

Brandon Valley School District
District Learning Plans
April 6-10, 2020

EC-2nd Grade
Encore



Brandon Valley School District Distance Learning Plan

SUBJECT/GRADES: Encore / EC - Grade 2

DATES: April 6 - 10, 2020



<p>What do students need to do?</p> <p>Link to PE instructional video</p> <p>Link to Music instructional video</p> <p>Link to Art instructional video</p>	<p>Monday (4/6): PE</p> <ul style="list-style-type: none"> ● Warm Up (3-5 min): <ul style="list-style-type: none"> ○ Choose three movements and perform for 45 seconds each ● Skill/Activity (5-7min): Rolling <ul style="list-style-type: none"> ○ Roll a rolled up sock "Ball" at the target <p>Tuesday (4/7): Music</p> <ul style="list-style-type: none"> ● High/Low Water Glass Experiment (15 min) <p>Wednesday (4/8): PE</p> <ul style="list-style-type: none"> ● Warm Up (3-5 min): <ul style="list-style-type: none"> ○ Choose three movements and perform for 45 seconds each ● Skill/Activity (5-7min): Rolling <ul style="list-style-type: none"> ○ Roll a rolled up sock "Ball" at the target <p>Thursday (4/9): Art</p> <ul style="list-style-type: none"> ● Found Object Color Wheel <p>Friday (4/10): NO SCHOOL</p>
<p>What do students need to bring back to school?</p>	<p>Students are not required to submit evidence of completion; however, (if they wish) they may submit participation photos to their Encore teachers.</p>
<p>What standards do the lessons cover?</p>	<p>PE: Standard 1: motor skills and movement patterns</p> <p>Music: K-12.Cr.1 Generate and conceptualize artistic ideas and works, K-12.Cr.2 Organize and develop artistic ideas and works, K-12.Pr.5 Develop and refine artistic works for presentation</p> <p>Art: PK.VA.Cn.10.1 Use art making to share their personal environment. K.VA.Cr.1.1 Engage in exploration and imaginative play with materials that reference nature or environments. 1.VA.Cr.1.1 Engage in creative art making using observation and investigation. 2.VA.Cr.1.1 Brainstorm and implement multiple approaches, materials, and tools to solve an art or design problem driven by personal interests and curiosity or to repurpose objects to make something new.</p>

<p>What materials do students need? What extra resources can students use?</p>	<p>Necessary Materials:</p> <ul style="list-style-type: none"> ● PE: timer, rolled up sock, various non breakable items (Example: plastic cups, stuffed animals, figurines, etc.) ● Music: 3 glasses or coffee cups (must be glass or ceramic), spoon or pencil, water. Optional: food coloring ● Art: Coloring tools (crayons, markers or colored pencils), Colored objects matching those on the Color Wheel <p>Extra Resources:</p> <ul style="list-style-type: none"> ● PE: At Home Activities - https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf ● Music: https://www.youtube.com/watch?v=iFwtybB3R6Q ● Art: https://www.youtube.com/watch?v=yu44JRTIxSQ&list=PLd_zy-Jx_QxehO91esCQI-M3ScebpOrLZ&index=1
<p>What can students do if they finish early?</p>	<p>PE:</p> <ul style="list-style-type: none"> ● Cosmic Kids Yoga - https://www.cosmickids.com/ ● Home Activities - https://wideopenschool.org/ ● Move to Learn - https://www.youtube.com/channel/UCuPUdEctalgaEexj3ZFjkiQ <p>Music:</p> <ul style="list-style-type: none"> ● BV ECH-4 COVID-19 Music Extras Site: https://sites.google.com/k12.sd.us/bvmusick4/home <p>Art:</p> <ul style="list-style-type: none"> ● Art for Kids Hub- https://www.youtube.com/user/ArtforKidsHub
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us PE: Mr. Duncanson- Jeff.Duncanson@k12.sd.us Music: Ms. Fode- Rachael.Fode@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us PE: Mr. Scholten- Kory.Scholten@k12.sd.us Music: Mr. Fode- Jeff.Fode@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us PE: Ms. Brummels- Julie.Brummels@k12.sd.us Music: Ms. Verberg- April.Verburg@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us PE: Ms. Fitzgerald- Bailey.Fitzgerald@k12.sd.us Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

PE: Early Childhood - 2nd Grade

You Will Need: socks to roll up into a ball, plastic cups, stuffed animals, figurines, (anything that won't break)

- **Warm Up** (3-5 min):
 - Choose three or four movements and perform for 45 seconds each
 - Jumping Jacks
 - Squat Jumps
 - High Knees
 - Seat Kickers
 - Line Jumps (Side to Side and Front to Back)
 - Inch Worms
 - Sit-ups
 - Push-ups or Shoulder Taps
- **Skill/Activity** (5-7min): Rolling
 - **Roll** a rolled-up sock "Ball" at the "Bowling Pins".

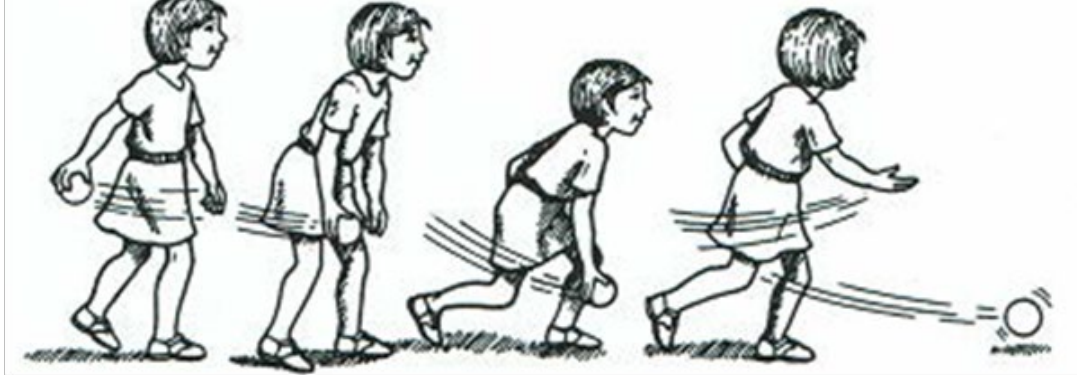


- Set up your cups, stuffed animals, figurines (anything that won't break) so they look like bowling pins that are set up



- Take about 10 giant steps back from your "Bowling Pins" and roll the "Ball" at your pins.
 - **Remember: Step** with the **opposite foot** you're rolling with, **swing** your arm with the ball straight back behind you, **stay low** and **roll** the ball at your pins

Skill Illustration



- How many did you knock down?
- Try again. Can you knock them all over in one roll?
- Sit on the floor and push/roll the ball from in between your legs to knock over the pins.
- Sit on the floor and push/roll the ball from the right side of your body with legs straight out in front of you to knock over the pins
- Sit on the floor and push/roll the ball from the left side of your body to knock over the pins?
- Which side was harder? Why?
- Kneel and roll. Try your right knee up and roll with your left hand.
- Kneel and roll. Try your left knee up and roll with your right hand.
- Challenge a family member to a friendly game of bowling.

ECH-2 High/Low Water Glass Experiment

Instructions:

1. **Find 3 glass glasses or coffee cups** (they need to be made of glass/ceramic). Experiment by playing them using a pencil or metal spoon (be careful - don't hit it too hard!).
 - a. Do they sound different or the same?
2. **Next, put some water in each cup/glass**, making sure the water level is different. (Example: 1 cup has very little water. 2nd cup is half-full. 3rd cup is almost full.) Optional: add a different color of food coloring to each glass/cup.



3. **Experiment** by playing them using a pencil or metal spoon (be careful - don't hit it too hard!).
4. **Create your own rhythm** and play it 4 times. An ostinato is a repeated pattern! You're creating an ostinato.
5. **Answer these questions:**
 - a. Do the glasses sound the same or different?
 - b. Which glass has the highest sound?
 - c. Which glass has the lowest sound?
 - d. What happens if you take water out of the glass? Does the sound get higher or lower?
6. **Optional:** Take a picture with your homemade glass instruments and email it to your music teacher!
7. **BONUS CHALLENGE:** Make up a song using your water cups/glasses to play for a family member. Example: Rain rain go away (uses only 2 glasses, high & low)

NAME: _____

SECONDARY (INTERMEDIATE) COLOR WHEEL

Directions: Place the PRIMARY COLORS in the circles and the SECONDARY COLORS in the squares.

