

Brandon Valley School District
District Learning Plans
May 18-22, 2020

Last Week of School!

Grade 1

Tuesday



Brandon Valley School District Distance Learning Plan

HERITAGE & FIELD DAY

GRADE: 1

DATE: Tuesday, May 19, 2020



<p>What do students need to do?</p> <p><u>Link to BV Heritage Day instructional video for week of May 18-22, 2020</u></p> <p><u>Link to BV Encore Field Day instructional video for week of May 18-22, 2020</u></p>	<p>Heritage Day</p> <ul style="list-style-type: none"> ● Family Heritage Book Project <p>Encore Field Day</p> <ul style="list-style-type: none"> ● “Signature Moves” Dance Routine
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> ● Students are not required to submit evidence of completion; however, they may submit participation photos or short videos to their teachers. ● Students should submit (to their respective teacher) any required 4th quarter distance learning assignments not previously turned in.
<p>What standards do the lessons cover?</p>	<p>1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos</p> <p>1.H.2.1 Connect people and events honored in commemorative celebrations</p> <p>PE: Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction</p> <p>Music: K-12.Cr.1 Generate and conceptualize artistic ideas and works</p> <p>Art: 1.VA.Cr.1.1 Engage in creative art making using observation and investigation.</p> <p>Counselor: ASCA Standards and Beliefs:</p> <ul style="list-style-type: none"> ● Mindset - 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being ● Behavior Learning Strategy - 2. Demonstrate creativity
<p>What materials do students need? What extra resources can students use?</p>	<p>Heritage Day</p> <ul style="list-style-type: none"> ● Family Heritage Book (pdf) <p>Field Day</p> <ul style="list-style-type: none"> ● Instructions/Storyboard (pdf) ● Pencils/markers for brainstorming. ● Music selection (make sure it is school appropriate) ● Optional Camera to document student work. ● Optional Submit video to flipgrid to share your dance moves: (Upload by May 20 to be in the Field Day video) https://flipgrid.com/bcfb0330

<p>What can students do if they finish early?</p>	<p>Heritage Day</p> <ul style="list-style-type: none"> • Call a family member and interview them about their heritage <p>Field Day</p> <ul style="list-style-type: none"> • Kidz Bop Dance Party: https://www.youtube.com/watch?v=2aG7NYHn7LA&list=PLMr-d2PLsO97IG54Fk0OdKC60qnfZBQo6
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- Merle.horst@k12.sd.us</p> <p>Teachers: Ms. Darling- Sarah.Darling@k12.sd.us Ms. Grabinski- Jillian.Grabinski@k12.sd.us Ms. Lindner- Erin.Lindner@k12.sd.us Ms. Meier- Heidi.Meier@k12.sd.us Ms. Visser- Erin.Visser@k12.sd.us</p> <p>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 Counselor: Ms. Kolb- Vickie.Kolb@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Bisbee- Erin.Bisbee@k12.sd.us Ms. Brakke- Brandy.Brakke@k12.sd.us Ms. Felder- Sarah.Felder@k12.sd.us Ms. Herbers- Cathie.Herbers@k12.sd.us Ms. Kringen- Merissa.Kringen@k12.sd.us</p> <p>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>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Ms. Childress- Jamee.Childress@k12.sd.us Ms. Dekker- Sue.Dekker@k12.sd.us Ms. Dieren- Megan.Dieren@k12.sd.us Ms. Peters- Anne.Peters@k12.sd.us Ms. Lutz- Alyssa.Lutz@k12.sd.us</p> <p>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 Counselor: Ms. Osheim- Tammy.Osheim@k12.sd.us</p>

Valley Springs Elementary

Building Principal:

Ms. Palmer- tanya.palmer@k12.sd.us

Teacher:

Ms. Huska- Teri.Huska@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

Counselor: Ms. Palmer- Tanya.Palmer@k12.sd.us

Notes: (OPTIONAL) Lynx Way Day - Wear your Lynx Way t-shirt! #BVlynxdistancelearners

Instructional materials are posted below (if applicable)

Brandon Valley School District



FAMILY HERITAGE BOOK PROJECT

A class project for K-5th Graders

INSTRUCTIONS FOR 1ST - 2ND GRADERS

1. Talk to your family about your descendants. Answer the questions about your family together.
2. Draw a picture of your family.
3. Look up your country in an encyclopedia and on www.worldatlas.com. Answer the questions.
4. Write a paragraph about your family and your descendants using your new information.

___'S FAMILY

Who was the first person in your family to immigrate to the USA?

When did they immigrate here?

Do you still have relatives living in the country? Who?

How is their life different than yours?

What else did you learn about your family heritage?

Are there special foods your family eats from this country?

What traditions do you & your family have that came from the country? (Think about dances, holidays, or clothes.)

What is their weather like?

What language do they speak?

What does the country grow?

What is their food like?

MY COUNTRY

BY _____

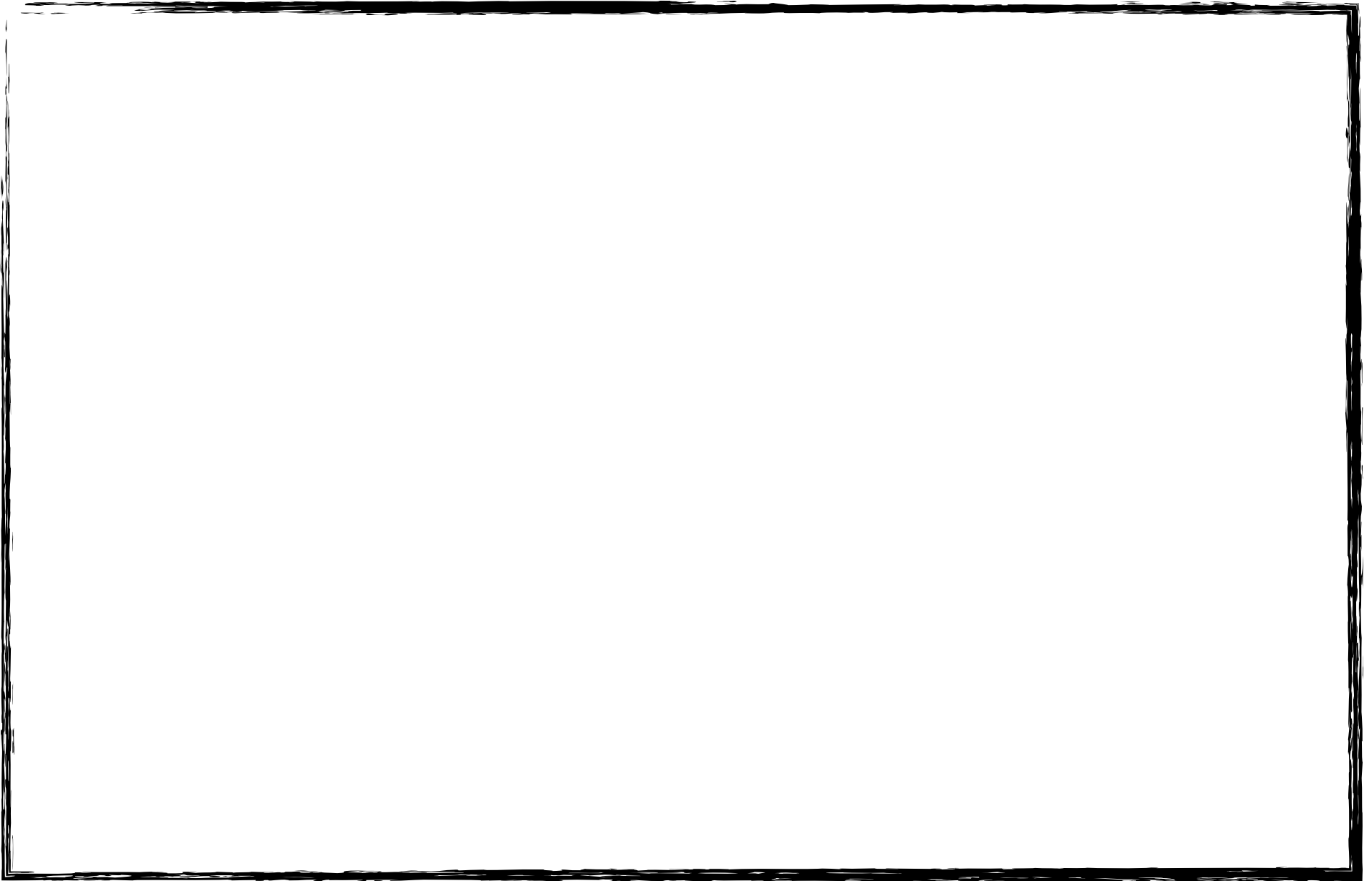
An interesting fact is...

An interesting fact is...

ALL ABOUT MY FAMILY

BY _____

_____ 'S FAMILY



Signature Moves

Overview: In this project, you will brainstorm words or phrases that reflect your values, personality, and characteristics. You will then translate some of those ideas into four simple “signature moves” and create a dance using a sequence of these moves. **Complete what you are able to complete & make this project your own as needed!*

Essential Question: How can you express something about yourself through movement?

Objectives:

1. Use movement as a language to communicate and express identity.
2. Organize your ideas to create an expressive sequence of movement.

Materials:

- Instructions & Storyboard, pencils/markers for brainstorming.
- Music selection (make sure it is school appropriate. Music suggestion: Kidz Bop. If you do not have access to music, you may sing or create your own beat.)
- (Optional) Camera to document student work.
 - Flipgrid to share your work: <https://flipgrid.com/bcfb0330> (Upload by May 20 to be in the Field Day video)



Part I: Engage Self-Reflection: Write Down 4 ideas

On the blank paper or Storyboard, write down 4 ideas: Think about what makes you unique, such as personality traits, hobbies, and interests.

- What do I think is important to share about myself?

Part II: Create a Movement/Gesture for each idea

- **THINK** about a movement or gesture you might choose to demonstrate the meaning of your 1st word.
- On the “Storyboard” worksheet **DRAW** your unique word/phrase for each move. Include your background, culture & perspective. Be creative! Use emojis if you would like!
- (Optional) **TELL** us why you chose this word that makes you unique under your sketch.
- **PRACTICE** your “signature move” with movement for each word you have chosen to represent yourself. Repeat this process for the other 3 words that were selected.

Once all four “signature moves” are planned, string the moves together, performing or holding each move for a count of 8 (when you add music, you may choose to extend each move to a count of 16 if you prefer). The sequence would run like this:

- Move #1 – repeat or hold as you count 1-2-3-4-5-6-7-8
- Move #2 - repeat or hold as you count 1-2-3-4-5-6-7-8
- Move #3 - repeat or hold as you count 1-2-3-4-5-6-7-8
- Move #4 - repeat or hold as you count 1-2-3-4-5-6-7-8

You may wish to speak or sing the word/phrase that each move represents as you transition between them. Practice this sequence to the beat of the music, with either 8 or 16 counts per movement.

Part III: Perform/Present

After rehearsing, practice performing your “signature moves” dance routine by creating a video. If you would like to share, upload your video to this Flipgrid Link/QR code. **If you share your video, the music MUST be school-appropriate. If it is not school appropriate, your video will be removed.** (Suggested music: Kidz Bop). <https://flipgrid.com/bcfb0330>



Part IV: Respond & Reflect

1. Was it easy or hard to think about what makes you unique? Why?
2. What was it like to try to express these traits through physical movement? What was easy/difficult about this process?
3. If you repeated this process, what might you do differently next time?

Signature Move Storyboard

<p>Move #1: What is your word/phrase?</p> <p>Describe or draw a sketch of your movement idea:</p> <p>Why did you choose this word/phrase?</p>	<p>Move #2: What is your word/phrase?</p> <p>Describe or draw a sketch of your movement idea:</p> <p>Why did you choose this word/phrase?</p>
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Move #3:

What is your word/phrase?

Describe or draw a sketch of your movement idea:

Why did you choose this word/phrase?

Move #4:

What is your word/phrase?

Describe or draw a sketch of your movement idea:

Why did you choose this word/phrase?