

# Causation Cards

## Ecosystems

Engaging & Interactive  
Builds Fluency



# Teacher's Page

Causation cards are a fun, interactive way to review vocabulary and concepts that students need to learn. In addition, this engaging activity helps improve fluency and listening skills.

So how do causation cards work? The method is similar to the "I have... who has..." cards, where each student has to listen carefully to other students to know when it is their turn. However, causation cards do not contain a repeated language (like "I have... who has..."). Instead it will state an action that a student must perform and a statement they must say. The action can be something simple from jumping in the air to drawing on the board. The statement can be a definition of a term or related concept.

In this resource, you will find the end of a statement the previous student said in **green** (or in **bold** in the black and white version), the action to be performed in **blue**, (or in *italics* in the black and white version) and what that particular student who has the card says in regular black font. I have also placed numbers on each card so you know if you have all your cards and what order they go in. Finally, along the border you will find the prop needed to complete the action, if it applies.

This activity can be used as a quick review or as an introduction. You can challenge students to go through the entire set as fast as they can or to beat their previous record.

I hope you enjoy this fun activity!





# Ecosystems

...and cattails.

Stand and say:

All of these different populations together form a community. (Go to the board and make one big circle around them. Then label it as a community.)



# Ecosystems

...a community.

Stand and say:

(Stand up and hold your hand out like you are stopping someone. Wait! I live in a community.



# Ecosystems

...a community.

Stand and say:

Right! Our community is made up of a population of people, a population of squirrels, a population of trees. Wow, I could go on all day (act tired) but that is exhausting work!



# Ecosystems

...exhausting work!

Stand and say:

(Go to the board and erase it.) Okay, okay. I think I get it now. But wait, what is a biome?



# Ecosystems

..a biome?

*Stand and say:*

A large group of similar ecosystems are a biome. They have similar weather, rainfall, plants, and animals. Like the rainforest in Africa and in South America. (Point to these countries on a map or globe.)



map or globe

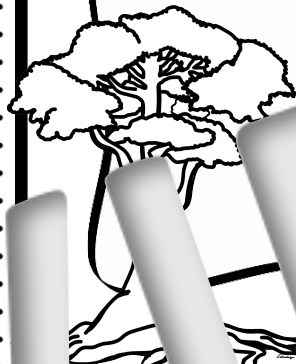
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# Ecosystems

..South America.

*Stand and say:*

Or like the desert in Antarctica and the desert in Africa. Draw/over the region where you live. (If you live in a desert, draw a desert.) WATER.



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# Ecosystems

HAVE. WATER.

*Stand and say:*

Deserts are hot! Antarctica is NOT! Antarctica is very, very cold. It's nothing but ice. Brrr... (Shiver and act really cold.)



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# Ecosystems

..ice. Brrr...

*Stand and say:*

Actually, a desert is defined by its lack of rain. Since Antarctica gets hardly any rain, it IS a desert. No umbrellas needed there! (Put your umbrella up against the trash.)



umbrella

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