

Common Core Georgia Performance Standards

(* CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.

ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

GRADE 1

ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACC1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).

GRADE 2

ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

WIDA English Language Proficiency Standards

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.



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Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELAKR1: The student demonstrates knowledge of concepts of print.

ELAKR5: The student acquires and uses grade-level words to communicate effectively.

ELAKR6: The student gains meaning from orally presented text.

ELAKW1: The student begins to understand the principles of writing.

ELAKLSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA1R6: The student uses a variety of strategies to understand and gain meaning from grade-level text.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

ELA1LSV1: The student uses oral and visual skills to communicate.

GRADE 2

ELA2R3: The student acquires and uses grade-level words to communicate effectively.

ELA2R4: The student uses a variety of strategies to understand and gain meaning from grade-level text.

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA2LSV1: The student uses oral and visual skills to communicate.

THEATER

GRADE K

TAESK.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAESK.4: Designing and executing artistic and technical elements of theatre

TAESK.7: Integrating various art forms, other content areas, and life experiences, to create theatre

GRADE 1

TAES1.2: Developing scripts through improvisation and other theatrical methods

TAES1.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES1.7: Integrating various art forms, other content areas, and life experiences to create theatre

GRADE 2

TAES2.2: Developing scripts through improvisation and other theatrical methods

TAES2.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

TAES2.7: Integrating various art forms, other content areas, and life experiences to create theatre

National Standards

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual language (e.g., convention, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes.

THEATER

Standard 2: Acting by assuming roles and interacting in improvisations

Standard 3: Designing by visualization and arranging environments for classroom dramatization

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Cause and Effect Commotion

Instilling a strong understanding of “cause and effect” will increase students’ reading comprehension skills. By acting out “cause and effect” situations, students will deepen the foundation of this important concept.

Essential Questions:

How can movement be used to demonstrate our knowledge of cause and effect events? How will understanding cause and effect help in reading comprehension?

Process A: Real Time Cause and Effect

Demonstrate the following actions to get students’ attention: (Note: the more dramatic and humorous the presentation, the better.)

- Gently kick a trash can. Let it fall to the ground. Ask students, “What just happened? Why did the trash can fall?” (The trash can fell because I kicked it.)
- Hold a pencil in your hand high in the air. Drop pencil. Ask students, “What just happened? Why did the pencil fall?” (The pencil fell because I let go of it.)
- Blow up a balloon. Tie it. Prick it with a needle. Ask students, “What just happened? Why did the balloon blow up?” (The balloon blew up because I breathed air into it.) “What else happened? Why did the balloon pop?” (The balloon popped because I pricked it with a needle.)
- Walk around the room and safely trip over a desk and fall to the floor. “What just happened? Why did I fall down? (I fell down because I tripped over the desk.) When I tripped, it caused me to fall down. When I dropped the pencil, it caused what to happen? When I puffed air into the balloon, it caused what to happen? When I kicked the trashcan, it caused what to happen? Each thing I did caused an effect (or something else) to happen. That’s ‘cause and effect’ and it is all around us all day long!”

Process B: Traveling with Real Time Cause and Effect

(The following dialogue is suggested for teachers to use in this exercise.)

- LET’S DRIVE A CAR - Have any of you ever driven a car? Why can’t you drive a car? (because you don’t have your license) Would you like to? Well, today I am giving each of you a special license to drive your own imaginary car. Sound fun? Okay. Let’s go!
- GETTING IN THE CAR - Open the door. Wait. Why did the door open? (because we pulled the handle or pushed the button)
- SEATBELT - Now sit in the driver’s seat of a car and put on your seatbelt. Let me hear you buckle it. (click)
- STARTING CAR - How do we start the car? Put the key into the ignition. Turn the key. What happened when we turned the key? (the car started) Why did the car start? (because we turned the key in the ignition)
- DRIVING AROUND - Okay...let’s drive around for a little bit. Where would you like to go? The movies? Let’s go. Take a right. Oh wow. I just saw that we are low on gas, so we’ll have to stop by the gas station and get some gas first. Wait.
- STOPPING - I see a big red light up there. What does that mean? Stop. Yikes! Let’s all stop. Wait. How do we stop? What causes the car to stop? (putting my foot on the brake) Okay, let’s all put our foot on the brake at the same time when I say three. 1, 2, 3.
- RUNNING OUT OF GAS - Now the light turned green. What does that mean? (go) All right, let’s put our foot on the gas on the count of 3. 1, 2,3...Uh oh. Our cars won’t move. Let’s try it again. 1, 2, 3. Now it’s shaking and sputtering and it just stops. Let me see your car shake and sputter. OH NO! What happened? Does anyone know why it won’t move? (because it ran out of gas)
- Oh well! I guess we better get out and walk to the movie theater. Quickly. Take your keys, undo your seatbelt, open the door and run to the theater before the movie starts. We need to get some popcorn!

Process C: Because is the Cause

- Say, “Did we just experience any cause and effect situations? Can you name one? A cause and effect is why something happens and the result or effect of what happens. Now let’s break that down. Let’s look at the cause. The cause is why something happens. When I can figure out the cause (hold up ‘cause’ visual), then I can figure out the effect (hold up ‘effect’ visual). Always see where you can add the ‘because’ and that will be your clue to what the cause is in the sentence.”
- “Let’s think about the car we just drove. Listen to this sentence: I pulled the handle and the door opened. Now I want you to use the word ‘because’ (hold up ‘because’ visual) to find the cause. You see, every time you insert the word because it leads you to the cause!”

Process D: Cause and Effect Dance

- Say, “Every time we say the word ‘because,’ we are going to spin our hands in front of our bodies. (Note: Really stress the word ‘cause’.) Remember, the ‘because’ shows us the ‘cause.’ Every time we say the ‘effect,’ or the result of what is happening, let’s put our open hands and arms high in the air above our heads!” Tape the visuals “Cause” and “Effect” on the wall about 3 feet apart from each other.

Materials

- Trash can
- Pencil
- Balloon
- Needle
- Word visuals (cause, effect, because)
- Masking tape
- Sentence card visuals

Vocabulary

Cause

Why something happens; what happens in a given situation

Effect

What happens; the result of what happens in a given situation

Cause and effect

A relationship that writers use to show how facts, events, or concepts happen or come into being because of other facts, events or concepts

Signal words

Words that are often used in sentences or stories to show cause and effect relationships (because, so and therefore)

Classroom Tips

This activity works best in an open space with room for students to move. Review audience etiquette and expectations before students perform for their classmates.

Resources

<http://www.thatquiz.org/tq/previewtest?RWLQ9432>

http://www.education.com/activity/article/Cause_Effect_Card_middle/

<http://forums.atozteacherstuff.com/showthread.php?t=72517>

<http://ecedweb.unomaha.edu/lessons/mouse.htm>

Process E: Words in Motion

- Say “Now let’s try to break this down with some of the actions (causes and effects) we experienced when driving our cool cars. I’ve put them into sentences to help us. What was the first thing that we needed to do to get into the car? Okay, let’s start with this sentence. Show visual of sentence: I pulled the handle and the door opened. Ask two students to come to the front of the class. Tell them they are each going to get to act out one part of the sentence or activity, either a cause or an effect.
- Give the first student “pulling the handle” (cause). Give the second student “opening the door” (effect). Now ask each student to show you his/her activity using a sound, whole body and the space around them. Encourage them to exaggerate and have fun with it. Read the sentence one more time and then guide the class through finding the cause and effect by prompting with “because.” Say, “We have both actions up here. Let’s try to decide which is the cause and which is the effect.”
- Say, “Now let’s see if ‘because’ (do action) can really help us find the cause. Where could we use the word ‘because’ with these words and make it make sense? If we put it in front of ‘the door opened’, would that be right? Because I opened the door, I pulled the handle? Does that make sense? (no) If we put it in front of ‘I pulled the handle’, would that be right? Because I pulled the handle, the door opened. Does that make sense? (yes) It looks like we found our cause by using the word ‘because.’ So we figured out that the ‘because’ comes before which action? (pulling the handle) Can you tell me what the cause part of this sentence is? (because I pulled the handle – pulling the handle) Where should our ‘pulling the handle’ actor stand while he does his action? (under the word ‘cause’) If that is the cause, which action or part of the sentence is the effect? (the door opened) Where should our ‘effect’ actor stand?” (under the word “effect”)
- Say, “So, let’s see our actors do their actions when I call ‘action.’ When I say ‘freeze,’ the actors will freeze. Let’s practice that.” Say “action” and “freeze” several times while the actors respond. “Now let’s say our sentence two more times while the actors are acting out their actions when it’s their turn in the sentence. Now let’s say it again and we will add our hand motions when we say the cause and when we say the effect. When we say the cause part of the sentence, we will spin our hands in front of us. What’s the cause in this sentence? (because I pulled the handle) When we say the effect part of the sentence, we will put our open hands and arms high in the air above our heads. What’s the effect part of this sentence? (the door opened)” Repeat the sentence two times with all of the actions and hand motions.
- Have actors and actresses take a bow before going back to their seats.
- Guide students through the same process by holding up the sentence visuals as explained above:
 - I turned the key in the ignition and the engine started.
 - The car moved when I pressed the pedal with my foot.
 - The car stopped when I hit the brake with my foot.
 - The car turned off when it ran out of gas.
- Compliment students on their great driving skills, smart choices and desire to learn. Say, “What’s a cause? What’s an effect? What word can we use to find the cause in a sentence? (because) Let’s do our hand motions. The next time you have a sentence in front of you and have to figure out the ‘cause and effect,’ whisper the word ‘because’ to yourself and try to figure out where it would fit in the sentence. This will alert you to the ‘cause’ which will leave the ‘effect.’”

Assessment

- Students demonstrate understanding by appropriately identifying the “cause” and “effect” in the aforementioned scenarios and sentences.
- Students demonstrate behaviors needed to participate in drama activities.
- Students use grade-level appropriate words to communicate orally.
- Students will be able create a written or spoken sentence to demonstrate understanding of cause and effect.

ESOL Modifications and Adaptations

Since this lesson is already conducive to ESOL students, the teacher needs to make sure they are using a lot of body language as they demonstrate each role play. The teacher may also want to preview ESOL students in a smaller group setting to 1) introduce signal words and their meanings (because, so, and therefore) and 2) discuss the meaning of cause and effect. Have students act out simple causes and effects to make sure students understand (e.g., fall down and start crying).

ESOL Assessments

Each student will role play their own interpretation of cause and effect situation and write a sentence/draw a picture incorporating the signal words in their sentence.

Gifted Modifications and Extensions

Show students multiple comic strips that demonstrate obvious examples of cause and effect. Students will create a four or five picture comic strip to illustrate cause and effect. When completed, they will compose a fluid/flowing dance using the hand motions for cause and effect from Process C with additional self-created movements.

Gifted Assessments

Students show understanding by identifying and generating obvious signs of cause and effect through their comic strip and dance.

Special Education Modifications and Adaptations

Process A: Give different options of what might happen. Discuss and then demonstrate.

Process B: Provide/Add picture cards for each cause and effect scenario.

Process C: Provide pictures for students to choose from for the “because” sentences.

Process D: Complete dance with teacher support taking into consideration physical limitations. Use pictures to match movements (arms out and arms up).

Process E: Provide new pictures with cause and effect. Invite students to complete framed sentences. _____ because _____ using pictures and/or words. Act out sentences beginning with both the cause and effect and have students determine which is correct. Dictate or fill in framed sentences.

Special Education Assessments

The student will correctly pantomime cause and effect and/or complete a framed sentence.