

Teaching Cause and Effect Relationships

<p>Objectives</p> <p>Students will use text structure to relate ideas in text to what they already know.</p>	<p>Time frame to Complete</p> <p>40 minutes</p>
<p>Standard(s) Addressed in Lesson</p>	<p>Read With Understanding</p>
<p>Benchmark(s) Addressed in Lesson</p>	<p>R.4.11; R.4.12; R.4.16</p>
<p>Materials</p> <ul style="list-style-type: none"> • Cause and Effect Organizer • “Why Go Green?” from http://www.greencommunitiesonline.org/green/why/ • “Hurricanes” from http://www.globio.org/glossopedia/article.aspx?art_id=40&art_nm=Hurricanes • “What are Green Careers?” from http://www.careeronestop.org/GreenCareers/WhatareGreenCareers.aspx 	
<p>Activities</p> <p><u>Step 1</u> “Explain” how recognizing cause and effect relationships in text will help students understand and remember what they are reading. For example, each action (cause) has consequent reactions (events) leading to an outcome (effect). Making these connections will help them remember events in a reading and why they happened.</p> <p><u>Step 2</u> “Model” using a simple example to fill in a cause and effect graphic organizer.</p> <p>Example: Provide the following paragraph for students to read. (Can be written on the board or on paper.)</p> <p><i>Because a hurricane can be hundreds of kilometers across, people in the area begin to feel the effects hours before it reaches land. The winds arrive first, bringing lots of rain. Strong winds blow roofs off buildings and knock down trees and power lines. The storm surge --- a rise in sea level caused by hurricanes --- is responsible for most hurricane related deaths. The storm surge can cause sudden flooding and can even harm habitats where fish breed.</i></p> <p>When the reading is complete fill in the cause and effect graphic with the students listing the cause and the effects discussed in the paragraph in the appropriate places.</p> <div data-bbox="191 1556 1471 1885" data-label="Diagram"> <pre> graph TD C["<u>Cause</u> Hurricane"] --> E1["<u>Effect</u> Winds blow off roofs and knock down trees and power lines"] C --> E2["<u>Effect</u> Storm surge leads to death"] C --> E3["<u>Effect</u> Storm surge leads to sudden flooding"] </pre> </div>	

Step 3 Once you have modeled how to fill in the cause and effect graphic organizer, use an article that has text structure containing cause and effect relationships to **guide** students in filling out a cause and effect organizer using the information in the text. For example, use the article *Why Go Green?* Do the first paragraph as a large group filling in the appropriate boxes on the *Cause and Effect Worksheet* with information from the paragraph.

Step 4 "Application"- Have the students work in pairs to finish filling out a graphic organizer sheet for each of the remaining paragraphs.

Step 5 Once students have completed the graphic organizer go over the cause and effect relationships found in the article. If question arise regarding examples of Green Careers, the class can read and discuss the article "What are Green Careers?"

Assessment/Evidence

Cause and Effect graphic organizer sheets

Adaptations for Beginning Students

Use reading material at students' instructional reading level and have them work in small groups to fill out the worksheets.

Possible samples:

Cause and Effect statement matching from http://edhelper.com/language/reading_comprehension_skills201.html

Cause and Effect interactive presentation from <http://unx1.shsu.edu/~txcae/Powerpoints/CauseandEffect.html>

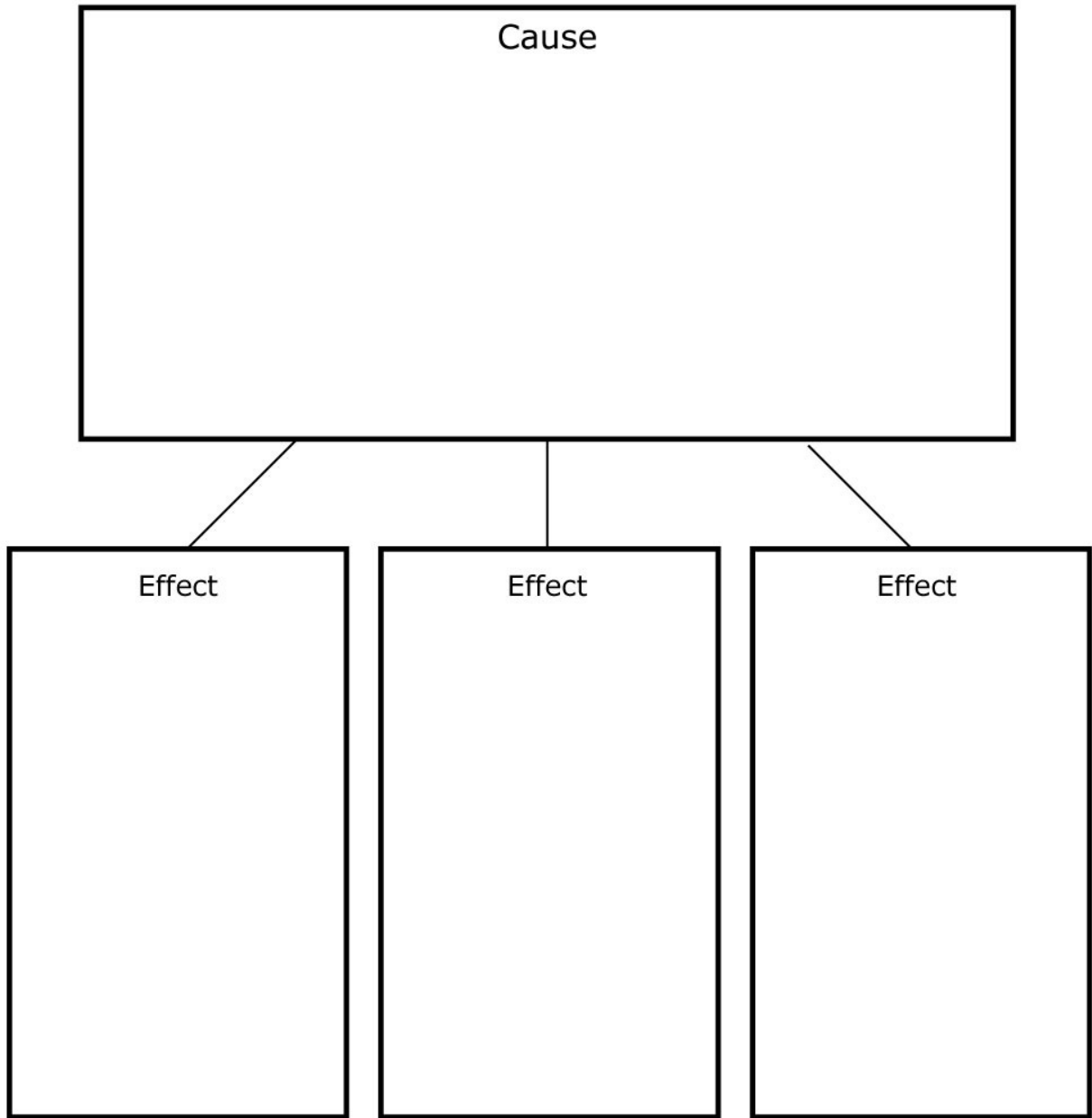
Adaptations for Advanced Students

Have students read another passage at their instructional reading level and fill out a cause and effect organizer independently.

Possible sample: "Going Green to make Green" from

<http://abcnews.go.com/Technology/CEOProfiles/Story?id=6776641&page=2>

Cause/Effect:



Why Go Green?

<http://www.greencommunitiesonline.org/green/why/>

A growing body of research shows how a living environment can have profound physical and mental health outcomes, especially for minority families and low-income communities (*Environmental Health Perspectives*, May 2005). Low-income people and minorities are more likely to live in worse environmental conditions and experience greater rates of disease, limited access to health care and other health disparities. Green development is a holistic approach that provides integrated solutions to housing, health and environmental challenges.

Run-down, Unhealthy Housing

Environmentally attributable childhood diseases, including asthma, lead poisoning and cancer, cost our nation nearly \$55 billion annually. More than 2.5 million families live in substandard housing. More than 4 million children in the U.S. have asthma, and it is estimated that more than 40 percent of doctor-diagnosed asthma among U.S. children is due to residential exposures. Asthma prevalence is 40 to 50 percent higher among minority children living in urban areas. Additionally, more than 400,000 children have dangerously high blood lead levels.

Rising Transportation and Energy Costs

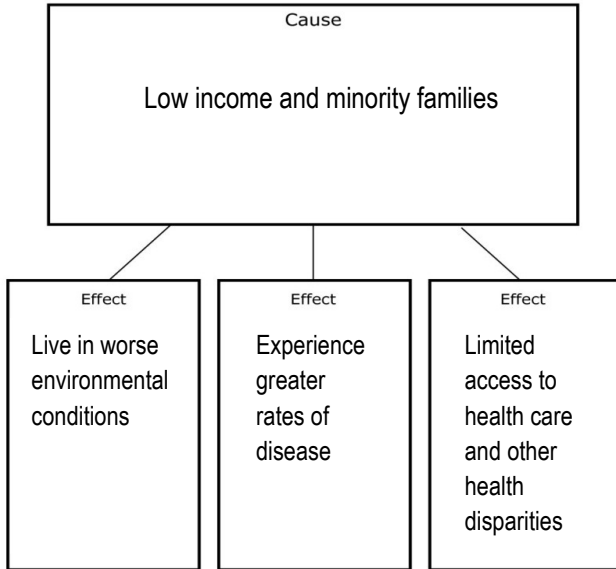
Families at the poverty level spend nearly 40 cents of every dollar they earn on transportation. And energy costs for poor families have increased much faster than their incomes in recent years. Low-income families will spend an average of \$1,335 on energy this year—nearly 17 percent of their income—compared to 15 percent in 1997. Studies have shown that high energy bills force poor families to spend less for food and other essentials.

Sprawling, Unsustainable Development

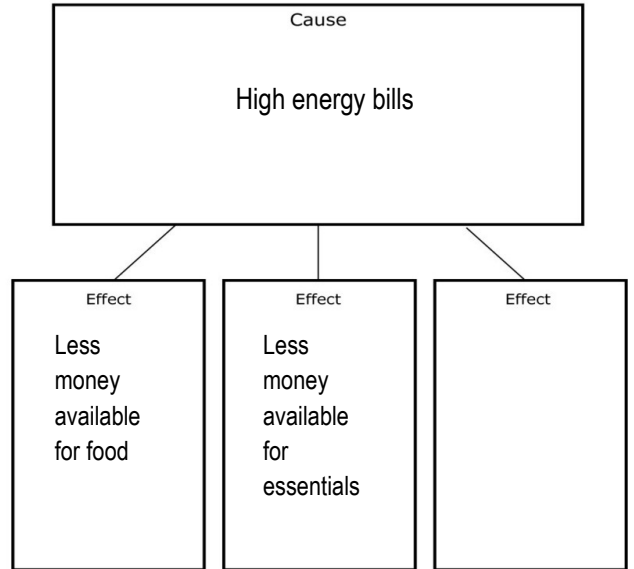
The United States, home to only five percent of the world's population, consumes 25 percent of the world's energy and generates 25 percent of global warming pollution. In addition, sprawl drives good jobs farther from where many low-income people live and has been linked to increased traffic congestion, increased pollution and deteriorating health.

Why Go Green – Answer Key

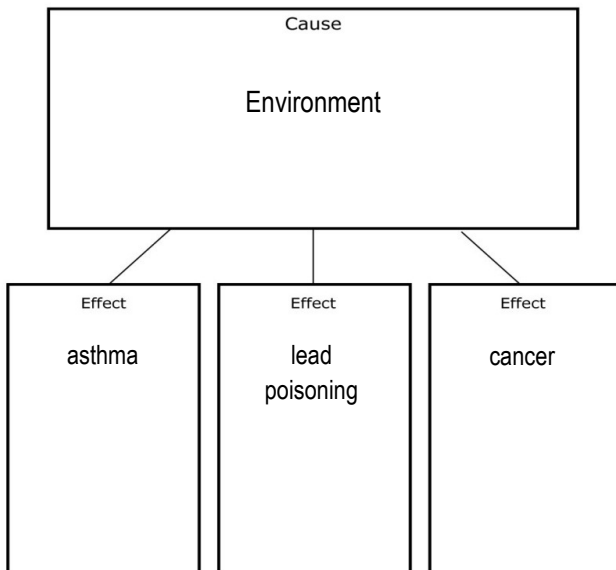
Cause/Effect:



Cause/Effect:



Cause/Effect:



Cause/Effect:

