



Program Information	<i>[Lesson Title]</i>		TEACHER NAME		PROGRAM NAME			
	<i>What Caused This Effect and Sequencing?</i>		Linda McBride		Warren County Career Center			
Program Information	<i>[Unit Title]</i>		NRS EFL(s)		TIME FRAME			
	<i>Cause and Effect/Sequencing</i>		2 – 3		100 minutes			
Instruction	<u>ABE/ASE Standards – English Language Arts and Literacy</u>							
	Reading (R)		Writing (W)		Speaking & Listening (S)		Language (L)	
	Foundational Skills		Text Types and Purposes	W.2.2	Comprehension and Collaboration	S.2.1	Conventions of Standard English	
	Key Ideas and Details	R.2.5	Production and Distribution of Writing	W.3.3, 3.5	Presentation of Knowledge and Ideas	S.2.5	Knowledge of Language	
	Craft and Structure		Research to Build and Present Knowledge				Vocabulary Acquisition and Use	
	Integration of Knowledge and Ideas						<i>Benchmarks identified in RED are priority benchmarks. To view a complete list of priority benchmarks and related Ohio ABE lesson plans, please see the Curriculum Alignments located on the Teacher Resource Center.</i>	



<p>LEARNER OUTCOME(S)</p> <ul style="list-style-type: none"> The learner will be able to understand cause and effect and sequencing by writing a cause and effect paragraph and creating a timeline. 	<p>ASSESSMENT TOOLS/METHODS</p> <ul style="list-style-type: none"> Learners will demonstrate understanding of cause and effect by writing a cause and effect paragraph and creating a timeline accurately.
<p>LEARNER PRIOR KNOWLEDGE</p>	
<p>INSTRUCTIONAL ACTIVITIES</p> <ol style="list-style-type: none"> Set up some dominoes so everyone can see. Once ready to start, ask the class to guess what the purpose of dominoes is. After taking answers start the domino effect and then ask what happened. Works well for cause/effect and sequencing. If students don't explicitly say cause and effect then introduce the concept to them. Draw the link between the activity and reading. Explain that one of the key reading strategies for anything they do is understanding cause and effect. Have students use think-pair-share to come up with examples of cause and effect then share with the class. (These can be everyday examples). Show Cause and Effect then display <i>Cause and Effect Key Words</i> document using a document camera. If a document camera is not available, distribute a copy to each student which you may want to do anyway. Use explicit instruction and Cause and Effect to explain cause and effect. Fill in the <i>Graphic Organizer Cause and Effect</i> as you go through the examples. Explain your reasoning by filling in the corresponding section. This will help the learner to identify the connections. 	<p>RESOURCES</p> <p>Dominoes</p> <p>Computer with Internet access</p> <p>Projector, ability to project</p> <p>Speakers</p> <p>Step, L. (2015, January 04). Cause and Effect. Retrieved from https://www.youtube.com/watch?v=460NsaiEq8M</p> <p>Student copies of <i>Cause and Effect Key Words</i> (attached)</p> <p>Cause and Effect. (n.d.). Retrieved from https://www.cnm.edu/depts/advisement/documents/cause-and-effect.pdf/view</p> <p>Student copies of <i>Graphic Organizer Cause and Effect</i> (attached)</p>



<ol style="list-style-type: none">5. Challenge pairs or groups to come up with examples of cause and effect in different areas-science, social studies and literature and share with the group. Could assign each pair or group a certain area – science, social studies.6. Have students work with a partner to write a cause and effect 2 paragraph writing. Can choose topics from 100 Cause and Effect Essay Topics.<ol style="list-style-type: none">a. Students may need time and resources to research information in order to complete the assignment.7. Share with students that sequencing is another important topic, but can be tricky. Have the students tell you how to make a peanut butter and jelly sandwich. Follow their directions literally; most likely steps will be missed.8. Ask if anyone can give a definition for sequence. The formal definition is “a particular order in which related events, movements, or things follow each other.” This is very important in science when doing experiment, reading, as well as the workplace.9. Show and/or distribute <i>Recognizing Sequence (pg. 1)</i> containing signal words for sequence.10. Solicit answers as to the importance of sequence and what happens if not in sequence.<ol style="list-style-type: none">a. Have them provide real life examples. Can work with a partner.b. Circulate among the groups. If they need some nudging - What would happen at their place of work if they didn't follow the correct procedure? Ask them what would happen if the	<p>Lynne, V. (2016, May 10). 100 Cause and Effect Essay Topics. Retrieved from https://letterpile.com/writing/100-Cause-and-Effect-Essay-Topics</p> <p>Sequencing materials/resources</p> <ul style="list-style-type: none">• Items for making peanut butter and jelly sandwich<ul style="list-style-type: none">○ Plate, knife, peanut butter, jar of jelly, loaf of bread <p>Student copies of <i>Recognizing Sequence (pg. 1)</i> (attached) York, C. (n.d.). <i>Recognizing Sequence</i> [PDF file].</p> <p>How to Draw a Good Diagram of a Business Workflow? (n.d.). Retrieved from http://www.conceptdraw.com/examples/business-workflow</p> <p>Student copies of <i>The Chicago Fire</i> (attached) Center for Urban Education at DePaul University. (2005). <i>The Chicago Fire</i> [PDF file]. Retrieved from http://teacher.depaul.edu/Documents/ChicagoFireNonfiction3rdgrade.pdf</p> <p>Student copies of <i>Sequence</i> graphic organizer (attached) <i>Sequence</i> [JPEG file]. (n.d.). Retrieved from https://allaccesspassblog.files.wordpress.com/2013/04/sequence-pg-57.jpg</p>
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	<p>Medical Assistant didn't follow the procedure correctly when giving a shot or drawing blood? A mechanic not changing oil or tires correctly, assembly line worker, driving a car, following a recipe/making something, building a house, doing math in the wrong order (order of operations) etc.... Draw connection to sequence is referred to as workflow.</p> <p>c. Show How to Draw a Good Diagram of a Business Workflow? (image of the hiring process for a business) and emphasize the importance of following a sequence.</p> <p>11. Have learners complete The Chicago Fire in class.</p> <p>12. Have learners use the Sequence graphic organizer to create their own timeline, sequencing chart, workflow diagram.</p>	
	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> Using groups/pair work provides for differentiation. Higher level students can write a longer cause/effect essay and create a timeline of their own with more steps involved. 	
Reflection	<p>TEACHER REFLECTION/LESSON EVALUATION</p>	
	<p>ADDITIONAL INFORMATION</p> <p><i>Recognizing Sequence</i> contains many different graphic organizers that may be of interest.</p>	



Cause and Effect Key Words

Accordingly

Also

As a result

Because

Because of

Consequently

For this reason

If..., then....

In order to

Maybe due to

Nevertheless

Not only, ...but...

Since

So...

This led to...

Yet



Graphic Organizer Cause and Effect

Cause	Effect	Reason
1.		
2.		
3.		
4.		

Cause and Effect

Many times one event causes something else to happen. The cause comes first, and then the result or effect can be seen. The cause leads to the effect.

Example: The tornado caused a lot of damage.

Without thinking about it, you connect causes with effects every day. You might drive to school very early so that you can find a good place to park. Your thinking about how hard it will be to find a parking place is the cause. Your driving to school early to get a parking place is the effect.

A larger example may help. In certain winters the U.S. had such extremely low temperatures in some southern states that the frost line reached Florida, damaging the state's orange crop. Many oranges were lost. On the television news, it was predicted that consumers would soon be forced to pay more for orange products at the store.

A number of results came from this single cause – sudden cold temperatures. A couple of them are listed below:

Cause	Effect
1. freezing temperatures	damaged orange crop
2. damaged orange crop	fewer oranges harvested

What effect might come from the cause shown below? Write one.

Cause	Effect
3. fewer oranges harvested	_____

You may have written, “higher prices for orange products,” since a short supply of a commodity leads to higher prices. You can probably think of other causes and effects stemming from this event. For example, *higher prices for orange products* (cause) might mean that *fewer orange products will be bought* (effect). Also, *a damaged Florida orange crop* (cause) might mean the *sale of more California oranges* (effect).

As you see, events can sometimes lead to a chain of cause-and-effect relationships. Analyzing cause and effect can help you understand what you read and also help you write about cause and effect clearly so that your readers will understand what caused what.

In writing, cause and effect is frequently signaled by key words such as

because	the reason was
since	led to
therefore	brought about
as a result	the outcome was
consequently	the end result was
accordingly	was responsible for

Examples:

I hurried to get ready for school because I got up late.

The outcome of my talk with my son's teacher was a better understanding of my son's difficulty in school.

Although causes normally come before their effects, in some sentences the effects may be stated before the cause. You could write

I drove to school very early so that I could find a good place to park.
(cause before effect)

Or you could write

In order to find a good place to park, I drove to school very early.
(effect before cause)

Notice in the sentence below that the effect comes before the cause even though in reality the cause happened before the effect:

America finally turned its attention to the exploration of space largely because of the Soviet Union's launching of Sputnik in the late 1950s.

Exercise 1

Directions: Underline the cause and the effect in each sentence below and write a *c* above the cause and an *e* above the effect. Some sentences may include more than one cause or effect.

1. In addition to extreme overpopulation, extended drought has contributed to severe famine in Ethiopia and other parts of Africa.
2. Population growth in the Sunbelt States has come from many companies relocating to that area.

3. The emigration of the first pilgrims from England to the New World was prompted by religious persecution in their homeland.
4. Unfair employer practices brought about the establishment of labor unions.

Exercise 2

Directions: Frequently you will be asked to trace causes and their effects in an article or a passage. Read the passage below. Match the effects listed in the column on the right with their causes listed on the left by writing the appropriate letter in the space provided.

Tornadoes, or “twisters,” are among the smallest but most violent storms. They are caused by air masses that reach rotational speeds of about 300 miles per hour. Tornadoes often occur in series, like the ones in April of 1965 that caused havoc in Iowa, Wisconsin, Illinois, Indiana, Michigan, and Ohio, killing 271 people and damaging \$300,000,000 worth of property. Forty years earlier, in March of 1925, another series had killed 740 persons in Missouri, Indiana, Illinois, Kentucky, and Tennessee.

“Tornado Alley” is a belt that runs through the Great Plains and southeastern portion of the United States. The Chicago area holds the greatest potential for tornado damage because of the combination of its location, its density of population, and its development. However, less populated southwestern Oklahoma has the highest incidence of tornadoes. Though Chicago has only half the incidence of tornadoes as Oklahoma, the need for disaster aid in Chicago is greater than anywhere else.

Cause	Effect
_____ 1. tornado series of 1965	(a) 740 people killed in 5 states
_____ 2. plains location, population density, and development in the Chicago area	(b) small violent storms
_____ 3. rotating air masses of about 300 mph	(c) the greatest potential for tornado damage
_____ 4. tornado series of 1925	(d) \$300,000;000 property damage

Exercise 3

Directions: Read the two passages below. Circle the letter of the choice that best completes the statements that follow each passage.

A troublesome problem in the American economy is reduced competitiveness with other industrial nations. This is especially true regarding automobile production and sales between the United States and Japan.

Japanese auto makers can produce smaller cars more cheaply than many of the American Big Four auto makers. Also, for many years, the American market has been open to Japanese car manufacturers. Because of this, car sales for GM, Chrysler, Ford, and American Motors have suffered.

Because of pressure from American government and business leaders, Japan has voluntarily reduced the number of cars exported to the United States. This self-imposed quota has allowed U.S. auto makers to improve quality, increase automation, and reduce manufacturing costs.

Unfortunately, American car buyers have not significantly increased their purchase of domestic cars. They choose, instead, to pay more for the fewer Japanese imports, and they have responded to the limited export of Japanese cars by buying more European imports.

1. According to the passage, one result of Japan's voluntary restraint on auto exports to the U.S. has been that
 - (1) American cars have become scarce and highly priced.
 - (2) American automobile manufacturers have demanded stronger protectionist policies.
 - (3) Americans have been refusing to buy Japanese automobiles.
 - (4) the Japanese have been buying more American cars.
 - (5) American auto makers have become more competitive.

2. According to the passage, an effect of the reduced numbers of Japanese cars exported to the U.S. has been
 - (1) a decreased demand for Japanese imports by Americans.
 - (2) an increase in the number of European imports sold in the U.S.
 - (3) a decrease in the cost of Japanese imports.
 - (4) an increase in the number of American cars sold in Japan.
 - (5) a greater commitment by Americans to "buy American."

In 1978, voters in the state of California revolted against high taxes by passing Proposition 13. This action severely limited revenue from property taxes that is vitally important in supporting public schools. One result of this was that educational programs in the state suffered. However, after 1978, the federal report, "*A Nation at Risk*," was released. This report focused on the "rising tide of mediocrity" engulfing American schools.

Now, California leads states that have raised taxes to enable schools to improve programs.

1. What is suggested as the reason for the change in feeling by the voters of California?
 - (1) Homeowners weren't paying their fair share of taxes.
 - (2) The public recognized the need for money to improve the quality of the schools.
 - (3) Voters decided property taxes were not the proper source of revenue for schools.
 - (4) A federal report convinced citizens that schools misused funds.
 - (5) Taxpayers in California were paying a proportionally lower amount for school support than those in any other state.

2. As a result of raising taxes, California
 - (1) had less revenue.
 - (2) had mediocre educational programs.
 - (3) was featured in "A Nation at Risk."
 - (4) had the first tax revolt.
 - (5) will be able to improve educational programs.

FCAT READING SKILL

Recognizing Sequence

1. **What to do and what to watch for:** Organizing the events of the story in time order can help you understand the information more easily. You can use a graphic organizer like the one below to list the order or sequence of events in a passage or a story.
2. **Chronological or time order.** Events occur in a certain order in a reading. The order of the events in time is called chronological (time) order. The ability to sequence events in chronological order is an important skill. Pay attention to signal or transition words that tell time order and show the sequence of events.
3. **Sequence signal words.** Transition or signal words will signal you when one event is completed or the next event is beginning. Understanding these words helps you to understand the sequence of the events. Refer to the chart below for examples.

SIGNAL / TRANSITION WORDS FOR RECOGNIZING SEQUENCE	
first, second, third, etc.	at the beginning
finally	prior to
afterwards	shortly thereafter
while	subsequently
soon	next
simultaneously	at the same time
then	following that
when	later
now	soon
during	at (in) the end
the first/next/last thing	before
last	after

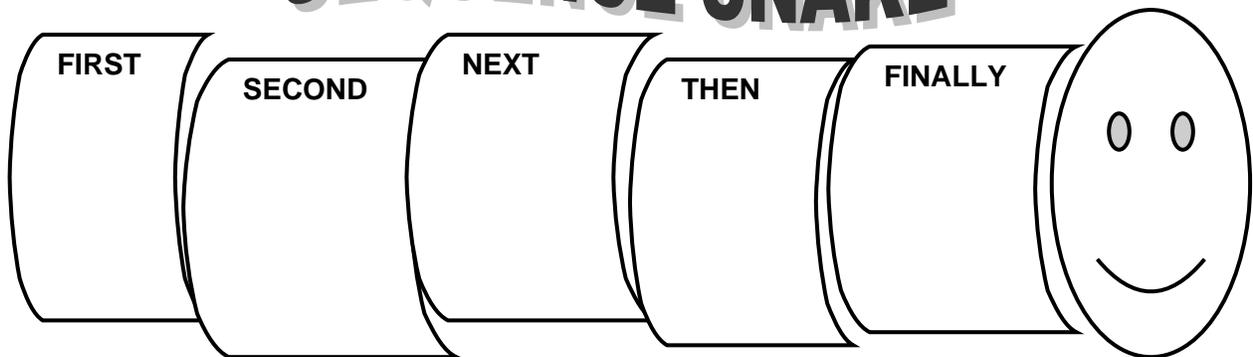
Example:

***In the beginning**, the girls were just talking **while** they waited for the bus. **Suddenly** a car pulled up and blew its horn loudly. **Next**, a woman jumped out with her hair flying. **At the same time**, the driver put the car in park and stepped into the street. **When** he did this, cars began stopping. **Next**, the bus arrived and joined the line of stopped cars. **Following that**, the police arrived. **Soon** they had the woman calmed down. **Then** they asked the driver to move his car out of the way. **When** the street was clear, the line of cars moved on. **Subsequently**, the girls got on the bus. **The last thing** they saw was a happy dog jump into the arms of the woman.*

SEQUENCE OF EVENTS	
1	In the beginning , the girls were just talking while they waited for the bus.
2	Suddenly , a car pulled up and blew its horn loudly.
3	Next , a woman jumped out with her hair flying. At the same time , the driver put the car in park and stepped into the street. When he did this, cars began stopping.
4	Next , the bus arrived and joined the line of stopped cars.
5	Following that , the police arrived
6	Soon , they had the woman calmed down.
7	Then , they asked the driver to move his car out of the way
8	When the street was clear, the line of cars moved on
9	Subsequently , the girls got on the bus.
10	The last thing they saw was a happy dog jump into the arms of the woman.

SEQUENCE OF EVENTS	
1	
2	
3	
4	
5	

SEQUENCE SNAKE



Name _____



RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer and the sequence signal words to explain something that happened. (Real or imagined.)

TITLE/TOPIC/TEXT _____

SEQUENCE OF EVENTS	
1	In the beginning,
2	Suddenly,
3	Next, At the same time,
4	Next,
5	Following that,
6	Soon,
7	Then,
8	When
9	Subsequently,
10	The last thing

Name _____



RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events in the reading.

TITLE/TOPIC/TEXT _____

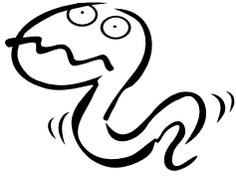
SEQUENCE OF EVENTS	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Name _____

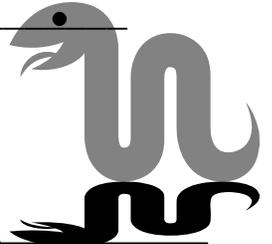
RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events in the reading.

TITLE/TOPIC/TEXT _____



SEQUENCE SNAKE



FIRST

SECOND

THEN

NEXT

FINALLY

Name _____



RECOGNIZING SEQUENCE: SIGNAL / TRANSITION WORDS

Title/Topic/Text _____

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events in the reading.

 SIGNAL WORD(S): 	 SIGNAL WORD(S): 	 SIGNAL WORD(S): 		
1. 	→	2. 	→	3.
 SIGNAL WORD(S): 	 SIGNAL WORD(S): 	 SIGNAL WORD(S): 		
6. 	←	5. 	←	4.

Name _____

RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

SCHEDULE for _____

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events in the reading. Chronological order can use days, dates or times, like a schedule or timeline. Identify the column or row labels for your schedule (Examples: Time, date, year, event, day, start time or end time, etc.) and use as many columns & lines as you need.



Name _____



RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

TIMELINE for _____

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events (days, dates, times, years, etc.) in the reading. Chronological order can identify the column & row labels (Examples: Time, date, year, event, day, start time, end time, etc.) and use as many markers & lines as you need.

Three vertical timeline organizers are shown. Each consists of a rectangular box at the top and another at the bottom, connected by a vertical line with horizontal tick marks. The first timeline has a clock icon and a character with a clock for a head. The second has an hourglass icon. The third has a winged clock icon.



Name _____

RECOGNIZING SEQUENCE: ORDER IN A PROCESS

Directions - How to Make _____



First,

Second,

Third,

Next,

After that,

Then,

Finally,

Name _____

RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events (days, dates, times, years, etc.) in the reading. Chronological order can identify the column & row labels (Examples: Time, date, year, event, day, start time, end time, etc.) and use as many markers & lines as you need.



TIMELINE for _____



Name _____

RECOGNIZING SEQUENCE: CHRONOLOGICAL ORDER

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events. **Sequence signal words** tell when one event is completed or the next event is beginning. Use the organizer to identify a sequence of events (days, dates, times, years, etc.) in the reading. Chronological order can identify the column & row labels (Examples: Time, date, year, event, day, start time, end time, etc.) and use as many markers & lines as you need.

TIMELINE for _____



Name _____

RECOGNIZING SEQUENCE: SEQUENCING 4 EVENTS

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events.

Title/Topic/Chapter _____

1.	2.
3.	4.

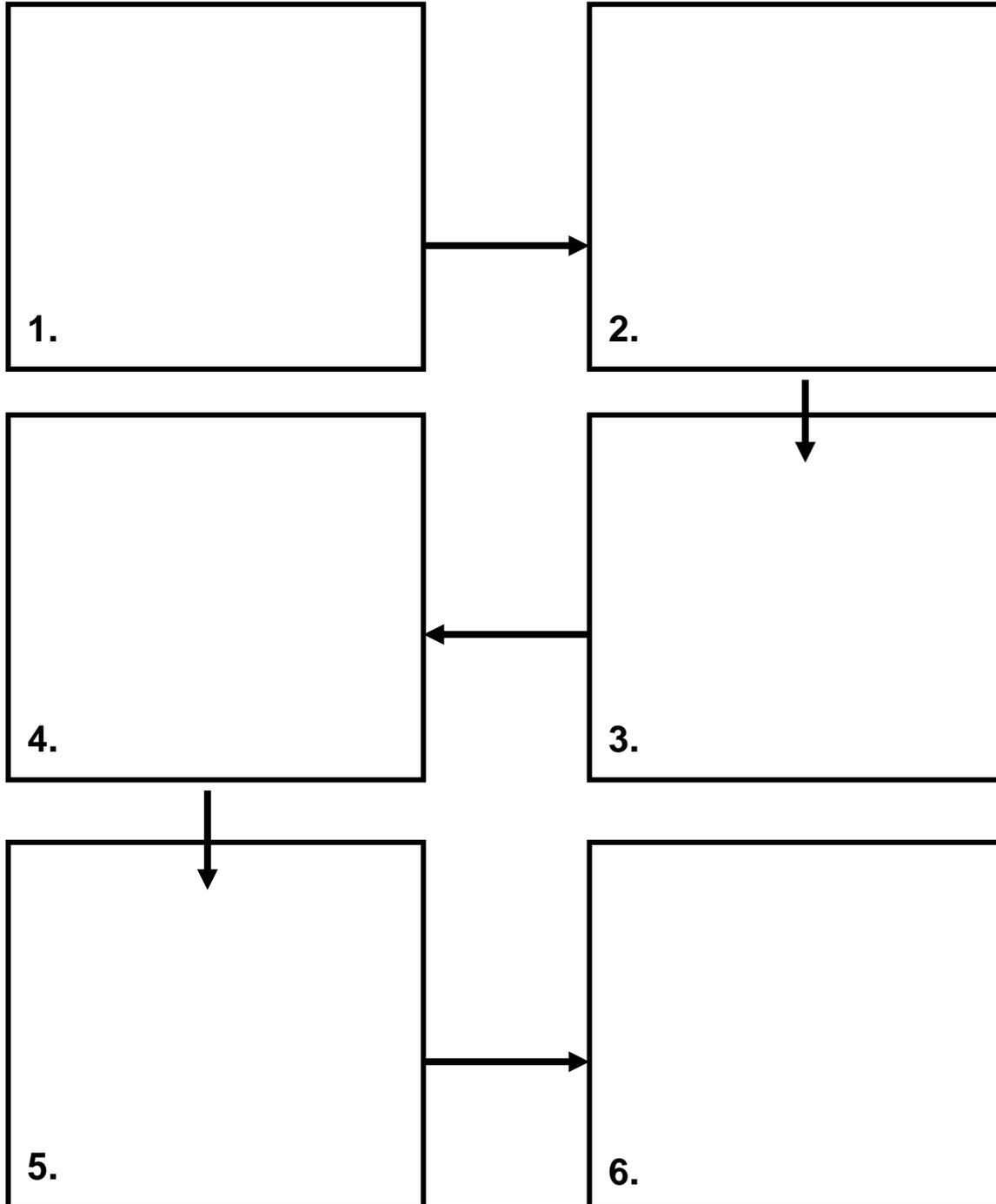


Name _____

RECOGNIZING SEQUENCE: SEQUENCING 6 EVENTS

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events.

Title/Topic/Chapter _____



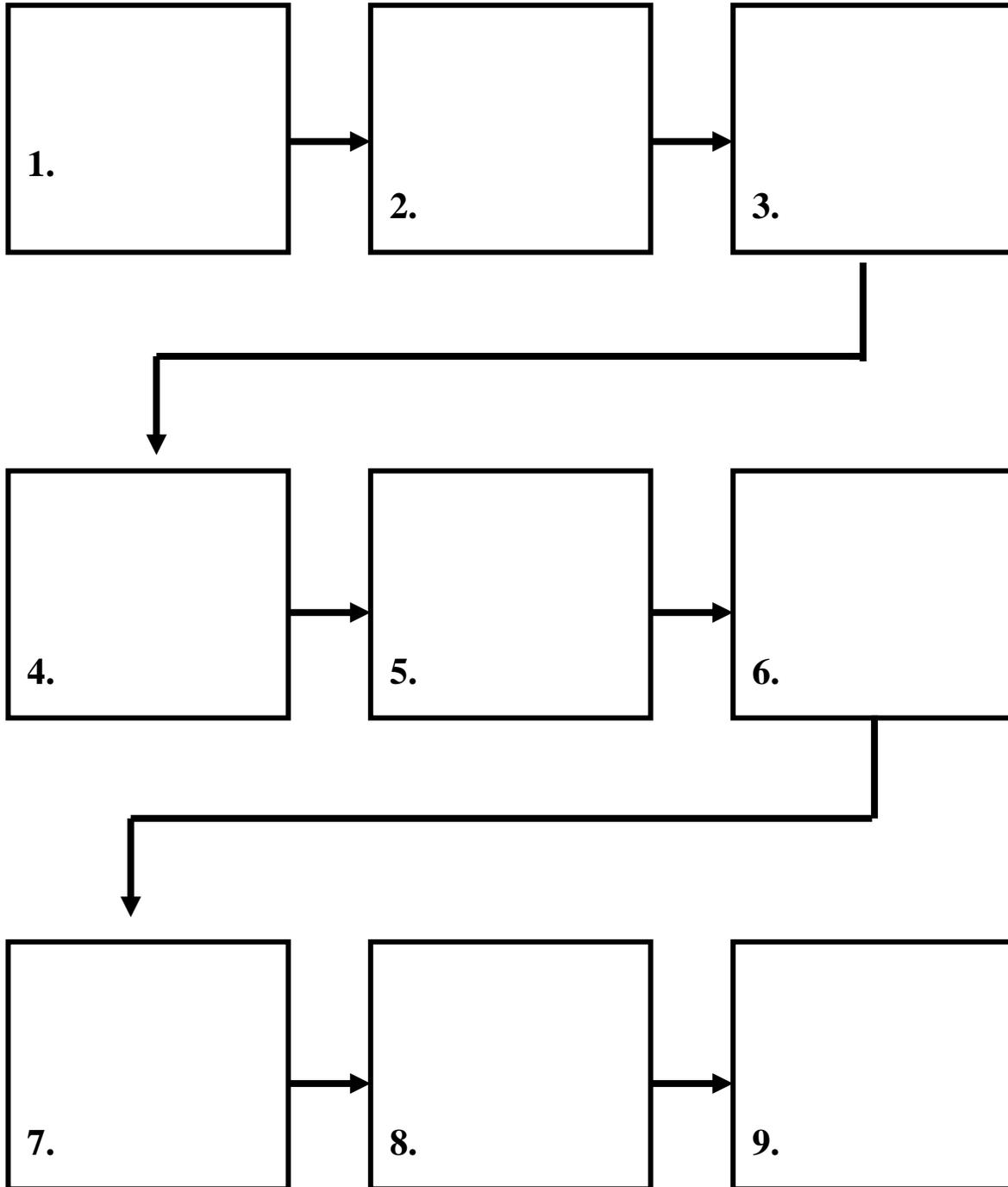
Name _____



RECOGNIZING SEQUENCE: SEQUENCING 9 EVENTS

Chronological or time order is the order of events in time. Signal or transition words tell time order and show the sequence of events.

Title/Topic/Chapter _____





Name _____

RECOGNIZING SEQUENCE: SEQUENCE CHAIN

Title/Topic/Chapter _____

A. _____

1.



2.



3.



4.



5.

B. _____

1.



2.



3.



4.



5.



6.

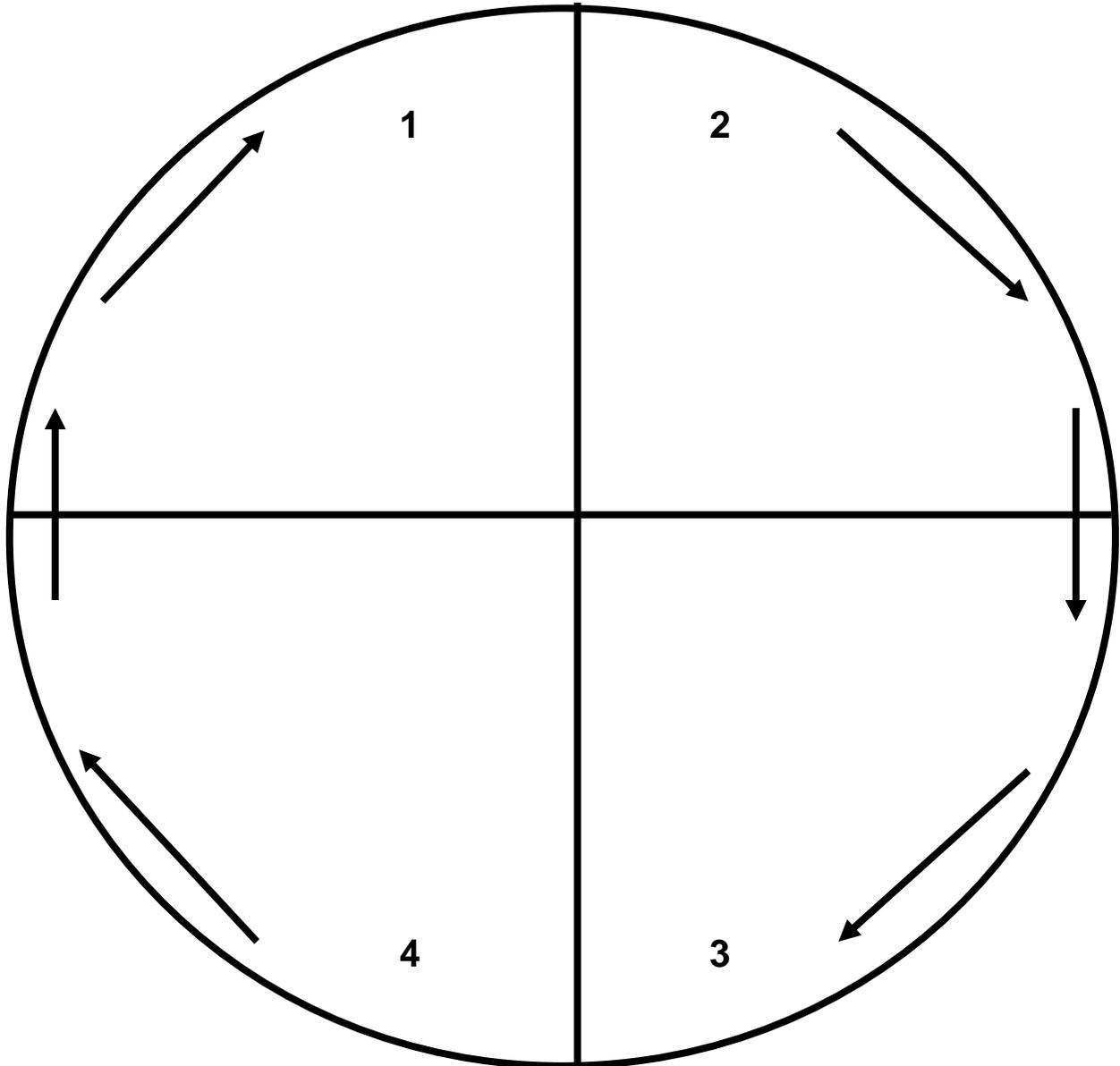


7.

Name _____

RECOGNIZING SEQUENCE: CLOCKWISE 4 SEQUENCE CIRCLE

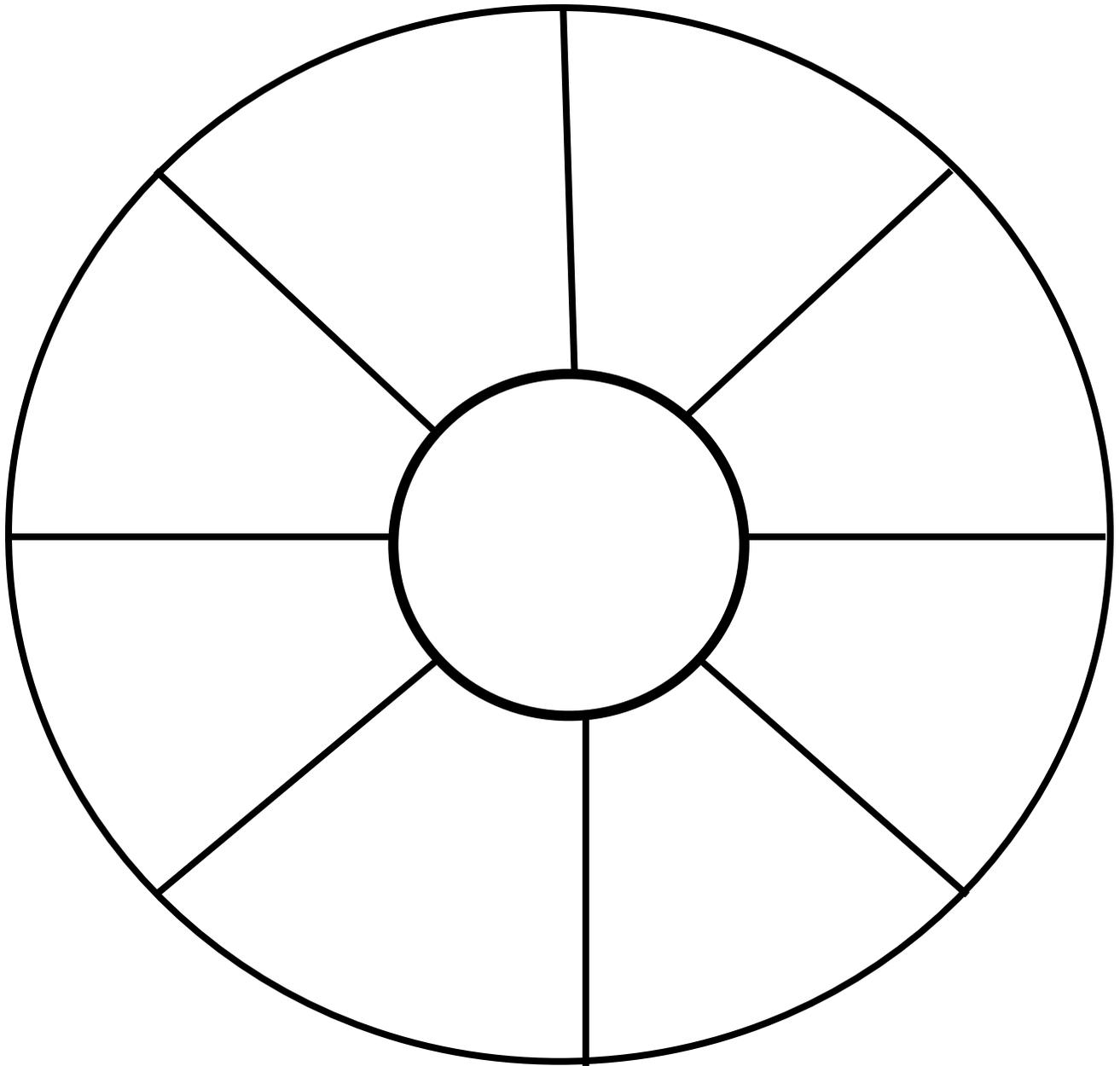
Title/Topic/Chapter _____



Name _____

RECOGNIZING SEQUENCE: SEQUENCE WHEEL

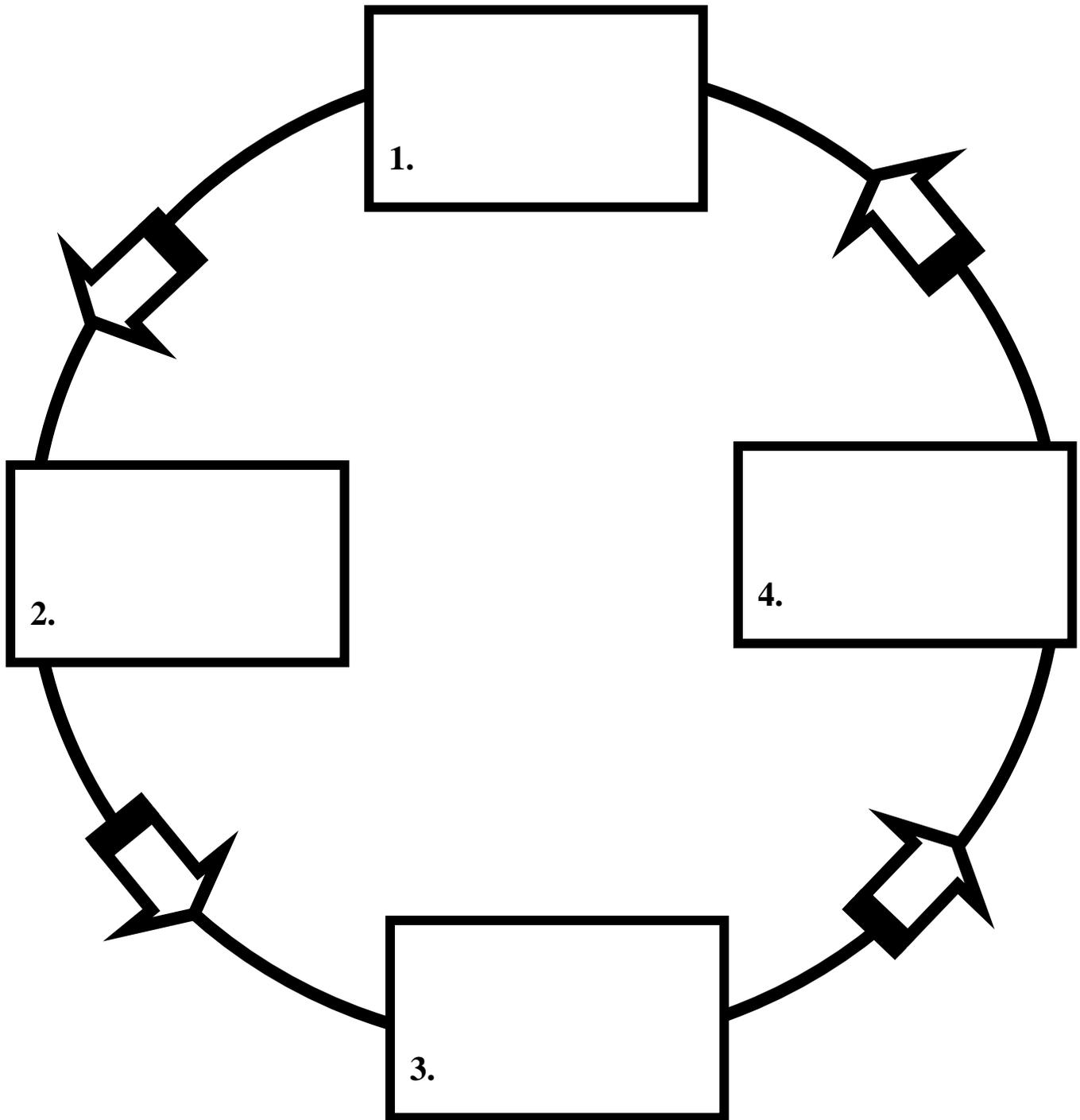
Title/Topic/Chapter _____



Name _____

RECOGNIZING SEQUENCE: A CYCLE

Title/Topic/Chapter _____



Name _____

RECOGNIZING SEQUENCE: EVENTS CHAIN

Title/Topic/Chapter _____

Start

Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--



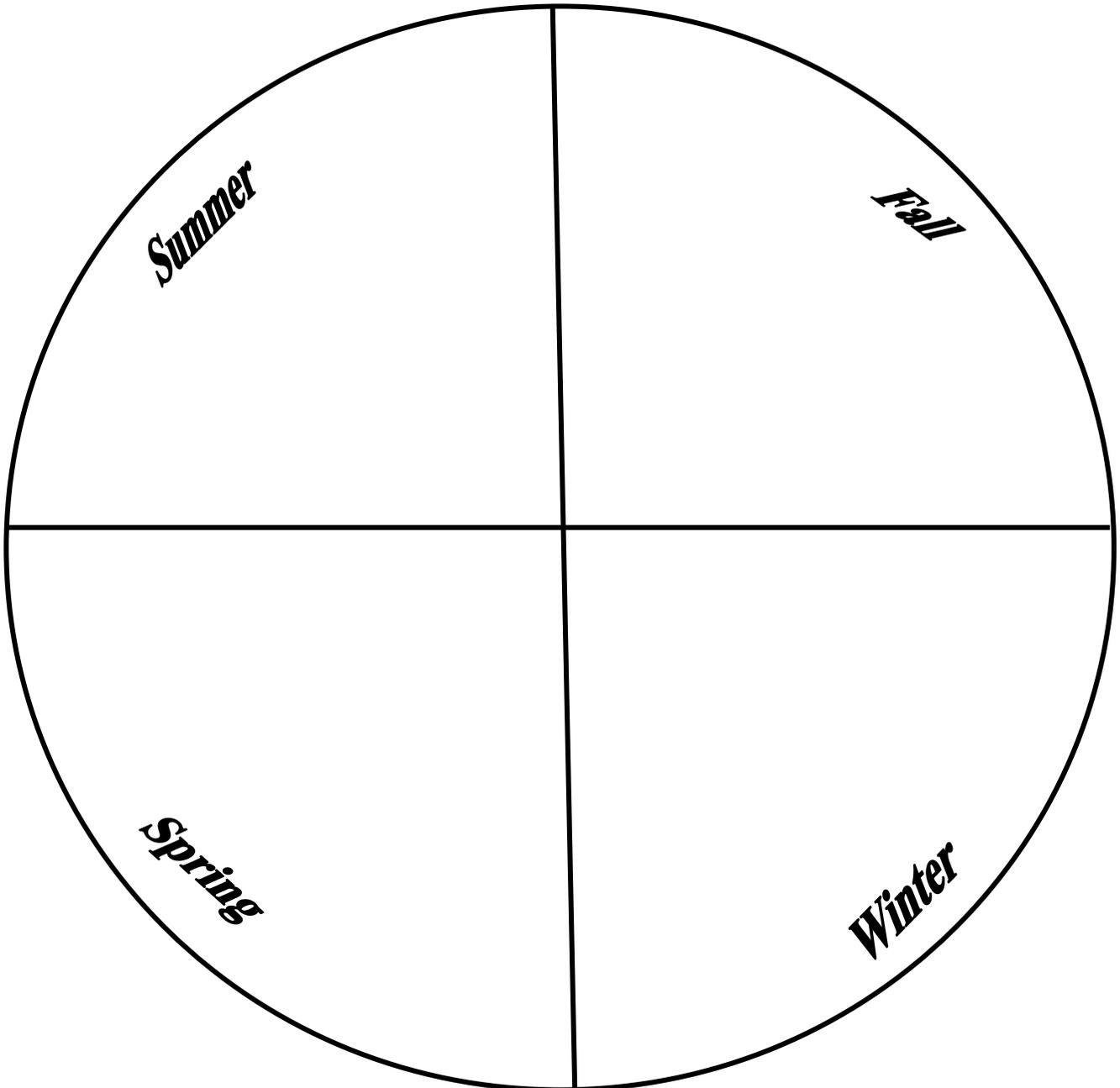
Event: Time: Notes:
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Finish

Name _____

RECOGNIZING SEQUENCE: SEASONS CYCLE

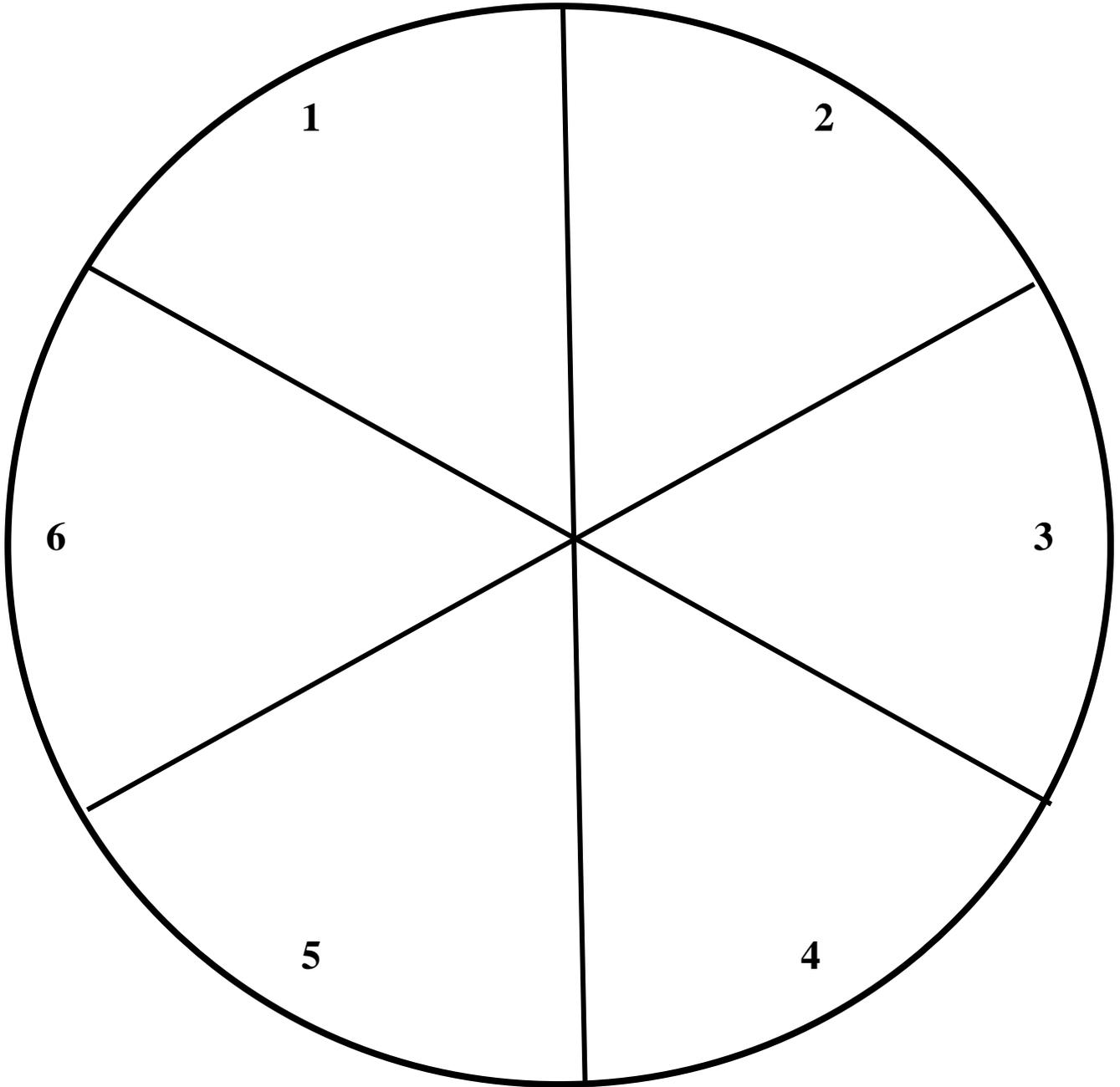
Title/Topic/Chapter _____



Name _____

RECOGNIZING SEQUENCE: CIRCLE OF 6

Title/Topic/Chapter _____



Name _____

RECOGNIZING SEQUENCE: CIRCLE OF 12

Title/Topic/Chapter _____

