

# Remote Learning Board Third/Fourth/Fifth Grade

## Group

Week Two: Unit Five: The Language of Cause and Effect



### Monday, April 6: Activity One

10-15 minutes

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

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

- I can listen to a book about rain.
- I can read a book about rain.
- I can tell a family member what I know about rain.

**Activity One:** Read the book Rainy Weather Days and listen to the story Come on Rain at this link:

Link: [Rainy Weather Days](#)

Next talk to a family member. What happens when it rains?

-Rain is good for \_\_\_\_\_ because \_\_\_\_\_.

-If it rains \_\_\_\_\_.

- \_\_\_\_\_ need rain because \_\_\_\_\_.

- A \_\_\_\_\_ needs \_\_\_\_\_ rain because \_\_\_\_\_.

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

## Tuesday, April 7: Activity Two

10-15 minutes

**Learning Intention:** Discuss what happens when it rains 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 the effects of rain.

**Activity Two:** What happens when it rains? Watch the video It's Raining It's Pouring and record your learning in Seesaw.

Video Link: [It's Raining, It's Pouring Video](#)

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

Conditional Statements: If/Then and When.

Examples:

- If** it rains, then the grass **will** get greener.
- When** it rains, the grass gets greener.

Sentence Stems:

- When it rains, \_\_\_\_\_.
- If it rains, \_\_\_\_\_.
- When it does not rain, \_\_\_\_\_.
- If it does not rain, \_\_\_\_\_.

## Wednesday, April 8th: Activity Three

**Learning Intention:** I can use and apply the vocabulary of rain and weather.

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

- I can read the article with a family member and discuss the vocabulary words in the article. **cloud, thunderstorm, rain and rainbow.**

-I can label and illustrate the vocabulary words using a Frayer Model.  
-I can use the vocabulary words in a sentence and share with a family member.

**Activity Three:** Record my Understanding with a Frayer Model.

Readworks Link: [Readworks April Showers](#)

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

### Thursday, April 9th: Activity Four

10-15 minutes

**Learning Intention:** I can use conditional statements to discuss what is happening today with the weather and what I can do because of it.

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

- I can observe and describe the weather outside.
- I can draw a picture of the weather outside and what I will do based on the weather.
- I can explain my decisions for the day using conditional phrases based on my weather observations.

Sentence Stems:

If it is sunny out, then I will \_\_\_\_\_.

If it is rainy out, then I will \_\_\_\_\_.

**Activity Four:** What's the Weather?

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

### Friday, April 10th: Activity Five

10-15 minutes

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

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

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

**Activity Five:**

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