What Happens Next

Students identify possible causes and number the steps in a plant's growth.

1.P.2.2.C "Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 FIND A CAUSE

a

song	**spill**	**nap**

b

push	**hum**	**blink**

2 MAKE A TIMELINE

plant	
seed	
sprout	

ANSWER KEY

What Happens Next

GRADE 1 · 1.P.2.2.C

HOW TO RUN THIS PAGE

Read the choices and timeline words aloud. Give students time to think before they mark the sheet, then listen to their explanations. Record any prompts you give separately from their answers.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · FIND A CAUSE

SAY "I will read an event and three choices. Circle something that could make the event happen. Then tell me why you chose it."

ROW	SAY	STUDENTS CIRCLE
a	A paper got wet. The choices are song, spill, nap. Which one might have made the paper wet?	**spill**
b	A door swung open. The choices are push, hum, blink. Which one could have made it open?	**push**

PART 2 · MAKE A TIMELINE

SAY "Listen to these mixed-up steps: plant, seed, sprout. Write 1, 2, or 3 in each box to show how a plant grows. Then tell me how one step leads to the next."

- Box 1 (beside plant): **3**
- Box 2 (beside seed): **1**
- Box 3 (beside sprout): **2**

WHAT TO ACCEPT

Circle spill and push. The timeline is seed 1, sprout 2, plant 3. Accept an oral explanation that a seed sprouts or that a sprout grows into a plant.