

LESSON THIRTEEN

OBJECTIVE 3: STAYING IN CONTROL

LESSON 13: Cause and Effect Writing

OBJECTIVE

- Students will write cause and effect paragraphs.

COMMON CORE STATE STANDARDS

- ENGLISH LANGUAGE ARTS
 - * **CCSS.2.W.6** 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.
 - * **CCSS.2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LESSON OVERVIEW

- Students will write cause and effect paragraphs about screen usage.

MATERIALS NEEDED

- *Rose and Too Much TV* Early Elementary version found in Lesson 11
- Completed Cause and Effect chart Worksheet 12.2 from Lesson 12
- Four Square graphic organizers 13.1a and 13.1b: 1 per student
- Writing Paper

Teacher's Note: In Lesson 14 you will be using a project to help inform others about what is being learned in the Take the Challenge curriculum. The information learned in this lesson may be used to help get the message out.

PROCEDURE

Step 13.1 Cause and Effect Writing

*CCSS.2.W.3 & CCSS.2.RL.2

Rose helped us learn about the effects of too much screen usage and also the effects of limiting our screen usage. Today we are going to use the cause and effect charts that we completed to write two paragraphs.

Teacher's Note: Completing the Cause and Effect graphic organizer lends itself well to writing a two paragraph essay. The two paragraph essay may take two sessions to complete. Complete the first paragraph in the first session with the second paragraph to follow at a different time. An overhead can be used to model as you complete each step of the 4-square process.

Distribute 4-square Worksheet 13.1a and completed Cause and Effect graphic organizers Worksheet 12.2.

- Tell Students: Look at the top of Worksheet 12.2 where you completed your first cause and effect about Rose watching too much TV. Write each effect as a complete sentence on your Worksheet 13.1a in the detail sentence portion of your 4-square.

Allow students time to write their detailed sentences.

- Tell Students: The remaining square is for your closing sentence. This sentence should sum up what your paragraph is about.

Allow students time to write the sentence.

- Tell Students: You will now transfer the sentences from your 4-square graphic organizer to a piece of paper to form your first paragraph.

Allow students time to write their paragraph.

- Tell Students: Look at the bottom of Worksheet 12.2 where you completed your second cause and effect about Rose turning off the TV. Write each effect as a complete sentence on your Worksheet 13.1b in the detail sentence portion of your 4-square.

Allow students time to write their detailed sentences.

- Tell Students: The remaining square is for your closing sentence. This sentence should sum up what your paragraph is about.

Allow students time to write the sentence.

- Tell Students: You will now transfer the sentences from your 4-square graphic organizer to your paper to form your second paragraph.

Allow students time to write their paragraph.

Optional Activities:

- Students could type the paragraphs on the computer and print them.
- Students could illustrate the paragraphs and hang them up for display.
- Students could make a class book.

Examples of Completed 4-Squares:

Detail Sentence She no longer wanted to play with her friends.	Detail Sentence She started to get poor grades.
Topic Sentence Rose watched too much TV.	
Detail Sentence She didn't get enough exercise.	Closing Sentence Watching so much TV was not good for Rose.

Detail Sentence She started to get better grades.	Detail Sentence She played outside with her friends.
Topic Sentence Rose turned off the TV.	
Detail Sentence She went on bike rides with her family.	Closing Sentence Turning off the TV was good for Rose.

Example of Completed Two Paragraph Essay:

Rose watched too much TV. She no longer wanted to play with her friends. She started to get poor grades. She didn't get enough exercise. Watching so much TV was not good for Rose.

Rose turned off the TV. She started to get better grades. She played outside with her friends. She went on bike rides with her family. Turning off the TV was good for Rose.

NAME: _____

DATE: _____

Detail Sentence

Detail Sentence

Topic Sentence
Rose watched too much TV.

Detail Sentence

Closing Sentence

NAME: _____

DATE: _____

Detail Sentence

Detail Sentence

Topic Sentence
Rose turned off the TV.

Detail Sentence

Closing Sentence
