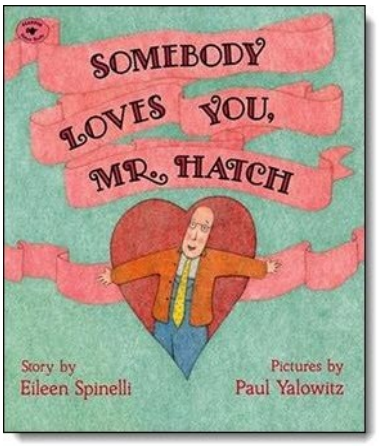
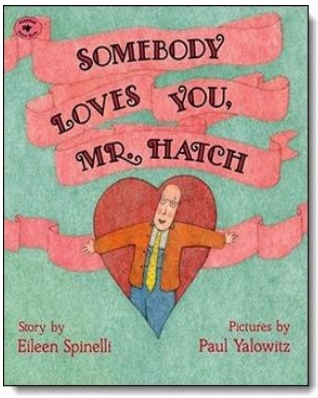
Heartfelt Causes & Effects



Laura Candler
©2013 Teaching Resources
www.lauracandler.com

Heartfelt Causes and Effects



Heartfelt Causes and Effects is a two-part lesson based on the favorite Valentine's day story, *Somebody Loves You, Mr. Hatch*. The story is about a lonely man who mistakenly receives a candy heart in the mail with a card that says, "Somebody Loves You." Mr. Hatch begins to dress and act differently which causes him to make friends with the townspeople. When he later discovers that the Valentine candy heart was sent in error, he changes back to his former quiet self. But this time the townspeople rally and take action to lift him out of the blues and show him that everyone loves him.

Lesson Overview

In the first part of the Heartfelt Cause & Effects lesson, students listen to *Somebody Loves You, Mr. Hatch*, and they identify cause and effect relationships within the story. Students also learn to write sentences to express cause and effect relationships. Finally, they explore how their own actions can affect others by observing the results of their words and deeds and using the information to complete a graphic organizer.

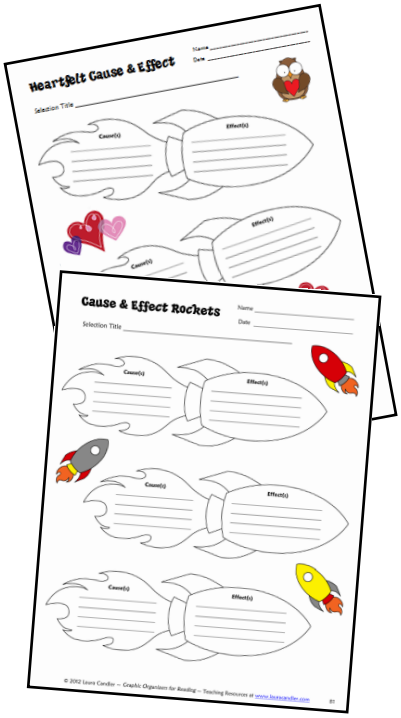
Materials Needed:

- Somebody Loves You, Mr. Hatch (available on StorylineOnline.net)
- Cause & Effect Rockets graphic organizer
- Cause & Effect Sentences activity page

Suggested Lesson Sequence

1. **Read Aloud** - Begin the lesson by reading aloud *Somebody Loves You, Mr. Hatch.* If you don't have a copy of the book, you can visit StorylineOnline.net and search for the title there by clicking on the All Stories - Index link. Your students will be able to listen and watch as actor Hector Elizondo reads the story aloud.
2. **Discuss the Story** - Next, ask your students questions to encourage them to reflect on how the characters felt during each part of the story. You might use the discussion questions below:
    - How can you describe Mr. Hatch at the beginning of the story?
    - How did Mr. Hatch feel when someone sent him a candy heart? What details lead you to make these inferences?
    - How and why do people treat Mr. Hatch differently in the middle of the story?
    - How does Mr. Hatch react when he finds out that the gift was a mistake?
    - How do the townspeople react when Mr. Hatch changes back to the way he was at the beginning of the story?
    - How do you think Mr. Hatch feels at the very end?

3. **Review Cause & Effect -** Next, review the meanings of the terms "cause" and "effect." Remind students that the cause always occurs first and brings about a change or an "effect." Show them one of the Causes & Effects graphic organizers. (You may use the one on page 5 which is specifically designed for this lesson or the one on page 6 which was taken from *Graphic Organizers for Reading*.) Explain that just as the fuel in a rocket burns and provides the forward motion, the cause is the action or event that leads to the second event, the effect.



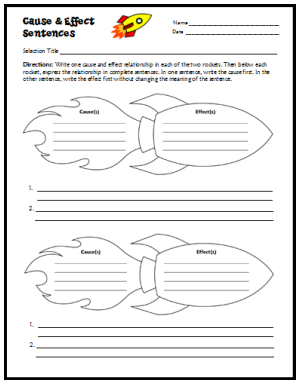
4. **Identify Causes & Effects in Story** - Now ask students to think about *Somebody Loves You, Mr. Hatch* and try to find examples of causes and their effects. Ask students to pair up with a partner to discuss and list examples. Then call on volunteers to share their ideas with the class. Start with the beginning of the story and move through it sequentially. Demonstrate how to add three of those cause and effect relationships to the graphic organizer. See examples below.

Cause	Effect
Mr. Hatch received a candy heart with a note saying that somebody loved him.	Mr. Hatch laughed, ate candy, and dressed up.
Mr. Hatch laughed, ate candy, and dressed up.	As Mr. Hatch began to feel better about himself, he smiled and was friendly to others.
Mr. Hatch smiled, changed his routine, and was friendly and helpful to his neighbors.	The townspeople began to love Mr. Hatch.
Mr. Hatch found out that the card was a mistake.	Mr. Hatch became sad and lonely again.
The townspeople noticed that Mr. Hatch was lonely and seemed unhappy.	The townspeople surprised Mr. Hatch with a celebration to show that they loved him.

5. **Introduce Cause & Effect Sentences -** Cause and effect can be confusing to students because when two events are written or described, sometimes the effect is stated first. This sentence-writing activity will help students explore the ways that causes and effects can be written. To introduce this concept, take an example from the chart above and use the words to create a sentence. Then reverse the order of the events and write a different example. Ask the students to help you look for additional ways to state cause and effect relationships without changing the meaning of the sentence. For each example, identify the cause by highlighting it or underlining it to show students that the cause may also appear at the end of the sentence. See examples below:

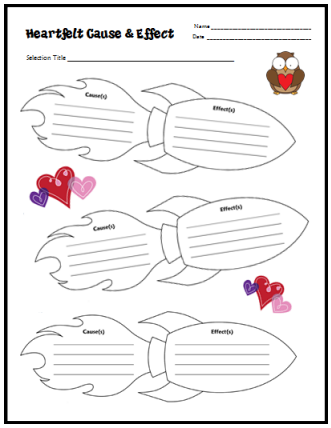
- Mr. Hatch received a candy heart, so he laughed and dressed up.
- Because Mr. Hatch received a candy heart, he laughed and dressed up.
- Mr. Hatch laughed and dressed up because he received a candy heart.
- As a result of receiving a candy heart, Mr. Hatch laughed and dressed up.

6. **Write Cause & Effect Sentences -** Now it's time for your students to practice. You can have them do this alone or with a partner. Give each person or pair one copy of the Causes and Effects Sentences form. If they work in partners, have them take turns completing each section. Ask them to write one cause and effect relationship in each rocket. Specify whether the examples should come from this story or another you have read. Then ask them to write each cause and effect relationship two different ways, one with the cause appearing first and the other with the effect appearing in the sentence before the cause.

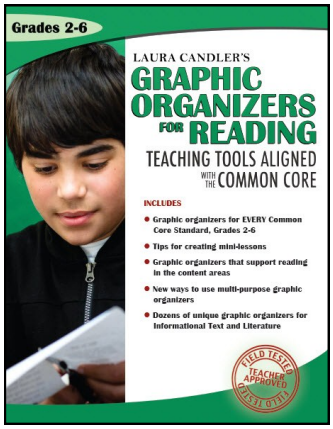


7. **Discuss Cause & Effect in Personal Life** - The final part of this lesson involves thinking about cause and effect in our own lives. How do our words and actions affect others? Do we have the power to positively impact those around us by speaking in a friendly way and and being generous, kind, and thoughtful? More importantly, is is possible that when we smile and act nice to others, we feel better ourselves?

8. **Heartfelt Causes & Effects** - To explore these questions, give each student a Heartfelt Causes & Effects graphic organizer. Ask them to take 3 positive actions or do 3 good deeds and to notice the effects on other people and on their own feelings. They should write each good deed or positive action in one rocket flame, and then list one or more effects in each rocket body. If they aren't sure what is meant by a positive action or a good deed, you can brainstorm some ideas together. Examples might include sharing a treat, speaking in a kind way to someone who seems sad, doing a chore at home without being asked, complimenting someone, etc. When they return to school the next day, ask them to share what they learned with their team and/or with their classmates. Some students may need help finding the effects of their actions; they may not realize that the only effect might be that they are happier themselves for having been kind to someone else.



Note: A excellent book on this topic is *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids*. This simple children's book introduces the idea that we all have an invisible bucket that holds good thoughts and feelings about yourself. It explains the kinds of things we can do to fill up each other's buckets on a daily basis.



This seasonal lesson was developed using the Cause & Effect Rockets graphic organizer found in **Graphic Organizers for Reading: Teaching Tools Aligned with the Common Core**.

To learn more about this book and to preview it online, visit www.lauracandler.com/books/graphicorganizers.php or Laura Candler's Teaching Resources on TpT.

Heartfelt Causes & Effects

Name _____

Date _____

Selection Title _____

Cause(s)

Effect(s)

Cause(s)

Effect(s)

Cause(s)

Effect(s)

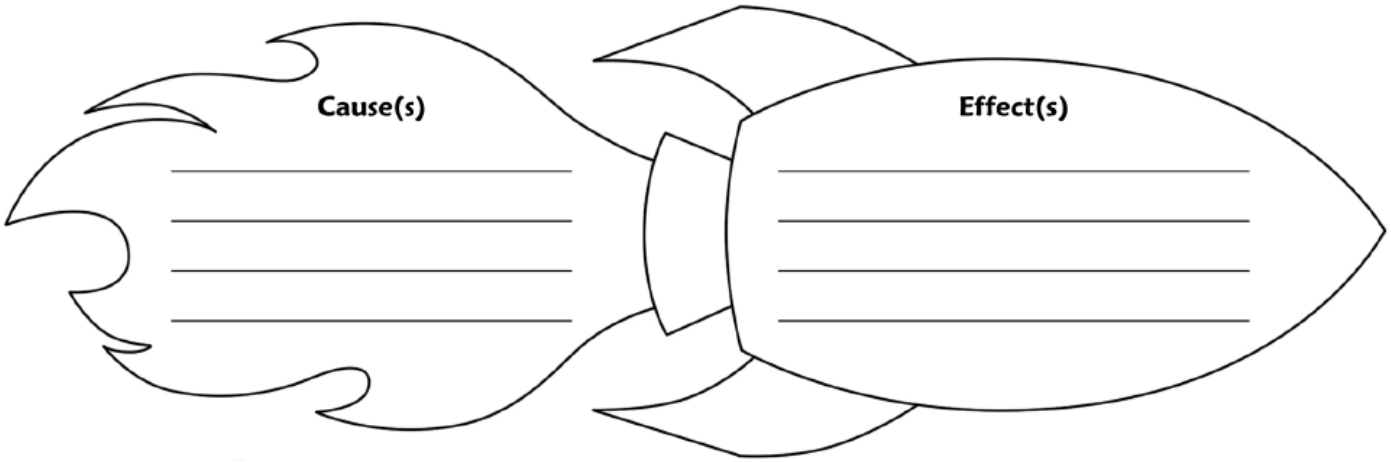
Cause & Effect Sentences

Name _____

Date _____

Selection Title _____

Directions: Write one cause and effect relationship in each of the two rockets. Then below each rocket, express the relationship in complete sentences. In one sentence, write the cause first. In the other sentence, write the effect first without changing the meaning of the sentence.

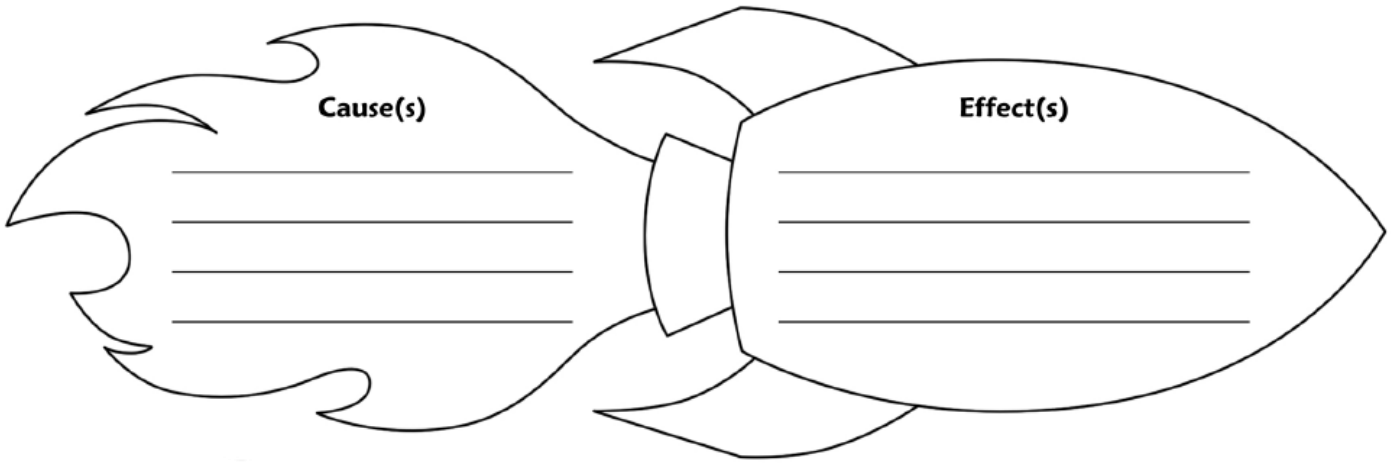


1. _____

_____

2. _____

_____



1. _____

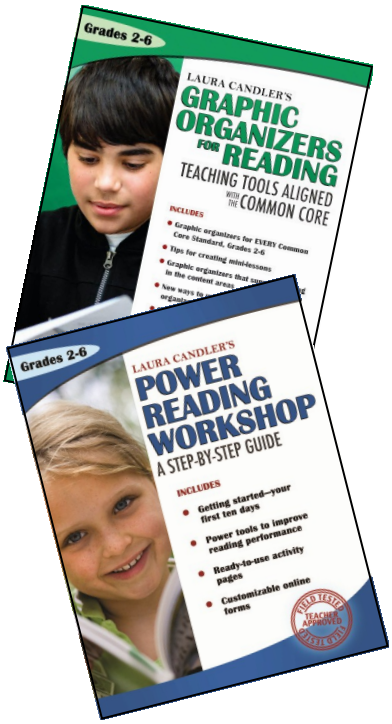
_____

2. _____

_____

Teaching Resources Website

www.lauracandler.com



Ready-to-Use Resources for Teachers!

- Free printables and activity sheets
- Lesson plans and teaching strategies
- Cooperative learning methods
- Classroom management and motivation
- Literacy & Reading Workshop strategies
- Mathematics instructional resources
- Candler's Classroom Connections Newsletters

Connect and Share

www.facebook.com/TeachingResources
www.pinterest.com/lauracandler
www.corkboardconnections.com

Discover Laura's Teaching Resources . . .

- Digital eBooks and lessons you can download from www.lauracandler.com and print or use on a Smartboard!
- Each book, ebook or lesson pack includes ready-to-use directions, printables, and teaching tips!
- Popular titles include:
  - **Mastering Math Facts**
  - **Daily Math Puzzler Series**
  - **Math Stations for Middle Grades**
  - **Power Reading Workshop**
  - **Graphic Organizers Aligned with the Common Core**

Created by
Laura Candler
Milken Educator