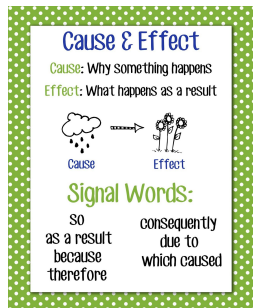


Remote Learning Board Fourth and Fifth Grade Group

Week Two: Unit Five: Applying the Language of Cause and Effect to Ecosystems



Monday, April 6: Activity One



10-15 minutes

Learning Intention: I will use the language of **cause** and **effect** to describe why and how patterns exist between events.

Success Criteria: I will know I am success when:
-I can determine the cause when given the effect after watching the video For the Birds.

Activity One: Introduction to Cause and Effect!

Watch the Brainpop Junior video and then go to Seesaw to watch For the Birds and complete the cause and effect assignment.

Video Link: [Brainpop Jr. Cause and Effect](#)

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

Tuesday, April 7: Activity Two

10-15 minutes

Learning Intention: I can identify different **causes** and the **effects** while reading about the Amazon rainforest.

Success Criteria: I know I am successful when:

- I can read a text about the rainforest.
- I can answer comprehension questions about the text.
- I can explain at least two **causes** and one **effect** about deforestation to my family.

Activity Two: Can the Amazon be Saved?

-Answer the comprehension questions at the end of the text. If you are unable to print the questions, write the answers on a separate piece of paper.

Article Link: [Can the Amazon be Saved?](#)

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

Talk to someone at home:

What happens because of the deforestation to the Amazon?

Deforestation: when farmers and loggers cut down trees to make room for farms, homes, and roads.

Sentence Stems:

- If they cut down the rainforest, then _____.
- The rainforest is good for _____ because _____.
- Deforestation can be bad because _____.

Wednesday, April 8th: Activity Three

10-15 minutes

Learning Intention: I can write what happens to rain forests using **cause** and **effect** language.

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

- I can reread the text about rainforests.
- I can identify **cause** and **effect** statements.

- I can write **cause** and **effect** statements using a graphic organizer.

Activity Three: What Happens to Rainforests?

Article Link: [Can the Amazon be Saved?](#)

Graphic Organizer Link: [Graphic Organizer](#)

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

Complete the [graphic organizer](#) and write **cause** and **effect** statements about the text.

Cause and **Effect** Sentence Frames:

- If _____, then _____.
- Because _____, there is/are _____.
- When _____, this means that _____.

Examples

- Because (**cause**) there is so much rain, there are (**effect**) many different kinds of plants in the rainforest.
- If (**cause**) the rainforest is cut down, then (**effect**) we will lose many plants and animals.

Thursday, April 9th: Activity Four

10-15 minutes

Learning Intention: I can write a paragraph about deforestation using **cause** and **effect** language.

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

- I create a paragraph in Seesaw.
- I use topic and closing sentences.
- I use three (3) of my **cause** and **effect** statements.
- I add awesome rainforest images or drawings!

Activity Four: Amazon Paragraph (two day assignment)

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

Friday, April 10th: Activity Five

10-15 minutes

Learning Intention: I can write a paragraph about deforestation using **cause** and **effect** language.

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

- I create a paragraph in Seesaw.
- I use topic and closing sentences.
- I use three(3) of my **cause** and **effect** statements.
- I add awesome rainforest images or drawings

Activity Five: Amazon paragraph continued.....

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