

Teacher's Guide - Cause and Effect

Day One

Lesson Steps

Materials Needed

- Computer
- Projector
- Summer of Fire Presentation
- Article - "Yellowstone Makes a Triumphant Return Ten Years After Fires"

Anticipatory Set

- Discuss with students the following questions:
 - Who has been to Yellowstone National Forest?
 - Where is Yellowstone National Forest?
 - What do you know about Yellowstone National Forest?
(Most students should at least be able to discuss Old Faithful.)
 - What event occurred in 1988?
 - What do you know about the fire from what you have read, been told, or seen?

I Do / We Do

- Share the Power Point from the US National Park Service, Windows into Wonderland. It is not necessary to read the information from the presentation, simply to share the key points and to point out how the information is related to the

photos. The goal is to build background knowledge so that students can successfully interact with and comprehend the article to follow. This presentation is included here and can be found at the following site. It does include sound, should you wish to use that feature.

<http://www.windowsintowonderland.org/fire/pages/88fire1.htm>

- Read the article "Yellowstone Makes a Triumphant Return Ten Years After Fires".
- Discuss any questions, concerns or additional information students have.

Day Two

I Do / We Do

- Discuss 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?
 - Have students work through the following examples:
 - It was very foggy near the seashore, so we could not see the road clearly.
 - The beach was closed the next day because giant waves made swimming impossible.
 - Since it was the last day of our vacation, we decided to walk to the old lighthouse.
- The attached Power Point presentation is based on a "numbered-heads" strategy:
 - Groups of 4 students;
 - Each student has a number between 1 and 4;
 - A question is presented to the entire class;

- Groups discuss the question for *approximately 30 seconds*;
- Teacher calls a number between 1 and 4. No further talking is allowed at this point;
- The person with that number stands and shares the answer of the group;
- Points may be awarded for group responses (accuracy, completeness, and thoughtfulness), cooperativeness, etc.
- Move into "Numbered Heads" groups.
- Allow time for rereading of the article.
- Use the "Numbered Heads" strategy with the presentation.

You Do

- Materials needed -
 - Grade level appropriate passages
 - Graphic organizer for identifying cause and effect
 - Scoring guide
- Hand out the passages to the students and have them read and mark / code the passages for cause / effect relationships.
- Have students independently fill out the graphic organizer.
- Students will turn in the graphic organizers to you for formative feedback prior to asking them to demonstrate their learning in the "You Show" section that follows.

You Show

- Materials needed:
 - Grade level selection
 - Graphic organizer
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