

To the Student

In *FOCUS on Recognising Cause and Effect, Book H*, you will read passages and answer questions. You will practise using the reading strategy called Recognising Cause and Effect. You will learn about the strategy on the Learn About pages. You will see a sample passage, sample questions and sample answer choices on the Lesson Preview pages. Then you will practise using the strategy in twenty lessons.

Each lesson has a passage and five questions. After you finish reading the passage, answer the five questions. For the first four questions, fill in the correct answers on the Answer Form on page 53. Or, you may fill in the correct answers directly on the page. For the fifth question, write the answer on the lines provided on the page. Fill in the circle on the Answer Form to show that you have completed the fifth question.

Use the Tracking Chart on page 47 to show when you have finished each lesson and to show the number of questions that you answered correctly. After each group of five lessons, you will complete a self-assessment to see how you are doing.

So . . . FOCUS and enjoy!

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Learn About

Recognising Cause and Effect

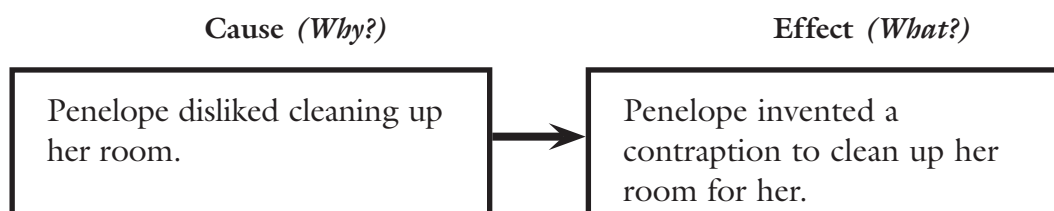
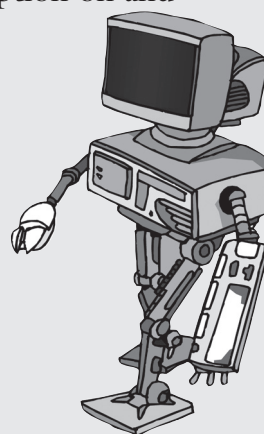
Cause and effect tells *what* happens and *why* it happens.

Why something happens is the **cause**. It is the reason that something happens. *What* happens is the effect. The **effect** happens because of the cause. It is a result of the cause.

Read this passage to find out about Penelope and the contraption she built. Look for cause-and-effect relationships.

As rapidly as possible, Penelope scanned items into her computer, typed in instructions into the program she'd written and then tested to make certain that part of the program was working. After scanning each item, Penelope would toss it on the floor of her room *since* piles of books and technical equipment blanketed the entire surface of the bed where she was sitting and there was not room for anything else. Finally, Penelope had no more possessions to scan in and *therefore* it was time for the ultimate test of the contraption.

Penelope's heart pounded as she flicked her contraption on and typed in the instructions, "Look on floor. Put away clothes." With a click and a whir, the contraption moved forward, used its gripping claw to pick up a shirt on the floor, raised it to its scanning viewer and said, "Blue shirt, wrinkled, stain on front, goes in hamper." Then the contraption did just what Penelope had hoped it would do. It glided over to the hamper, tossed the shirt inside and picked up another item from the floor. Penelope cheered. She disliked cleaning up her room; *as a result*, she'd invented a Cleaner-upper Contraption to do it for her. And it worked!



The chart shows one of the cause-and-effect relationships in the passage.

To find a **cause**, ask *why*. Look for the reason that something happened. The cause comes first, making the effect happen. Ask yourself why Penelope invented the contraption. The reason was that Penelope disliked cleaning up her room.

To find an **effect**, ask *what*. Look for a result, something that happened because of the cause. The effect happens after the cause. Ask yourself what happened as a result of Penelope's dislike of cleaning up her room. As a result of Penelope's dislike of cleaning up her room, she invented a contraption to clean up her room for her.

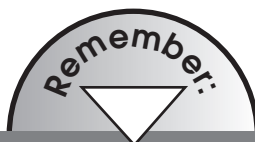
Clue words and clue word phrases such as *so, so that, since, because, if, reason, as a result, therefore, if . . . then* and *in order to* can signal cause-and-effect relationships.

What cause-and-effect clue word is used to signal why Penelope tossed the items that she'd scanned onto the floor? The clue word *since* is used to signal that cause-and-effect relationship. What clue word is used to signal what happened because Penelope had scanned her last possession into the computer? The clue word *therefore* is used. What clue word phrase is used to tell what happened because Penelope disliked cleaning up her room? The clue word phrase *as a result* is used.

Sometimes there are no words or phrases used to signal cause-and effect relationships, but you can still figure out these relationships. Ask yourself *what* happened and *why*.

Sometimes a cause has more than one effect. And sometimes an effect has more than one cause.

Cause-and-effect relationships may be part of a chain of events. One event (a cause) causes another event (an effect) to happen. Then that event (which now becomes a cause) causes yet another event to happen (an effect) and so on.



Why something happens is the cause. What happens is the effect.

Lesson

Preview

Read this African folktale about how Hare tricked Elephant and Hippopotamus into ploughing his field. As you read, think about what happens and why. Look for clue words.

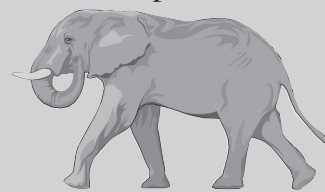
Farmer Hare

Farmer Hare loved to eat, but he hated to work. When he looked out over his empty field, he knew he'd have to trick someone into ploughing the field for him, as he had no intention of ploughing it himself. But if he didn't get the field ploughed, there would be no food and he would starve. It didn't take long for the tricky Hare to devise the perfect plan. All he needed was a stout rope and two big fools – er – animals.

Farmer Hare grabbed a length of thick rope, coiled some around his shoulder and dragged the rest to the bushes by his field. There he snoozed until Elephant came bursting through the trees. When Elephant inquired about the rope, Farmer Hare said that it was for a game and he asked Elephant if he would like to play a game of tug-of-war against Hare. Elephant chuckled to himself because the thought of the small Hare playing tug-of-war against a strong animal such as himself was amusing. Since he believed he'd easily win, Elephant agreed to play. As Farmer Hare handed Elephant one end of the rope and told him to hold onto it until he felt Hare tug it, Farmer Hare grabbed the other end of the rope and hopped across the field and into the bushes on the other side.

Within minutes, Hippopotamus wandered along the path by the bushes where Farmer Hare was waiting. When Farmer Hare proposed a tug-of-war against himself, Hippopotamus agreed because he, too, thought he could easily win. Farmer Hare told Hippopotamus to wait for him to tug on the rope to begin the game and then he hopped off to the bushes by the middle of the field. Once there, he gave the rope a good yank.

Elephant felt the tug on the rope and pulled one way. Hippopotamus felt the pull on the rope and tugged the other way. Back and forth the rope sawed and as it did, it dug long furrows into the ground. Before long, Elephant and Hippopotamus's game had ploughed Farmer Hare's entire field.



1. Farmer Hare needed to get someone to plough the field for him so that he could

- Ⓐ make more friends.
- Ⓑ trick Elephant.
- Ⓒ avoid starving.
- Ⓓ play tug-of-war.

2. What caused the furrows in Farmer Hare's field?

- Ⓐ Elephant and Hippopotamus played tug-of-war and the rope dug the furrows.
- Ⓑ Farmer Hare ploughed his field and dug the furrows himself.
- Ⓒ Elephant inquired about the rope.
- Ⓓ Farmer Hare gave the rope a good yank.

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

1. Farmer Hare needed to get someone to plough the field for him so that he could

- Ⓐ make more friends.

This answer is not correct because the story doesn't mention Hare having any friends. In fact, he thought of some of the other animals as fools.

- Ⓑ trick Elephant.

This answer is not correct because this is what Hare did in order to get Elephant to plough his field; it is not the reason why Hare needed to get the field ploughed.

- avoid starving.

This answer is correct because the first paragraph states that if Farmer Hare didn't get his field ploughed, there would be no food and then he'd starve. So he had to get his field ploughed.

- Ⓓ play tug-of-war.

This answer is not correct because tug-of-war was part of Hare's plan to get Elephant and Hippopotamus to plough the field for him; it was not the reason why Hare needed to get the field ploughed.

2. What caused the furrows in Farmer Hare's field?

- Elephant and Hippopotamus played tug-of-war and the rope dug the furrows.

This answer is correct because the story says that Elephant and Hippopotamus's sawing of the rope across the field caused long furrows to be cut into Farmer Hare's field.

- Ⓑ Farmer Hare ploughed his field and dug the furrows himself.

This answer is not correct because Farmer Hare hated work and had no intention of ploughing his own field.

- Ⓒ Elephant inquired about the rope.

This answer is not correct because even though Elephant did inquire about the rope, that did not directly cause the furrows. Elephant could have decided not to play the game and then the rope would not have dug the furrows.

- Ⓓ Farmer Hare gave the rope a good yank.

This answer is not correct because the yank did not cause the furrows; the sawing back and forth of the rope during the tug-of-war game caused the furrows.

Lesson

1

Read this story about Aaron and his first day at a new school. As you read, think about what happens and why. Look for clue words.

Aaron's Welcome Surprise



Aaron's father's job required him to work in different parts of the country for a year or two at a time and Aaron and his family moved each time his dad got transferred. As a result, Aaron had attended many different schools. In each one, he'd either been treated like a baby with someone hovering over him all the time or the other students were so wary of the kid in a wheelchair that they hadn't made friends with him often. Aaron's mum had said that this school would be different, but Aaron sincerely doubted that.

Once in the school office, the principal's assistant, Mrs Harper, dismissed Aaron's mum. She took charge of Aaron by giving him his schedule and a map of the school. She reviewed the map with him, explained that Aaron's teacher, Mr Franks, was expecting him and waved good-bye. Aaron was puzzled since it didn't appear that anyone was going to guide him to the classroom or introduce him to Mr Franks. So Aaron studied the map, wheeled himself to Mr Frank's room and paused to steady his nerves before pushing open the door. Upon entering, he was immediately engulfed in the noise of animated discussions. As Aaron wheeled through the classroom, several kids gave him warm smiles and then turned back to their projects.

Mr Franks welcomed Aaron and explained that each group was trying to solve a puzzle. The group that won would earn bonus points that they could apply to a quiz score of their choice. Aaron noticed that one group had fewer students than the others, so he wheeled himself over, introduced himself and dived into that group's puzzle.

The students worked steadily until the bell rang for the next class. As the other students headed out to their next classes, Aaron hung back because he expected that another student would be assigned to guide him. When he realised he was truly on his own, Aaron glanced at his schedule and map and started out the door. Jason, a kid from his group, held the door open and he and Aaron chatted as they proceeded down the hall.

On the way, Aaron noticed a man in a wheelchair joking with several students. When Aaron inquired about the person in the wheelchair, Jason identified him as Mr Brown, the principal, whom everyone loved. Jason then laughed and said, "It's odd that you mentioned Mr Brown's wheelchair because no one here really notices it anymore. Mr Brown goes everywhere and does everything, so it's easy to forget that he's in a chair at all." Aaron smiled and for once he was thrilled to have started in a new school.