

6th Grade Teacher's Guide - Cause and Effect

Materials Needed

- Computer
- Projector
- "Humpback Whales" Power Point Presentation
- Article - "Daring Rescue of Whale off Farallones", one for each student
- "Whale Rescue" Power Point (Needed Day Two)
- String cut 15 meters in length
- Pink and yellow highlighters
- Class sets of the cause and effect definition, purpose, skill, and benefit handouts (these are Word documents in the folder)
- Copies of "Cause and Effect: T-Chart, Guided Practice Sheet"
- Copy of *Alexander's Terrible Horrible No Good Very Bad Day* picture book
- Copies of "Signal Words for Cause and Effect"

Day One

Anticipatory Set

- Discuss with students the following questions:
 - Who has seen a humpback whale?
 - What do you know about humpback whales? (Most students should at least be able to discuss a sighting, research in elementary school, a movie clip.)

- How do humans affect humpback whales?

I Do / We Do

- Share the "Humpback Whales" Power Point. The goal is to build background knowledge so that students can successfully interact with and comprehend the article to follow. It represents a small portion of the information available regarding humpbacks.

Day Two- We Do

- Pass out the read the article "**Daring Rescue of Whale off Farallones.**" Teacher may want to project this on the InFocus.
- Students will need two colors- pink and yellow highlighters, pass out some to students who don't have their own
- Tell students to use yellow highlighter to highlight information in article that they already know or learned from yesterday's power point. Students use pink highlighter to highlight things that are new information about humpbacks they don't know. Tell students to put a star next to the one piece of information they enjoyed the most about humpbacks. After reading, have the students share with their neighbor the starred information.
- As a class, have the students share any new information they learned about whales. Teacher can do this verbally with the class or the teacher could write down the new info learned on the board
- Key points to make sure all students grasp from reading the article are-
What happened to the whale?
People came to rescue this whale

The whale nudged each of the divers

- **Teacher Note-** So far in this lesson, you have built background knowledge, read an article on humpbacks, and shared information. So now, we are ready to explore the article in more depth looking through the lens of the reading target cause and effect.

I Do / We Do

- Show power point "Whale Rescue," see teacher notes in power point for directions. Make sure students have the article, Daring Rescue of Whale off Farallones, in front of them while going through the power point

Day Three- We Do/You Do

- Discuss with students the target of cause and effect
 - What is it?
 - What is the difference between cause and effect?
 - How can you find what the cause is? The effect?
 - Handout- Definition, purpose, skills, and benefit papers to each student (make a copy of each sheet for each student, the documents are in Word in the folder)
 - Introduce purpose, skill, and benefit handouts with class
- Hand out "Cause and Effect: T-Chart, Guided Practice Sheet" to each student
- Hand out "Cause and Effect T-Chart" to each student

- Activity One- Have students highlight each sentence on the "Cause and Effect: T-Chart" worksheet. Causes in yellow and effects in pink
 - Have students complete #'s 1 and 2 with partner- check answers with teacher for correct answers
 - Have students complete #3 on own- check with teacher (do not let students go ahead until checked)
 - Complete #4,5 on own- check over as class
 - Answers to the sentences are in a separate Word document in the folder ("C-E practice teacher")
- Activity Two- Read *Alexander's Terrible Horrible No Good Very Bad Day*
 - Read story through page 1 in the story
 - Then model the first cause and effect in book with a "think aloud"- cause= fell asleep with gum in his mouth
 - effect= now there is gum in his hair
 - Continue reading book and have students complete the Cause and Effect T-Chart worksheet individually as teacher reads aloud
 - Share as a whole group- write examples on board or paper to hang in classroom

Day Four

- Introduce the cause and effect signal words (You can make a poster of the words and, in addition, have a hand out of the signal words for each child. The signal words list/handout is titled "Signal Words for Cause and Effect")
- Put up the list of signal word and give time for the students to read silently
- Model some of the signal words in sentences
"Because" example- Mandy closed the window **because** the weather had become colder.
 - Have students brainstorm other "because" cause and effect sentences
 - Repeat this process with "thus""Thus" example- The roads were icy and slick thus school was called off for the day.
- Using sentence strips have partnerships create one cause and one effect word sentences. Make sure each sentence contains one of the signal words. Hang the sentences up under the title 'One Cause and One Effect'