

Cause and effect relationships

Skills Reviewed and Maintained

- **Comprehension**
Drawing conclusions
Author's purpose
See Checking Comprehension
- **Writing**
Informative Paragraph

Teach

- Tell students that an effect is something that happens and a cause is why that thing happens. Explain that cause and effect relationships help organize a person life.
- Display a paragraph on an overhead projector and read it aloud.
- Copy and distribute the graphic organizer cause and effect chart. On page 93.
- Explain that the cause and effect can be written in either order: because he was hungry (cause), he gobbled the ice cream (effect). He gobbled the ice cream (effect) because he was hungry (cause).
- As students read the passage, remind them to look for clue words that signal causes and effects.

Practice

Introducing Vocabulary

- Before students read the story, introduce the vocabulary words and discuss the meaning. Have students look up the meanings of the words in a dictionary and write sentences with each word.

Reading the Passage

- After students read the title and look at the photograph, ask them to predict what the story might be about. As they read, they should stop occasionally and ask themselves: why did that happen? Is there more than one reason?

Checking Comprehension

- Have students identify the clues Riva uses to draw a conclusion about who is answering her questions.
- Clarify the author's purpose for telling readers something about a character personality: using the information, the reader can infer how a character may act.

Practicing Comprehension Skills

- Newspapers are useful for reviewing cause and effect relationships. Read one or two paragraphs of a news story and have students identify causes and effects. Remind students that sometimes a cause has more than one cause.

Practicing Vocabulary

- Review the vocabulary words with students. Have them identify the two words in which the final y was changed to i before a suffix was added. (easily, replied)
- Ask students to complete the exercise independently.
- Review the answers with the group.

Apply

Making the Reading and Writing Connection

- Have volunteers read the paragraph aloud. Ask the class to identify causes and effects and note any clue words.

ESL Strategy

- Bring in pairs of pictures that depict cause and effect relationships, shuffle the cards, and have students put them in order. For example: a child falling off a bike/a child crying; a person planting seeds/flowers growing; a person opening a gift/ person smiling.

Multiple Intelligences: verbal linguistic, bodily-kinesthetic, Interpersonal

- Groups of three students can dramatize "Ask Me a Question." Two students can play the people and one student can play the computer.

Home- School Connection

- With a family member, students can discuss cause and effect relationships they see in their own homes. For example: we helped mom with the dishes so she had time to play Scrabble with us.