

thinking ALOUD

Making Sense of Literacy



VIDEO SCRIPT

Video: Caution: Flash Flood Alert *Sequence Nonfiction Text Structure* (life cycle)



Scene	Full Transcript
1	<p>Paige: Watch out!</p>
2	<p>Reed: Paige, what are you doin'?</p> <p>Paige: Sorry...I was trying to put together a machine to demonstrate cause and effect for a class. It's a Rube Goldberg machine.</p>
3	<p>Reed: A Rube who machine?</p> <p>Paige: Rube Goldberg. It's so cool!</p> <p>Voice Over Graphic Paige: It's a complex contraption designed to perform a simple task. Mine makes soup. Here's how it is supposed to work. One thing occurs and causes something else to occur, and that goes on and on like a chain reaction!</p>
4	<p>Reed: You're the first person ever to make rubber chicken soup.</p> <p>Paige: Bon appetit!</p>
5	<p>Reed: I like the chain reaction machine. It kind of reminds me of cause-effect text structure. I just found an example of it in this book I got on killer floods. Check it out!</p>
6	<p>Narrator: Hold that thought! Will Paige's vision of bowling balls and chickens create a dream machine? Will torrential floods continue to swamp Reed's thoughts? Make sure you watch <i>Elements of Destruction</i> and <i>Floods of Fury</i> before proceeding. Then join the Knowledge Seekers as they set off a lesson in chain reaction cause-effect text structure in this episode of THINKING ALOUD!</p>
7	<p>Introduction</p>
8	<p>Paige: The hard part of this is predicting exactly how the parts will work together.</p> <p>Reed: Kind of like predicting a flood. Listen to this.</p>



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9	<p>Voice Over Reed: Saving Lives</p> <p>Forecasters study the conditions that lead up to a past flash flood, or it's "fingerprint." These "fingerprints," such as rapid snow melt, torrential spring rain, or ice dam breakage, provide valuable information. Because forecasters use this past information, coupled with the latest weather radars and technology, they are then able to make more accurate forecasts. When weather conditions may result in flash floods, watches and warnings alert the public. Due to these critical warnings, lives are saved, even if there are only minutes to evacuate and move to higher ground.</p>
10	<p>Narrator: We interrupt this video to bring you this special news bulletin. It's time to watch how Reed slowed downed his thinking to consider how cause-effect text structure and signal words helped him make sense of the author's message.</p>
11	<p>Voice Over Reed: Saving lives. The title indicates the passage will describe how people can be saved. The first two sentences discuss the causes or conditions of a flash flood and now I see that forecasters call these conditions "fingerprints." When a word like "fingerprint" has quotation marks around it or is written in boldfaced type, it signals that it is an important vocabulary word that I will want to remember.</p>
12	<p>Voice Over Reed: Now, the author has been using a lot of signal words and there should be some around here. There's "because," which the author uses to describe a cause or why something occurs. The forecaster's ability to use information from the "fingerprint," radar, and technology causes something to happen. The signal word "then" tells me that I'm going to find out the effect, which is that forecasters are able to more accurately forecast flash floods. I'm going to record my thinking on a cause-effect chain graphic organizer. When forecasters use information, it causes them to accurately forecast flash floods. In this example, there is a single cause, which has a single effect.</p> <p>In the next sentence, the author uses the signal words "result in" to tell me that more events will happen. When an accurate forecast can be made, the cause, then watches and warnings are sounded to alert the public, the effect. Making an accurate forecast of a flash flood was the effect of using information. Now, it causes warnings to be sounded. This graphic organizer records the continued chain of cause-effect relationships.</p> <p>In the last sentence, "due to" helps me understand another cause-effect relationship. By sounding the warnings, now a cause, lives are saved, the effect. But then I noticed another signal word, "if," which signals a cause. I realize that in this last part of the sentence, the effect came before the cause. Lives were saved, the effect, because people had time to evacuate to higher ground, the cause. I record the events as they actually happened, and not in the order they were written. It really helps to map it out.</p>



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13	<p>Paige: Interesting graphic organizer and interesting book. I always pay attention to weather signals. I guess I should pay more attention to signal words in written text as well.</p> <p>Reed: It always helps. Let's see this thing in action!</p> <p>Paige: Okay. (giggles)</p> <p>(Sound effects for Rube Goldberg machine)</p>
14	<p>Narrator: As we close the chapter on flash floods and cause-effect text structure, be sure to continue watching for the signal words and remember that authors use text structure to help them relay information to the reader in a concise and more understandable way. A Knowledge Seeker's work is never done. Be sure to watch the next episode of Thinking Aloud!</p>