

Remote Learning Board Kindergarten/First Grade Morning Group

Week Four: Unit Five: The Language of Cause and Effect as applied to Spring



Monday, April 20th: Activity 11



Learning Intention: I will use what I know and learned about Spring to record my thinking.

Success Criteria: I will know I am successful when ...

- I can listen to a book about Spring.
- I can read a book about Spring.
- I can tell a family member what I know about Spring.
- I can write a **cause** and **effect** sentence about spring.

Read the book And Then It's Spring and listen to the story How Do You Know It's Spring? at this link:

Activity Eleven: It's Spring!

Video Link: [Jack Hartmann Springtime Dance](#)

Book Link: [How Do You Know It's Spring](#)

Sentence stems:

- If _____, then _____.
- When _____, then _____.

Example:

-If flowers bloom, **then** it is spring.

Just for Fun: Complete the additional activities located on the link. Puzzlers and Dive Deeper.

Tuesday, April 21st: Activity 12



Learning Intention: Write what happens in the Spring using the language of cause and effect.

Success Criteria: I will know I am successful when...

- I can identify conditional statements,
- I can use conditional statements to describe what happens in the Spring.

Yesterday you told a family member the things that happened in Spring using a cause and effect sentence. Today, you will write and record your cause and effect sentence on Seesaw.

Activity Twelve: In the Spring Response.

Seesaw Link: <https://web.seesaw.me>

Cause and Effect Statements: If/Then and When.

Sentence Frames:

- If _____, then _____.
- When _____, then _____.

Examples:

- If** flowers bloom, **then** it is spring.
- When** seeds are planted, **then** they will grow.

Wednesday, April 22nd: Activity 13



Learning Intention: I can use and apply what I have learned about Spring to my world.

Success Criteria: I will know I am successful when...

-I can read Spring Senses independently or with an adult.

-I can read and listen to Brainpop Jr. Spring.

-I can observe signs of spring with a family member.

-I can record these signs in Seesaw.

Activity 13: Spring Observation Walk (with an adult).

Book Link: [Spring Senses](#)

Video Link: [Brainpop Jr.: Spring](#)

Seesaw Link: <https://web.seesaw.me>

After you have read the book Spring Senses and completed the Brainpop Junior video, take a walk with an adult. Observe the signs of spring using your senses.

Sentence Stems:

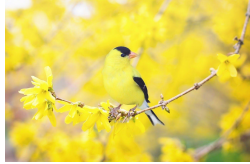
If it is spring, then _____.

When it is spring, then _____.

Example:

If it is spring, **then** the birds are singing.

Thursday, April 23rd: Activity 14



Learning Intention: I can use vocabulary from a video and apply it to my writing.

Success Criteria: I will know I am successful when...

- I can listen to a video
- I can read the vocabulary in the Word Bank and discuss with a family member.
- I can choose a vocabulary word from the Word Bank and create a cause and effect statement.

Activity Fourteen: The Sounds of Spring!

Video Link: [The Sounds of Spring](#)

Seesaw Link: <https://web.seesaw.me>

Word Bank:

frog peep tweet baby birds hatch sneeze

pollen rain growing plants boots mud

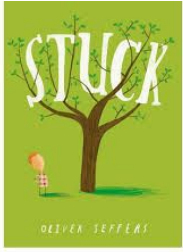
Sentence Frames:

-If _____ then, _____.

-When _____ then, _____.

Example:

-**When** it is spring, **then** you hear frogs peep.



Learning Intention: I can apply what I know about **cause** and **effect** statements to a new situation.

Success Criteria: I know I am successful when:

-I can listen to the book.

-I can write a **cause** and **effect** statement.

After you listen to the book *Stuck*, go to the Seesaw link and write or draw one **cause** and **effect** statement.

Activity Fifteen: Show What you Know!

Book Link: [Stuck](#)

Seesaw Link: <https://web.seesaw.me>