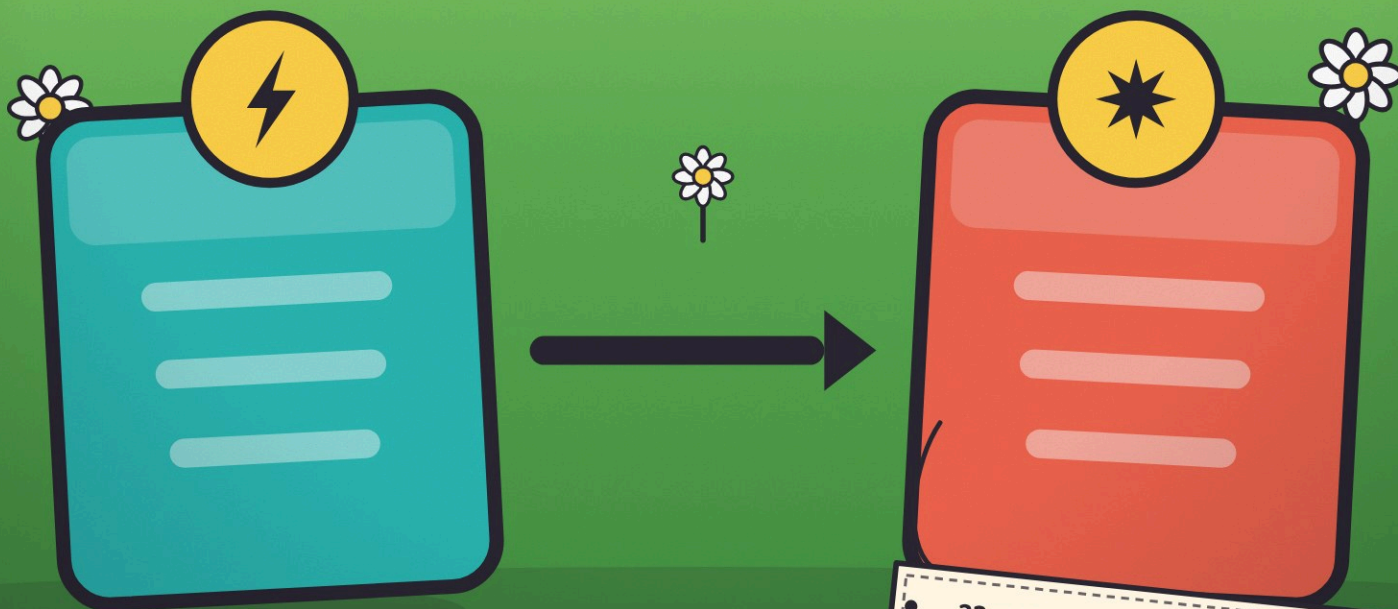


Cause and Effect Worksheets

CAUSE • EFFECT

2ND
GRADE



23 pages • 42 sentences • 3 page types



A cause-and-effect kit built so a child always knows what is being asked: read and tell them apart, sort them, then write a matching pair.

THREE STEPS

- 1 **Look at the Helper together**
Page 6 shows what a cause is and what an effect is, side by side: a cause is why something happened, an effect is what happened as a result. Read the two cards with the child before the first practice page.
- 2 **Pick a page type and a set**
Three page types, easiest to hardest: Circle, then Sort, then Write Your Own. The chart says which page for which child.
- 3 **Check it, record it, send it home**
The answer keys are pages 14 and 15. Date each page on the tracker (page 16), and send the home page (page 18). A filled example is on page 19.

WHICH PAGE, WHEN

WHEN...	USE...
Learning what a cause and an effect are	Helper, page 6
Can tell cause from effect, needs to read and circle	Circle Cause or Effect, pages 7, 8, 9
Ready to sort and categorize	Sort Cause and Effect, pages 10 and 11
Ready to write an original sentence pair	Write Your Own, pages 12 and 13

Everything inside (23 pages)

- **8 student pages** in 3 page types plus a Helper, 1 dot to 3 dots
- **42 cause-and-effect sentences** across Circle and Sort, all invented and grade-appropriate
- **2 cut-and-sort pages** with mixed cause and effect strips
- **2 answer keys** with every item's real answer, generated from the same banks as the pages
- **1 tracker, 1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 back page**

What makes it different

Every Circle sentence is built from a named cause and a named effect, and every Sort strip is a cause fragment that starts with "Because" or a complete effect sentence that never uses the word — so there is never a strip a child could argue either way.



My name: _____

Date _____

**Cause**

Why something happened

Why something happened.**It comes BEFORE the word “because”.****Example: “she got a new puppy”****Effect**

What happened as a result

What happened as a result.**It comes BEFORE “because” in our sentences.****Example: “Maria was happy”****The difference**

A cause is **why** something happened. An effect is **what happened** because of the cause. “Maria was happy because she got a new puppy.” — the puppy (cause) is why Maria was happy (effect).





My name: _____

Date _____



Read each sentence. Circle whether the underlined part is the Cause or the Effect.

1. Maria was happy because she got a new puppy.



Cause



Effect

2. Jake missed the bus because he woke up late.



Cause



Effect

3. Sam's shoes got muddy because he walked through a puddle.



Cause



Effect

4. The plants grew tall because they got plenty of sunlight.



Cause



Effect

5. The ice cream melted because it sat in the sun.



Cause



Effect

6. The classroom was quiet because everyone was reading.



Cause



Effect

Remember: the underlined part tells you the question. If it tells WHY something happened, circle Cause. If it tells WHAT happened, circle Effect.





My name: _____

Date _____



Cut out the strips. Glue each one in the right bin: Cause or Effect.

Cause

Effect

Cut on the dashed lines.

The playground was too wet for recess.	He had to borrow food from a friend.	The classroom lights would not turn on.	The whole kitchen smelled sweet.
Because Zoe practiced every day,	Because it rained all night,	Because the power went out,	Because the wind blew hard,
Zoe won first place in the spelling bee.	Several branches fell off the tree.	Because Grandma made cookies,	Because Leo forgot his lunch,





My name: _____

Date _____

**Pick a topic. Write one CAUSE and one matching EFFECT.****A RAINY DAY**

Write a CAUSE for a rainy day. (Why did it happen?)

Write the matching EFFECT. (What happened because of it?)

FORGETTING YOUR BACKPACK

Write a CAUSE for forgetting your backpack. (Why did it happen?)

Write the matching EFFECT. (What happened because of it?)

Need a word to start? Try: **Because...** · **This happened because...** · **As a result...** · **So...**



Circle Cause or Effect, pages 7, 8, 9. Item numbers are the numbers printed to the left of each sentence; the underlined part on the student page is the same one underlined here.

Set A

ITEM	SENTENCE	ANSWER
A-1	<u>Maria was happy</u> because she got a new puppy.	Effect
A-2	<u>Jake missed the bus</u> because he woke up late.	Effect
A-3	Sam's shoes got muddy because <u>he walked through a puddle</u> .	Cause
A-4	The plants grew tall because <u>they got plenty of sunlight</u> .	Cause
A-5	The ice cream melted because <u>it sat in the sun</u> .	Cause
A-6	<u>The classroom was quiet</u> because everyone was reading.	Effect

Set B

ITEM	SENTENCE	ANSWER
B-1	The lights went out because <u>a strong wind knocked down a power line</u> .	Cause
B-2	<u>Mia's kite flew high</u> because the wind was blowing hard.	Effect
B-3	<u>The dog barked loudly</u> because a squirrel ran across the yard.	Effect
B-4	<u>The library was closed</u> because it was a holiday.	Effect
B-5	Ben's hands were sticky because <u>he ate a candy bar without a napkin</u> .	Cause
B-6	The cake did not rise because <u>we forgot to add the baking powder</u> .	Cause

Set C

ITEM	SENTENCE	ANSWER
C-1	<u>The grass turned brown</u> because it did not rain for weeks.	Effect
C-2	Noah's paper tore because <u>he erased too hard</u> .	Cause
C-3	<u>The class cheered</u> because their team won the game.	Effect
C-4	<u>The snow melted fast</u> because the sun came out.	Effect
C-5	The baby started to cry because <u>she dropped her toy</u> .	Cause
C-6	Ella's bike tire went flat because <u>she rode over a sharp rock</u> .	Cause

How to use this key

Checking done — mark the tracker (page 16). A filled example is on page 19.





Use this page between team meetings, or to send home, without writing a note from scratch. Everything below is observable, with room for your own wording and numbers from the tracker (page 16).

CLINICIAN / TEACHER

STUDENT

MARKING PERIOD

What we worked on this week

What went well

Next focus

Anything else for the team meeting

A filled-in line, for reference

"This week we practiced Circle Cause or Effect, Set A and B. Correctly identified 5 of 6 in Set A and 6 of 6 in Set B. Next focus: Sort Cause and Effect, page 1." That is the level of detail this page is built for — every blank is a number or a word your team already uses, never a label.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE, IF YOUR SCHOOL ASKS





Starters for a session note, a progress update, or the questions to ask before the pencil moves. Each one is an observation with a blank for the number or the word — the count comes off the tracker or the page itself, never from memory.

Describing accuracy

- Correctly identified ____ of ____ sentences as cause or effect.
- Correctly sorted ____ of ____ strips into the Cause or Effect bin.
- Wrote a matching cause and effect about ____ of ____ topics.
- Checked work against the answer key with ____ of ____ correct on the first try.

Describing what the student did

- Needed [visual cue / hand-over-hand / a model] to sort a strip.
- Explained why a sentence was a cause or an effect in their own words.
- Pointed to the word “because” to find the cause.
- Re-read a sentence before choosing, without being asked to.

For next steps

- Ready to move to [Sort Cause and Effect / Write Your Own].
- Needs more practice telling cause from effect before writing original pairs.
- Can now use this skill when reading a story or a set of instructions.
- Showed this skill outside of the lesson on ____.
- Ready for a new set (A, B or C) of the same page type.

Talk-first questions, any page

- What happened? That is the effect.
- Why did it happen? That is the cause.
- Is this the cause or the effect? How can you tell?
- Can you add a new effect to this same cause?

For the Write Your Own page

- Wrote a cause about ____ that explains why something happened.
- Wrote an effect that matches the cause written for ____.
- Used a sentence starter (Because, As a result, So) without being asked.
- Needed a model sentence pair read aloud before writing their own.

