

Remote Learning Board Second/Third Grade Group

Week Four: Unit Five: The Language of Cause and Effect: Plants



Monday, April 20th: Activity Ten



Learning Intention: I will use what I know and learned about Plants to use **cause** and **effect** language.

Success Criteria: I will know I am successful when:

- I can listen to a book about plants, It Could Still be a Flower.
- I can read a book about plants, Planting a Rainbow.
- I can tell a family member what I know about plants.

Activity Ten: Plants

Book Link: [It Could Still Be a Flower](#)

Video Link: [What Are Plants](#)

Next talk to a family member about the book and the video. Use **cause** and **effect** language to discuss what you learned about plants.

Sentence Frames:

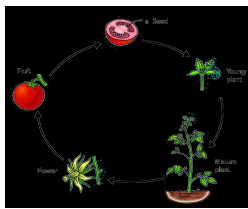
- If _____, then _____.
- When _____, then _____.

Example:

-If you plant a bulb, **then** a flower will grow.

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

Tuesday, April 21st: Activity Eleven



Learning Intention: Understand what happens during the plant life cycle using **cause** and **effect** language.

Success Criteria: I will know I am successful when:

- I can identify conditional statements (cause and effect statements)
- I can use conditional statements (cause and effect statements) to describe what happens during the plant life cycle.
- can use conditional statements (cause and effect statements) to describe what a plant needs

Activity Eleven: Plant Life Cycle and What a Plant Needs

Video Link: [Jack Hartmann What a Plant Needs](#)

Brainpop Link: [Plant Life cycle](#)

After watching the videos about the plant life cycle and what a plant needs, talk with a family member using cause and effect statements. See the sentence frames and examples below.

Conditional Statements: If/Then and When.

Sentence Frames:

-If _____, then _____.

-When _____, then _____.

Examples:

- If a plant gets water, then it will grow.
- When a plant gets water, then it will grow.

Wednesday, April 22nd Activity Twelve



Learning Intention: I can use and apply **cause** and **effect** language.

Success Criteria: I will know I am successful when:

- I can read and listen to the book Strange Plants.
- I can write **cause** and **effect** sentences about strange plants.
- I can use **cause** and **effect** signal words.
- I can record these understandings in Seesaw.



Activity Twelve: Strange Plants!

Book Link: [Strange Plants](#)

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

Example:

An insect lands on a venus flytrap and as a result is eaten.

as a result : signal words to show the cause and effect

Thursday, April 23rd: Activity Thirteen



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 Thirteen: Strange Plants Vocabulary!

After reading and listening to the book Strange Plants 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.

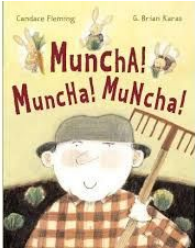
Vocabulary:

attract branches digest moisture parasite plants

Book Link: [Strange Plants](#)

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

Friday, April 24th: Activity Fourteen



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

Success Criteria: I know I am successful when:

- I can listen to and understand a text.
- I can complete the **cause** and **effect** statements.
- I can explain my thinking.

Activity Fourteen: Show What you Know!

Book Link: [Muncha Muncha Munch!](#)

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

After you listen to the book Muncha, Muncha, Muncha. So to Seesaw and complete the **cause** and **effect** graphic organizer.