

Brandon Valley School District  
Distance Learning Plans  
January 4-8, 2021

Grade 2

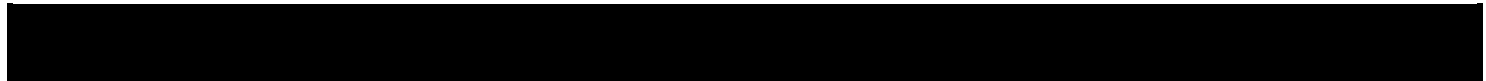


## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 9: Data

SUBJECT/GRADE: Math / 2nd

DATES: January 4-8



What do students need to do?  <a href="#">Link to BV Week at a Glance instructional video.</a>	<p><b><u>Chapter 9 Learning Target: I can make and interpret picture and bar graphs.</u></b></p> <p><b>Monday (1/4):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li> <li><input type="checkbox"/> Complete Take a Survey workbook pages 530-532. (2.MD.10)</li> </ul> <p><b>Tuesday (1/5):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Make Picture Graphs workbook pages 536-540. (2.MD.10)</li> </ul> <p><b>Wednesday (1/6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Analyze Picture Graphs workbook pages 542-544. (2.MD.10)</li> </ul> <p><b>Thursday (1/7):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Analyze Picture Graphs workbook pages 545-546. (2.MD.10)</li> </ul> <p><b>Friday (1/8):</b> No School</p>
What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Pages 536-540: Make Picture Graphs</li> <li><input type="checkbox"/> 2. Pages 545-546: Analyze Picture Graphs</li> </ul> Submit Work Via: <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
What standards do the lessons cover?	<p><b>2.MD.10:</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p>
What materials do students need? What extra resources can students use?	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> Required Materials: <ul style="list-style-type: none"> <li>● math book, pencil</li> </ul>
What can students do if they finish early?	Extra Materials: <ul style="list-style-type: none"> <li>● Freckle Math <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></li> <li>● Workbook pages 533-534: Take a Survey</li> </ul>

Who can we contact if we have questions?

**Brandon Elementary**

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Ms. Presler- [JoAnn.Presler@k12.sd.us](mailto:JoAnn.Presler@k12.sd.us)

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**Teacher:**

Ms. Bertsch- [Megan.Bertsch@k12.sd.us](mailto:Megan.Bertsch@k12.sd.us)

**Notes:** Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: A Froggy Fable

SUBJECT/GRADE: Reading / 2nd

DATES: January 4-8

What do students need to do?

[Link to BV Week at a Glance instructional video.](#)

Note: Students in the traditional classroom will write their biographies about a friend.

## Monday (1/4):

- Watch the BV Week at a Glance instructional video.
- Review Characters and Setting:** Complete page 178: Comprehension: Characters and Setting (in your handouts packet). (2.RL.1)

## Tuesday (1/5):

- To demonstrate understanding of Drawing Conclusions and Using Background Knowledge:** Read "A Froggy Fable" in your Reading Street book pages 28-41. Answer the comprehension questions from page 42 on a piece of paper or as an audio or visual file on SeeSaw. (2.RL.1-4)
- Writing: Biography**
- Informative/explanatory texts: introduce a topic, use facts and definitions to develop points, use linking words and phrases to connect ideas, and provide a concluding statement. (2.W.2, 2.L.1, 2.L.2)
  - Begin brainstorming subjects for your biographical paragraph. You will be writing about someone who can be found on PebbleGo. (If you don't have internet access, you can find articles to use in the handouts packet.)
  - After you decide on your subject, use the biography planning and character traits list pages to write down three character traits you could use to describe them, along with facts about their life that support the traits you've chosen.

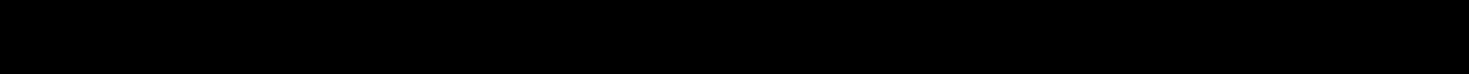
## Wednesday (1/6):

- Spelling:** Students may choose to complete either page 179 **OR** 180 (in your handouts packet): Final Syllable -le. If they would like a challenge, they may complete both spelling practice pages. (2.RF.3)
- Writing:** Using the facts from your brainstorming yesterday and linking words or phrases, add an introduction and conclusion to write a rough draft of your informational biographical paragraph. (2.W.2, 2.L.1, 2.L.2)

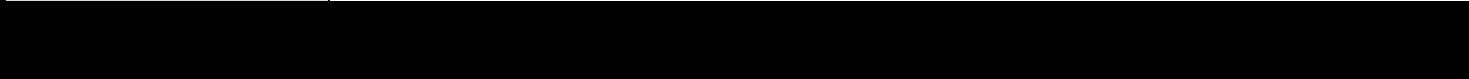
## Thursday (1/7):

- Grammar:** Students may choose to complete either page 181 **OR** 182 (in your handouts packet) Conventions: Adjectives for the Senses. (2.L.1)

	<p><input type="checkbox"/> <b>Writing:</b> Use the editing checklist to evaluate your rough draft and make changes if necessary. Show your revised rough draft and editing checklist to an adult and ask them to use the editor’s marks to add suggestions to your writing. Make suggested changes (if any) to your draft and then write the final copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft). (2.W.2, 2.L.1, 2.L.2)</p> <p><b>Friday (1/8):</b> No School</p>
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. A Froggy Fable comprehension questions</li> <li><input type="checkbox"/> 2. Final Copy of your informational biographical paragraph</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2.W.2</b> Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>a. introduce a topic.</li> <li>b. use facts and definitions to develop points.</li> <li>c. use grade level appropriate linking words and phrases to connect ideas.</li> <li>d. provide a concluding statement or section</li> </ol> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults.</p>
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<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Reading Street book, worksheets, pencil</li> </ul>
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<p>What can students do if they finish early?</p>	<p><a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></p> <p>Read for 20 minutes every day.</p> <p><a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a></p> <p><a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p>
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<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a></p>
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# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Animal Adventures / Why People Work

SUBJECT/GRADE: Sci. & SS / 2nd grade

DATES: January 4-8

<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video.</a></p>	<p><b>Science Learning Target:</b> <u>I can make observations about plants and animals to compare the diversity of life in different habitats.</u></p> <p><b>Monday (1/4): Introduction to Biodiversity and Classification</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li><li><input type="checkbox"/> View the video presentation OR read the video transcript provided for the Mystery Science: <b>Animal Adventures Mystery #1: Biodiversity and Classification</b> (How Many Different Kinds of Animals Are There?). (2-LS4-1)</li></ul> <p><b>Tuesday (1/5): Exploration of Biodiversity and Classification</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In this Mystery, students examine how scientists organize animals into groups based on their characteristics. In the activity, Animals Sorting Game, students study animal traits and use these traits to sort animal cards into mammals, birds, reptiles, and invertebrates. Students are then challenged to make decisions about animals that don't fall neatly into any of those categories.</li><li><input type="checkbox"/> Materials needed to complete this mystery: Animal Cards and Animal Challenge Cards (found in handouts packet). (2-LS4-1)</li></ul> <p><b>Social Studies Learning Target:</b> <u>I can identify goods and services, and those that are available in my community.</u></p> <p><b>Wednesday (1/6): Why People Work</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In your "Why People Work" magazine, read pages 2-3. After reading, discuss with a family member or peer: <b>Compare and contrast producers and consumers. Identify examples of each in your community.</b> (2.E.1.1)</li></ul> <p><b>Thursday (1/7): Why People Work</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In your "Why People Work" magazine, read pages 4-5. After reading, discuss with a family member or peer: <b>Compare and contrast goods and services. Provide examples of each that can be found in your community.</b> (2.E.1.1)</li></ul> <p><b>Friday (1/8): No School</b></p>
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. Picture of Animal Cards sort with (or without) Animal Challenge Cards sort</li></ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"><li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li></ol>
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	<p>2. Email it to the teacher</p> <p>3. Drop off at school</p>
What standards do the lessons cover?	<p><b>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><b>2.E.1.1</b> Identify goods and services available in the students' communities.</p>
What materials do students need? What extra resources can students use?	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Animal Cards</li> <li>● Animal Challenge Cards</li> <li>● Why People Work magazine</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Epic <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>● PebbleGO <a href="https://www.pebblego.com">https://www.pebblego.com</a></li> </ul>
Who can we contact if we have questions?	<p><b><u>Brandon Elementary</u></b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary:</u></b></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p> <p><b>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT:

SUBJECT/GRADE: Counseling/2nd

DATES: January 4 - 8, 2021

What do students need to do?

[Link to BV Counseling instructional video.](#)

## Monday (1/4): Self Esteem

- Definition of self-esteem
  - Confidence in one's own abilities - self-respect
- How does a person get self-esteem?
- Yo Yo Self Esteem
  - Self esteem rises and falls with the ups and downs of life
  - Yo-yo self esteem is not consistent
    - It leads to moody, unhappy children who are not sure of themselves
- The three traps that crush self-esteem
  - Comparing ourselves to others
  - Defining an event as who we are or making the event our identity
  - Self-talk - what we say to ourselves both verbally and through our thoughts
    - 2 categories - positive and negative

**Activity:** Make a "It's good to be me!" poster

### Book Recommendations:

Tiger Tiger Is It True? <https://www.youtube.com/watch?v=FBdHSQUtMb4>

I Want Your Moo - <https://www.youtube.com/watch?v=Tp7QRWt8Y-8>

I Like Myself - <https://www.youtube.com/watch?v=HVp8DtaWUVo>

## Tuesday (1/5): Decision Making

- What is a decision?
  - Identify who helps us make decision
  - We are responsible for our decisions
  - There are outcomes to our decisions - some outcome we like, some outcomes we do not like
  - Activity - Dial a Decision (see handout)

### Book recommendations:

What Should Danny Do? <https://www.youtube.com/watch?v=VRQZg86O-OE>

What Will It Be Penelope? [https://www.youtube.com/watch?v=UTk\\_z5PtJKE](https://www.youtube.com/watch?v=UTk_z5PtJKE)

What Were You Thinking? <https://www.youtube.com/watch?v=2FcZhbvwthE>

## Wednesday (1/6) Conflict Resolution

- What is a conflict?
- What do you see people doing when they are having a conflict?

- What do you hear people say when they are having a conflict?
- Pond of Choice - Kelso's Choice
  - Peaceful ways of solving a conflict
    - Go to Another Game
    - Talk It Out
    - Make a Deal
    - Ignore It
    - Apologize
    - Share and Take Turns
    - Tell Them to Stop
    - Walk Away
    - Wait and Cool Off

**Book Recommendations:**

Ferdinand the Bull - <https://www.youtube.com/watch?v=pCqtU-3u9Cc>

The Recess Queen - <https://www.youtube.com/watch?v=Mp3bKxYtnMM>

Talk and Work It Out - <https://www.youtube.com/watch?v=ObbiOE1RMH0>

**Thursday (1/7): Worry**

- What is worry?
  - The feeling we have when we think something bad might happen.
  - A lot of times, worry comes as "what if" thoughts
  - Nervous, anxious, stressed are other words for worry
- Our worries might show up in our bodies in how we feel physically
  - Our muscles might get tight
  - We might have butterflies in our stomach
  - Our heart might be pounding or going super fast
  - Our face might feel hot
  - Our breathing might be quick and shallow
  - Our chest may feel heavy
- What Can I do If I Worry?
  - Realize that I am worried!
  - Breathe
  - Tell someone about it
  - Stop and Change My Thoughts

**Book Recommendations:**

Worry Says What? - Allison Edwards  
<https://www.youtube.com/watch?v=j-8lLc79 IM>

Wilma Jean the Worry Machine - Julia Cook  
<https://www.youtube.com/watch?v=ngBJ73R7B4o>

The Worrysaurus - Rachel Bright - Chris Chatterton  
<https://www.youtube.com/watch?v=WklyyxNKAL0>

**Friday: (1/8): No School - In-Service**

<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Nothing to submit</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Email it to the teacher</li> <li>2. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p>ASCA Standards:</p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Self-confidence in ability to succeed</p> <p>B-SS 5. Demonstrate ethical decision making and social responsibility</p> <p>B-SS 2. Create positive and supportive relationships with other students</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Monday: n/a</li> <li>● Tuesday: n/a</li> <li>● Wednesday: n/a</li> <li>● Thursday: n/a</li> <li>● Friday: No school</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Monday:</li> <li>● Tuesday: Dial a Decision</li> <li>● Wednesday:</li> <li>● Thursday:</li> <li>● Friday: No school</li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a></p>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a>  <b>Counselor:</b> Ms. Kolb- <a href="mailto:Vickie.Kolb@k12.sd.us">Vickie.Kolb@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Counselor:</b> Ms. Osheim- <a href="mailto:Tammy.Osheim@k12.sd.us">Tammy.Osheim@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a>  <b>Counselor:</b> Ms. Nelson- <a href="mailto:Angie.Nelson@k12.sd.us">Angie.Nelson@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a>  <b>Counselor:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p>
<p><b>Notes:</b></p>	