

# Remote Learning Board Kindergarten-First Grade Afternoon

## Group

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



### 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 Twelve



**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 Thirteen



**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:**

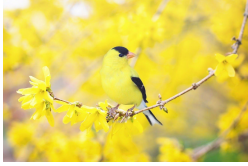
If it is spring, then \_\_\_\_\_.

When it is spring, then \_\_\_\_\_.

**Example:**

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

## Thursday, April 23rd: Activity Fourteen



**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:

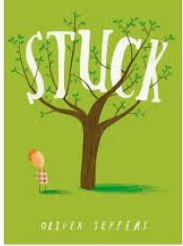
-If \_\_\_\_\_ then, \_\_\_\_\_.

-When \_\_\_\_\_ then, \_\_\_\_\_.

Example:

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

## Friday, April 24th: Activity Fifteen



**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>