

Research-Based Lesson Planning and Delivery Guide: Middle School

Teacher:

Course:

Grade Level:

Date:

Mini-Lesson Planning for Cause & Effect

Benchmark(s)/Standard(s): *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

LA.6.1.7.4 – identify cause-and-effect relationships in text;

LA.7.1.7.4 – identify cause-and-effect relationships in text;

LA.8.1.7.4 – identify cause-and-effect relationships in text;

Definition:

Cause-effect relationship is a stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative and expository text, as *TV violence causes crime*. (*The Literacy Dictionary*)

Essential Question(s): *How will I reword the lesson objective(s) into a question(s) using student friendly terms?*

- How do authors use cause & effect to help readers understand information?
- How do readers use signal words to identify cause & effect?
- How can a graphic organizer be used to show cause & effect in texts or passages?

FCAT Stem Questions for Cause & Effect:

- What is the main reason _____?
- The authors advise readers to _____.
- What factor forces the narrator to make a decision?
- What were the results of an event or action?
- Why does _____?

Materials/Resources: *What do I have or need to teach this lesson objective(s)?*

Teacher: Content text where students will be able to identify the cause-effect relationship; a list of various causes pertinent to your content; chart paper/Smart Board/overhead projector; index cards or paper strips (see Day 3)

Students: Paper, pencil

Mini-Lesson Delivery for Cause & Effect

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson: Cause & Effect

Day One: Explicit Instruction (10 min.)

Day Two: Modeled Instruction (15 min.)

Day Three: Guided Practice (15 min.)

Day Four: Independent Practice (10 min.)

Day Five: Mini-Assessment (10 min.) & Review Student Responses

Special Note: These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of class for January. The District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District's expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timelines. **The mini-lessons are more powerful if you teach them in the context of your academic text and related subject-area reading passages.**

Activating Strategy: Think of something you (the teacher) can do to grab the students' attention. For example, slam your classroom door or drop a heavy book to the floor.

Ask the students, what effect that had on them – such as “scared me” or “hurt my ears.”

Explain that your action was the “**cause**” of that “**effect.**”

Ask: “Are any of you really tired today?” Explain that that is the “effect” of several possible causes. Solicit personal causes from some students – such as “went to bed late.”

Day 1 -- Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

Signal Words- *Add the following signal words to your interactive word wall: **because, since, so, therefore, cause, effect, prediction, conclude***

Explain that cause and effect is an important skill that we must learn to be good readers.

Discuss how the signal words let readers know that there is a cause and effect relationship.

Examples:

CAUSE	EFFECT
It rained all day long.	The football game was cancelled.
I didn't study for the test.	I failed the exam.
Jack never ate lunch at school.	He was starving when he got home.
The baseball hit the windshield of the car.	The windshield cracked.

Solicit more real-life examples from the students and record on chart paper, overhead projector, Smart Board, etc.

Day 2 -- Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

1. Use a familiar trade book or content passage in which the cause and effect relationship can be modeled.
2. Model a THINK ALOUD process for the students. Make a list on chart paper of causes (reasons) and effects (results) that are mentioned in the passage. (Note: The teacher is modeling for the students without student input.)
3. When step 2 is completed, ask the students if they found any additional cause-effect relationships that you didn't list.

Day 3 -- Guided Practice: *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

1. Put teacher-prepared index cards or strips of paper on which one cause or one effect has been written into a container and mix them up well. (Note: It is suggested that causes be written in one color and effects written in another color.) Again, this will be more powerful if you can connect the cause-effect relationships to your specific content area.
2. Have each student take one slip and read it silently.

3. Ask the students to mingle as quietly as possible and match their **Cause** (for example – in red) to the correct **Effect** (for example – in blue).
4. Have each group share and justify their “relationship.”

*Note: In the situation of an especially large class, multiple sets could be made and distributed to shorten the time (and intensity of this activity) needed for a large class.

Day 4 -- Independent Practice: *How will my students practice answering the essential question(s) individually?*

1. Students select a topic from a teacher-provided list, such as: Alcohol, Smoking, Eating Healthy, Bullying, etc.
2. Use a graphic organizer for the students to complete the effects of their selected topic.

Possible graphic organizers:

- (1) Cause and Effects found at www.havefunteaching.com/reading-worksheets/cause-and-effect
- (2) Cause-Effect Two-Column Notes found in Project CRISS Manual, Third Edition, page 133 (Organizing for Learning)
- (3) Cause-Effect template located at:
http: www.readwritethink.org/lesson_images/lesson1035/cause.pdf

Day 5 -- Assessment: *How will I know if my students can answer the essential question(s)?*

1. Have the students use their graphic organizer from Day 4 to summarize the causes and effects of their selected topic.
2. Ask the students to share their summary with their shoulder partner or small group.