cancer.

Other people started to hold lemonade stands.

People in other states learned about Alex's plans to raise money.

Alex said she wanted to donate her money to help other kids get better.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Write in the missing cause or effect.**

<b>Cause</b>	<b>Effect</b>
Alex's family helped her make a lemonade stand.	
	Alex wanted to help herself and others feel better.
	More and more kids were holding stands in other places.
Lots of people heard about Alex's mission to raise money for hospitals.	
	Alex was known as the "Little Lemonade Girl".

