

# Really Good Stuff® Activity Guide

## Recognizing Cause & Effect Poster

Congratulations on your purchase of this Really Good Stuff® **Recognizing Cause & Effect Poster**.

Inside this Really Good Stuff® set you'll find:

- **Recognizing Cause & Effect Poster**, 19" x 24"
- This Really Good Stuff® Activity Guide

### Recognizing Cause & Effect Poster Activities

This unique poster defines the terms *cause* and *effect*, displays key words that signal cause and effect, and guides students to use sentence structure as a clue to identify cause and effect. Before introducing the poster to students, make a copy of the Really Good Stuff® Activity Guide.

### Introducing the Recognizing Cause & Effect Poster

Display the following sentence: "As a result of the storm, the game was postponed." Ask students, "Why was the game postponed?" Underline the phrase, "As a result of the storm", and identify it as the cause of the postponement. Ask students, "What effect did the storm have?" Double underline the clause "the game was postponed", and identify it as the effect of the storm. Reverse the sentence to read: "The game was postponed as a result of the storm." Ask students to identify cause and effect in the sentence, pointing out that the cause may be followed by the effect in a sentence, but that the reverse may also be true.

### Social Studies

- After reading a selection about an event in history, direct students to list the causes of that event. Then direct them to list how that historical event affected the people, government, or economy of that region at that time.
- Select a recent newspaper or news magazine article. Direct students to use one color highlighter to identify each cause in the article, and a different color to identify each effect. Note: In some cases, an effect may cause something else - i.e., heavy rains caused a flood; the flood caused people to be evacuated from their homes.
- Use computer software or an Internet site to create a crossword puzzle, the contents of which are historical or sociological causes and effects of an event in history - i.e., the "down" clues list the effects of the event, and the "across" clues list the causes. NOTE: In order to create a sizeable puzzle, select a major event that had a number of causes and effects, such as a war or the rise to power of a ruler.

### Literature

After reading a novel, select several major events in the plot. Ask the students complete a chart as shown in *Reproducible 1*.

### Writing

- Display the following cause-effect list, and read it aloud to the class.

Her softball mitt was misplaced,  
so she looked for it.  
While she looked for it,  
she missed her ride to the game.  
She found another ride,  
but it got her to the game an hour late.  
Her coach was angry that she was late  
and benched her for the game.  
Her substitute on the field missed an easy ball  
and allowed the winning team to score.  
The game was lost  
all because she misplaced her mitt.

Challenge students to write their own cause-effect lists similar to the one above. This may be done either in small groups or as an independent activity. When the lists are completed, students exchange and quietly read them. Finish by having selected students/groups share with the class lists that they find to be particularly good.

### II.

- For each event below write one possible cause and one possible effect.

- My homework was not completed on time.

cause: \_\_\_\_\_  
\_\_\_\_\_

effect: \_\_\_\_\_  
\_\_\_\_\_

- I broke my wrist.

cause: \_\_\_\_\_  
\_\_\_\_\_

effect: \_\_\_\_\_  
\_\_\_\_\_

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3. He is the lead singer in the school musical.

cause: \_\_\_\_\_

\_\_\_\_\_

effect: \_\_\_\_\_

\_\_\_\_\_

B. Select one of the three events above, and by adding either more causes or more effects, write a cause-effect paragraph. Remember that you may begin with cause and end with effect, or you may begin with effect and end with cause. Every paragraph must have a topic sentence.

### Reading

While reading a story aloud in class, periodically pause and ask students, "What effect might this event/action have on the characters or on the plot?" Remind students that, while they are learning to predict (a skill that all good readers employ), they are also focusing on identifying effects, something that good story writers must consider.

### You're a Reporter Now

Select one of the topics below. Write a newspaper article explaining both the causes and the effects of the event. Remember to answer the five W's: who, what, where, when, and why.

1. Eduardo won the election for president of our school's Student Council.
2. Candy machines have been removed from our school cafeteria.
3. The swimming pool at the town park has been closed.

### Literature

After reading a story, use the characters' names and actions to complete the statements below. Students can respond to the questions either orally or in writing. Note: There may be more than one correct answer to each question.

### Causes

1. Why did (character's name) do (character's action)?
2. Why did (character's name) think (character's thought)?
3. Why did (plot event) happen?

### Effects

1. When (character's name) did (character's action), what effect did it have?
2. What could have happened if (character's name) had not done (character's action)?
3. List the negative effects of (plot event/action).
4. List the positive effects of (plot event/action).

### Science

After studying a topic (i.e. erosion, water pollution, landslides, drought), students write cause-effect paragraphs, which must include specific details covered in their studies.

### TV News

I.

- a. Videotape a TV newscast. (Be sure to screen it for age-appropriate subject matter.)
- b. Use the Recognizing Cause and Effect poster to lead students in reciting aloud cause and effect key words.
- c. Students view/listen to the newscast and write down each cause-effect key word they hear, referring to the poster as needed.
- d. Following the viewing, students collaborate as a whole, using chalkboard/overhead projector/computer to compile a list of cause-effect key words used in the newscast.
- e. Remind students that TV news is written by media professionals who intentionally use key words to make their stories focused and clearly understood. Students, similarly, should consider using key words in both oral and written presentations.

II.

- a. Separate students into small groups of three or four each.
- b. Each group selects a newsworthy topic (to be approved of or even selected by teacher).
- c. Each group writes a brief news story of the approved topic, utilizing some cause and effect key words. WARNING: Overuse of key words reduces fluency and is never advisable.
- d. Each group selects a representative to read the news story to the class. NOTE: Videotaping then viewing each student's or group's "newscast" heightens interest and may improve performance on this activity.

Title of Novel \_\_\_\_\_

I. Event: \_\_\_\_\_

*Causes*

*Effects*

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_

II. Event: \_\_\_\_\_

*Causes*

*Effects*

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_

III. Event: \_\_\_\_\_

*Causes*

*Effects*

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_