

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.04/04.05	Lesson Number - 01
<p>Activity Title - Who Caused What?</p> <p>Goal/Objective To identify cause and effect in real-life reading selections.</p> <p>Lesson Outline Introduction Many GED students have trouble determining which is the cause and which is the effect when reading various types of material. In this lesson, students will use real-life materials to enhance their ability to analyze information by identifying cause and effect.</p> <p>Activity Write the following words on the board: Cause Effect <i>Ask:</i> Who can give me a definition of each of these words? Although the students responses may vary, a cause is what makes something happen and the effect is the result. I am going to show you on the overhead 5 pictures from the newspaper . I want each of you to write down “cause” or “effect” based on what you see in the picture. When we are finished we will look at the captions for those pictures and see if you saw it the way the photographer and writer intended. Show the pictures and give students time to respond. <i>Say:</i> Now I am going to do the same thing with 5 headlines from the newspaper. Again, look at the headline and decide is it a cause or an effect.</p> <p>Debriefing/Evaluation Activity <i>Say:</i> Being able to identify cause and an effect is an important skill in reading. Let’s see how you did in analyzing the pictures. Read the captions for each picture to the students. <i>Ask:</i> Did you identify the cause or effect correctly? If not, what caused you concern? <i>Say:</i> Now , let’s see how you did with the newspaper headlines. Have students explain whether each headline was a cause or effect and on what information they based their opinion. Explain that understanding cause and effect is one of the first skills in analyzing material. This skill can be used in other subject areas as well, such as social studies and science.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Five (5) Pictures from the Newspaper—with captions removed • Five (5) Captions from pictures • Five (5) Headlines from the newspaper • Paper and pencil • Overhead projector and transparencies 	
		<p>Extension Activity Give students a series of short articles from the health and nutrition section of the paper. Have them identify the cause and effect outlined in articles about such issues as: rising cost of prescription drugs, overeating, etc.</p>	
<p>Real-Life Connection Have students read science articles on topics such as global warming, gas and oil shortages, rising gasoline prices, etc. Have them identify the cause and effects that are being experienced in each of these areas. This will provide students with an opportunity to increase their personal understanding about issues that face all people as well as practice their reading analysis skills in preparation for the GED 2002 Science Test.</p>		<p>ESE/ESOL Accommodations Have students highlight key words and concepts in the passages. Use color coding of material to help focus students on key words</p>	

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Activity Title— Who Caused What?

Note to Teacher: You will need to find appropriate pictures and headlines in your local newspaper for this activity so that the pictures and headlines have a greater level of relevance to your students.

Introduction

Ask: Have you ever heard the expression—Which came first, the chicken or the egg? What do you think that means? *Say:* With the expression—Which came first...., you are left to decide did the chicken cause the egg or did the egg cause the chicken. In this lesson we are going to discuss cause and effect and how you need to know how to determine cause and effect when taking the GED Tests.

Main Activity

Write the following words on the board:

Cause

Effect

Ask: Who can give me a definition of each of these words? Although the students responses may vary, a cause is what makes something happen and the effect is the result. I am going to show you 5 pictures from the newspaper . I want each of you to write down “cause” or “effect” based on what you see in the picture. When we are finished we will look at the captions for those pictures and see if you saw it the way the photographer and writer intended. Show the pictures and give students time to respond. *Say:* Now I am going to do the same thing with 5 headlines from the newspaper. Again, look at the headline and decide is it a cause or an effect.

Debriefing/Evaluation Activity

Say: Being able to identify a cause and an effect is an important skill in reading. Let's see how you did in analyzing the pictures. Read the captions for each picture to the students. *Ask:* Did you identify the cause or effect correctly? If not, what caused you concern?

Say: Now , let's see how you did with the newspaper headlines. Have students explain whether each headline was a cause or effect and on what information they based their opinion. Explain that understanding cause and effect is one of the first skills in analyzing material. This skill can be used in other subject areas as well, such as social studies and science.