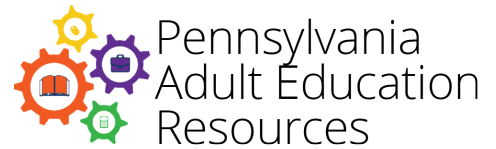


## PARENT EDUCATION WORKSHOPS

Workshop Topic:

# Cause and Effect

CREATED BY



**CCRS Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness

**Objective:** At the end of this session, participants will be able to

- Define cause and effect
- Explain how causes and effects are related
- Identify causes and effects in text

### Materials:

- Slips of paper for writing a short sentence or phrase
- Pens/pencils
- Chart paper, markers
- Copies of *What Happened?* parent handout
- Copies of *Cause and Effect Signals* parent handout
- Copies of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* for pairs or small groups of parents or video of the book read aloud: <https://www.youtube.com/watch?v=h6rpOSZX7Iq>
- Copies of *What Caused Alexander's Bad Day?* parent handout

### Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

Ask parents to write on a slip of paper one reason they are attending this workshop. Allow time for parents to share their reasons with the group. Explain that these are causes that all have the effect that these parents are in the room with you now. Choose a couple of the reasons and use them to complete sentence stems "I came to this workshop because \_\_\_\_\_." and "In order to \_\_\_\_\_ I came to this workshop."

### Topic Review:

This workshop will focus on cause and effect relationships. Parents will practice finding causes and effects in a story and learn ways to help their children notice causes and effects in the world around them.



## Opening Activity:

Explain that parents are going to work together to think of ways that one action or event can cause another one to happen. Distribute copies of the *What Happened?* handout to parents and show them how the actions or events in one box affect the next or are affected by the previous one. Talk through the model sequence with parents. Then ask parents to work in pairs or small groups to complete their handouts. Allow time for groups to share their responses with the whole group. This activity demonstrates that many different cause/effect relationships are possible as well as how causes and effects may be connected in chains of events.

## Central Ideas and Practice (Content and Strategies):

Cause and effect relationships are an important concept for students to understand. Being able to connect actions and events and understand how they impact each other helps students understand what they are reading. Understanding cause and effect helps students know what happened in the story as well as why it happened is important. It is also a valuable life skill because this is how we learn to understand the consequences of our actions.

A cause is an action or event that happens and results in another event or action happening. An effect is what happens as a result of the cause. Causes and effects can occur in a series of events, where something happens that causes something else to happen. That effect may then cause something more to happen.

There are words and phrases that often are used in writing to help the reader connect that there is a cause and effect relationship. Some of these words and phrases are presented in the handout *Cause and Effect Signals*.

- *Infant/Toddler Content or Strategies*  
Infants and toddlers are constantly learning causes and effects in the world around them. When their actions are met with reactions, children are exposed to cause and effect. For example, when a child learns that a person will laugh when he tickles that person, he is learning cause and effect.
- *Preschool Content or Strategies*  
Preschoolers are known for asking “Why?” frequently. Many of their inquiries open the door to explain causes and effects: “Why can’t I touch the stove?” “Why is the ice water cold?” Helping children explore the events around them and understand the “why” is a great way to support their understanding of cause and effect.
- *Elementary Content or Strategies*  
As students begin to read, they are exposed to many opportunities to point out causes and effects. Learning to annotate texts or use graphic organizers is an effective way to begin to recall and connect these causes and effects. Parents may also begin having more conversations about how life choices cause different effects: saving allowance causes children to be able to buy something they really want or being dishonest leads to losing a privilege.
- *Middle School Content or Strategies*  
Students in middle school are learning more detailed information about content disciplines. As children engage with nonfiction texts and textbooks, they may benefit from practicing good notetaking and summarizing skills to connect the causes and effects they are learning about. History and science are examples of classes where students may learn many causes of a particular effect, or vice versa, and need to be able to evaluate their importance in a text.

## Application:

Distribute copies of the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to pairs or small groups of parents, along with copies of the handout *What Caused Alexander's Bad Day?* Ask parents to read the book together and note the reasons Alexander's day was a bad one. Allow time for parents to share their reasons. Some reasons may include

- He got gum in his hair.
- He only had cereal in his cereal box.
- He didn't get to sit by a window.

Ask parents to complete the remaining specific causes and effects with their partners. Explain that sentence stems are pieces of sentences that children can use as a beginning to help them put their thoughts into words. Using the *Cause and Effect Signals* handout, discuss how parents could help children notice causes and effects when they read together.

## Connection to Parent and Child Together (PACT) Time®:

### • *Infant/Toddler Connections*

Use interactive toys with infants and toddlers to help them see how actions are connected. For example, a jack-in-the-box will pop up when the child turns the handle enough times. Or, allow the child to drop different items into a sink of water to see how the water splashes

### • *Preschool Connections*

Read the book *If You Give a Mouse a Cookie* with preschool children. Use the ideas in the book to explore how actions are connected. Ask children questions about the causes and effects they see in the book.

### • *Elementary Connections*

Turn the tables on your child by asking "why." When your child is telling you about her day, ask why different things happened or turned out the way they did. You could also make a game of asking what might happen next if you did different things.

### • *Middle School Connections*

As children get older and gain more independence, contracts can help them build responsibility to be able to keep these privileges. Write a contract with middle school children to describe the effects that will happen from positive and negative actions. They may get allowance when they do chores or limit electronic device time if they aren't doing well in school.

## Wrap up/Closure:

- Ask parents how they will practice cause and effect with their children this week. How will they help their children notice causes and effects?
- Remind parents to take home their handouts to help them remember this concept as they look for causes and effects with their children this week.

# Parent Handout

## What Happened?



Write a sentence in each box to tell what was a cause or effect of the other sentences. Use the information you add to complete the sentence frame.

Model:

I did my homework last night.  I felt good about my work.

The teacher said I did a nice job because I did my homework last night.

The teacher said I did a nice job, so I felt good about my work.

When the teacher said I did a nice job, I felt good about my work.

Joe lost his shoe.

\_\_\_\_\_ because Joe lost his shoe.

Arturo and Kevin want a new bicycle.  They are able to buy the bike they want.

Because Arturo and Kevin want a new bicycle, \_\_\_\_\_. Soon they are able to buy the bike they want.

The girls sang "Happy Birthday to You."

When \_\_\_\_\_, the girls sang "Happy Birthday to You." As a result,

\_\_\_\_\_

Juno's block castle fell.

\_\_\_\_\_. Juno's block castle fell, so \_\_\_\_\_

What Caused Alexander's Bad Day?

Write some reasons Alexander's day was so bad.

\_\_\_\_\_. It was a bad day.

It was a bad day because \_\_\_\_\_.

When \_\_\_\_\_, Alexander had a bad day.

After \_\_\_\_\_ Alexander had a bad day.

Alexander knew it was a bad day once \_\_\_\_\_

Complete these sentence stems with the cause or effect you see in the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

\_\_\_\_\_, so now there's gum in my hair.

I think I'll move to Australia because \_\_\_\_\_.

Because \_\_\_\_\_, I was being scrunched.

When he said that Philip Parker was his best friend, \_\_\_\_\_.

\_\_\_\_\_. That is why I was punching Nick.

They were all sold out of blue shoes with red stripes. This caused me to\_\_\_\_\_.

# Parent Handout

## Cause and Effect Signals



These are some examples of words and phrases that help readers know causes and effects.

Remember:

**Cause** = an action or event that results in another event or action happening

**Effect** = what happens as a result of the cause

### Because

**I want to go home** because **I don't feel well**.

Because **I don't feel well**, **I want to go home**.

### If...then

If **we go to the game**, then **we will not have time to study**.

**We will not have time to study** if **we go to the game**.

### As a result

**Hugo ate a whole pizza**. As a result, **he feels sick**.

**Hugo feels sick** as a result of **eating a whole pizza**.

### That or which is why

**The girls wanted to buy a doll**, which is why **they saved their money**.

**The girls wanted to buy a doll**. That is why **they saved their money**.

### So (that)

**Ms. Nelson will bring new books to class** so **the students can read all afternoon**.

So that **the students can read all afternoon**, **Ms. Nelson will bring new books to class**.

### As a result

**The parents wanted to help their children in school**. As a result, **they attended the workshop**.

**The parents attended the workshop** as a result of **wanting to help their children in school**.

### When

When the **television was too loud**, **Mom turned it off**.

**Mom turned off the television** when **it was too loud**.