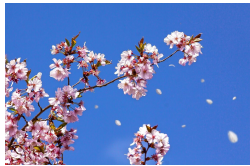


Remote Learning Board Second Grade Group

Week Three: Unit Five: Applying the Language of Cause and Effect to Spring.



Monday, April 13th: Activity Five



Learning Intention: I will use what I know about Spring to understand information.

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.

Activity One: In the Spring!

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

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

Next talk to a family member. What happens in the Spring? Use **cause** and **effect** sentence frames to discuss and use the stories to give examples.

Sentence Frames:

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

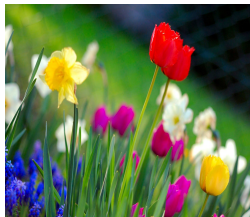
Examples:

- If** birds return from migration, **then** they lay eggs.

-When seeds are planted, then they will grow into vegetables and flowers.

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

Tuesday, April 14th: Activity Six



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.

Activity Two: In the Spring Response.

Yesterday you told a family member the things that happened in Spring using cause and effect statements (conditional statements). Today, you will write and record those cause and effect sentences on Seesaw.

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

Conditional Statements: If/Then and When.

Sentence Frames:

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

Examples:

- If** birds return from migration, **then** they lay eggs.
- When** seeds are planted, **then** they will grow into vegetables and flowers.

Wednesday, April 8: Activity Eight



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 and listen to Brainpop Jr. Spring.
- I can observe signs of spring with a family member.
- I can record these signs in Seesaw.

Activity Three: Spring Observation Walk (with an adult)!

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

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

Thursday, April 16th: Activity Nine



Learning Intention: I can use interpret vocabulary from a text and apply it.

Success Criteria: I know I am successful when:

- I can read and listen to a text.
- I can locate the Glossary and read the vocabulary words.
- I can choose a vocabulary and construct the Frayer model.

Activity Four: Spring Vocabulary!

After reading and listening to the book Spring is Here, review the vocabulary located in the Glossary. Next,

go to the Seesaw link and post a vocabulary word of your choice using the Frayer Model.

Vocabulary:

buds, bulbs, dandelions, gophers, water lilies, shoots, wiggly

Book Link: [Spring Is Here](#)

Seesaw Link: <https://web.seesaw.me> Go to Activity Nine.

Friday, April 17th: Activity Ten



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

Success Criteria: I know I am successful when:

- I can complete the **cause** and **effect** statements.
- I can explain my thinking.

Activity Five: Show What you Know!

Go to the Seesaw link and complete the cause and effect activity.

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