

Cause & Effect Tag & Tell

This Really Good Stuff® product includes:

- 4 Text Cards
- 1 Answer Card
- 50 Reusable Green and Red Word Tags
- 1 Task Card

This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Cause & Effect Tag & Tell**, a hands-on activity that strengthens your students' critical thinking and oral language skills.

Objective

Tag the cause and the effect within text and describe the logical connection between the two statements. Then write plausible causes for various effects on the "Because I Said So!" Record Sheet.

Meeting Common Core State Standards

Determine cause and effect and describe the logical connection between particular sentences and paragraphs in cause/effect text.

Distinguishing between cause and effect and learning the words that signal cause-and-effect relationships are important to comprehension development. Students will become mindful of cause-and-effect concepts and verbiage in their reading, writing, speaking, and listening, especially while working with partners. Signal words help students recognize the words that bridge cause-and-effect sentences. English Language Learners benefit from this type of activity as they learn new vocabulary and use language to describe cause-and-effect relationships.

Introducing Cause & Effect Tag & Tell

This three-part activity provides a fun setting for students to practice distinguishing cause and effect in their reading, writing, speaking, and listening. First students select a Text Card and 5 Green and 5 Red Word Tags. Students read a passage and mark the cause with a Green Tag, and they mark the effect with a Red Tag. Next students share their sentences with a partner, discussing the relationship of the cause and the effect, as well as the different signal words that served as clues in their decisions. Students then check their work using the color-coded Answer Card. For further practice, students write three plausible causes for various effects on the "Because I Said So!" Record Sheet and share their answers with a partner.

Quick Lesson in Cause and Effect

The tops of the Text Cards display a cause-and-effect visual reminder for students. A cause is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question "Why did it happen?" Refer to the visual on the card for the answer: It was a hot day.

An effect is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To determine the effect, ask the question "What happened?" Refer to the card: the ice cream melted.

Many teachers prefer to begin problem solving with the effect, to name it, and then ask what caused it. For example, what happened? The ice cream melted. Why did it happen? It was a hot day. For many students this approach seems easier to process.

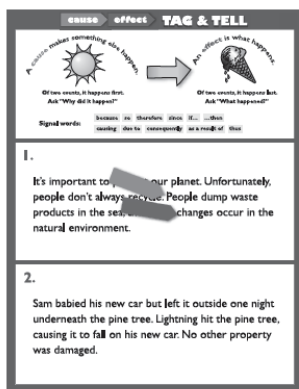
Model the Activity

Begin by modeling the activity, discussing every step with students. Tell students this three-part activity will help them to better understand cause-and-effect relationships. Use the Text Card tops and Quick Lesson above to explain cause-and-effect relationships. Tell students they will first read a passage and mark the cause with a Green Tag and they will mark the effect with a Red Tag. As they read, remind them to watch for signal words (listed on each card) as clues to the cause and the effect. In some passages, they must infer because there are no signal words, as in the passage *The referee blew the whistle on the basketball player for traveling.* Use the blue Text Card for this demonstration. Read aloud the first passage and think aloud as you determine the cause and the effect. Beginning with the effect is often easier for students to grasp. Asking "What happened?" helps to readily determine the effect: *changes occur in the natural environment.* Once the effect has been established, mark it with a Red Tag.

Next, ask "Why did it happen?" Confirm whether students' suggestions make sense. In this passage, students may point out that the second sentence, *Unfortunately, people don't always recycle,* also contributes to the effect (the changes in the environment). While both sentences may indeed contribute to the changes in the environment, we will label the phrase before the signal word as the correct choice for this activity. Discussion around the selection of the cause and the effect is important and should be encouraged. Refer to the

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signal words on the card as you problem solve together, emphasizing the signal words aloud: *People dump waste products in the sea; **therefore**, changes occur in the natural environment.* Place a *Green Tag* before the word *People*. Continue reading aloud and marking the rest of the passages on the *Text Card*, thinking aloud as you ask the two questions “What happened?” and “Why did it happen?” to confirm answers.



After tagging all five passages, ask a student to join you so you can model telling your partner about the cause-and-effect relationships in each passage and to share your justifications for your *Tags*. Be sure to talk about the importance of the signal words in your choices. Your partner should check your work using the color-coded *Answer Card*. If anyone disputes an answer, encourage discussion. This checking and discussion is excellent oral language practice for all learners, especially English Language Learners. Replace the *Tags* at the top of the *Text Card* so it is ready for the next student. Finally, model how to complete the “*Because I Said So!*” *Record Sheet*. Choose and check one statement that appeals to you in each numbered set. Use your imagination and sense of humor to write three possible causes for that effect on the lines to the left. Encourage students to use signal words to connect their cause with the effect. Ask students to recall when parents or teachers answer them with, “*Because I said so!*” and tell them you look forward to reading their creative causes that are sure to be better than, “*Because I said so!*” Have students share their written work with a partner as well.

After demonstrating all three parts of this center activity, have students “tag and tell” with a partner, complete the “*Because I Said So!*” *Record Sheet*, and share their answers with a partner.

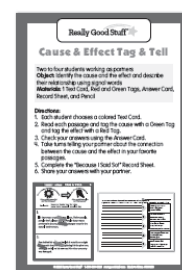
Because I Said So! Name _____

Check off one effect in each set and write three possible causes for it using signal words.
Signal words: because so therefore since the when causing due to consequently as a result of that

1	<input type="checkbox"/> The end of the hay bales off. <input type="checkbox"/> We were late to school. <input type="checkbox"/> The horse ran away.
2	<input type="checkbox"/> The line went on for a mile. <input type="checkbox"/> Flowers were everywhere. <input type="checkbox"/> Suddenly he couldn't breathe.
3	<input type="checkbox"/> Ants invaded the campsite. <input type="checkbox"/> Andy got better quickly. <input type="checkbox"/> No one would go on the ferris wheel.
4	<input type="checkbox"/> The neighborhood was demolished. <input type="checkbox"/> Everyone began to sing. <input type="checkbox"/> She wore goggles.
5	<input type="checkbox"/> She was covered in paint. <input type="checkbox"/> The phone wouldn't stop ringing. <input type="checkbox"/> The airplane couldn't land.

Task Card

Post this at the literacy center in a visible position. A student or a helper can refer to the *Task Card* for instructions. Refer to the shaded section at the top of the card for center preparation, including needed materials.



Because I Said So!

Check off one effect in each set and write three possible causes for it using signal words.

Signal words: because so therefore since if... ..then causing due to consequently as a result of thus

Name _____



- ☐ The end of the key broke off.
- ☐ We were late to school.
- ☐ The horse ran away.



- ☐ The line went on for a mile.
- ☐ Flowers were everywhere.
- ☐ Suddenly he couldn't breathe.



- ☐ Ants invaded the campsite.
- ☐ Andy got better quickly.
- ☐ No one would go on the ferris wheel.



- ☐ The neighborhood was demolished.
- ☐ Everyone began to sing.
- ☐ She wore goggles.



- ☐ She was covered in paint.
- ☐ The phone wouldn't stop ringing.
- ☐ The airplane couldn't land.

