

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

Grade 3



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 10 Fractions

SUBJECT/GRADE: Math 3rd Grade

DATES: January 4th - 8th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (1/4): Unit Fractions

- Watch the BV Week at a Glance instructional video.
- Use math workbook pages 569-570 as instructions and examples to learn about unit fractions.
- Complete Independent Practice page 572 (problems 4-16) from math workbook. (3.NF.1)

Tuesday (1/5): Fractions - Part of a Whole

- Use math workbook pages 575-576 as instructions and examples to learn about how fractions can be used to represent numbers and their parts.
- Complete Independent Practice page 577 (problems 3-13) from math workbook. (3.NF.1)

Wednesday (1/6): Review

- Choice: Complete Lesson 2 Reteach page 73 OR Lesson 2 Enrich page 64 located in the handouts. (3.NF.1)

Thursday (1/7): Fractions - Part of a Set

- Use math workbook pages 581-582 as instructions and examples to learn how to learn about fractions as part of a set.
- Complete Independent Practice page 583 (problems 3-18) from math workbook. (3.NF.1)

Friday (10/2): No School

What do students need to submit?
How can students submit their work?

Submit the Following:

- Independent Practice page 572 (problems 4-16) from math workbook
- Independent Practice page 577 (problems 3-13) from math workbook

Submit Work Via:

1. Electronically via Seesaw (preferred method, if possible)
2. Email it to the teacher
3. Drop off at school

What standards do the lessons cover?	3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (example: 1 part out of 4 equal parts is the same as $1/4$); understand a fraction a/b as the quantity formed by a parts of size $1/b$. (example: $3/4$ is the same as 3 one-fourths ($1/4, 1/4, 1/4$)).
What materials do students need? What extra resources can students use?	If you do not have access to the materials you need, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● Math Workbook ● Pencil Extra Resources: <ul style="list-style-type: none"> ● Scratch paper to show work
What can students do if they finish early?	Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
Notes: Keep practicing your multiplication and division facts for 10 minutes each day!	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Opinion Writing/Unit 4

SUBJECT/GRADE: ELA 3rd Grade

DATES: January 4th - 8th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (1/4): Opinion Writing - What Is It? and Choosing a Topic

- Watch the BV Week at a Glance instructional video.
- Watch the video or read the transcripts located in your handouts for “**Opinion Writing - Episode 1: What Is It?**” (Video: 1 minute 26 seconds) <https://youtu.be/KEK2oGBSsHk> (3.W.4)
- Complete the **Brainstorming Graphic Organizer (Student)** located in the handouts. This step will take about 5-10 minutes. You can set a timer if you’d like. **Think of at least two different ideas.** You do not have to fill in the entire graphic organizer. **Discuss** your graphic organizer with someone at home. (3.W.4)
- Watch the video or read the transcripts located in your handouts for “**Opinion Writing - Episode 2: Choosing a Topic**” (Video: 1 minute 26 seconds) <https://youtu.be/qv4rHG6rrr8> Choose a topic when completed. (3.W.4)

Tuesday (1/5): Opinion Writing - Making a Plan and Writing a Draft

- Watch the video or read the transcripts located in your handouts for “**Opinion Writing - Episode 3: Making a Plan**” (Video: 1 minute 44 seconds) <https://youtu.be/7kYtkqfXMOg> (3.W.4)
- Review the Episode 3 Planning Graphic Organizer Example, then complete the **Planning (Student) Graphic Organizer** located in the handouts. Remember you need to be able to explain each box using a lot of exciting details. Discuss your graphic organizer with someone at home. Talk about ways you could make it even better! (3.W.5) (3.SL.1)
- Next, watch the video or read the transcripts located in your handouts for “**Opinion Writing - Episode 4: Writing a Draft: Introduction**” (Video: 1 minute 27 seconds) <https://youtu.be/JmEWpwB85E0> (3.W.1)
- Then, watch the video or read the transcripts located in your handouts for “**Opinion Writing - Episode 5: Writing a Draft: Reasons and Examples**” (Video: 2 minutes 17 seconds) <https://youtu.be/X1e8Zg-fYgE> (3.W.1)
- Read over the **Introduction and Reasons and Examples pages** located in your handouts. Now you can begin creating your own opinion writing draft! **Start by writing your introduction.** You can use the lined paper provided in the handouts or any lined paper from home. (3.W.1)

- If you finish your introduction, you can begin writing your **reasons and examples**. (After about 20 minutes of writing, you can take a break.) Read your writing aloud to someone at home. (3.W.1) (3.SL.1)

Wednesday (1/6): Opinion Writing - Continue Draft/Conclusion

- Continue working on your opinion writing draft from yesterday. Use your **Planning Graphic Organizer** to help build each paragraph in your draft. You should be able to write one paragraph for each box you filled in. (3.W.1)
- Watch the video or read the transcripts located in your handouts for **“Opinion Writing - Episode 6: Writing a Draft: Conclusion”** (Video: 1 minutes 39 seconds) <https://youtu.be/X1e8Zg-fYgE> (3.W.1)
- Use the **Episode 6 Conclusion** handout as an example for how to write a conclusion. **Add a conclusion to your draft.** (3.W.1)

Thursday (1/7): Opinion Writing - Revising Your Writing/Editing

- Watch the video or read the transcripts located in your handouts for **“Opinion Writing - Episodes 7: Revising Your Writing”** (Video: 3 minutes 10 seconds) <https://youtu.be/6sZao2fUhSw> (3.W.5)
- Watch the video or read the transcripts located in your handouts for **“Opinion Writing - Episodes 8: Editing Your Writing”** (Video: 2 minutes 27 seconds) <https://youtu.be/LSmjkSkaR70> (3.W.5)
- Use the Episode 8 Editing Checklist to help guide you through your editing process. Check each box before submitting your final opinion writing piece. (3.W.5)
- Record yourself reading your opinion writing piece in Seesaw or read it aloud to someone at home. Submit your final opinion writing piece** (on lined paper) to your teacher when you are finished revising and editing. (3.SL.4) (3.SL.6) (3.L.6)

Friday (10/2): No School

What do students need to submit?
How can students submit their work?

- Submit the Following:
- Final Opinion Writing Piece (on lined paper)
- Submit Work Via:
1. Electronically via Seesaw (preferred method, if possible)
 2. Email it to the teacher
 3. Drop off at school

What standards do the lessons cover?

- 3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.

	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly. (1.b.)</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Video Links and Transcripts (in handouts) ● Opinion Writing Graphic handouts <p>What extra resources can students use?</p> <ul style="list-style-type: none"> ● You can go on the Savvas Realize website to review skills from Units 1-3 https://www.savvasrealize.com
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Independently read books ● Freckle ELA www.freckle.com ● Read books on Epic! www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books ● Write another opinion piece
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens - lindsey.abens@k12.sd.us</p>
<p>Notes: Keep reading for 20 minutes every night. Have fun!</p>	

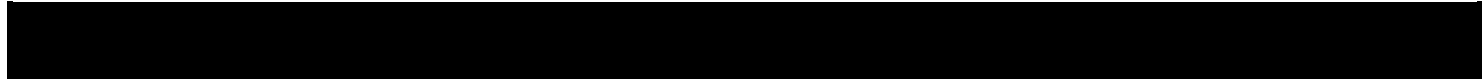
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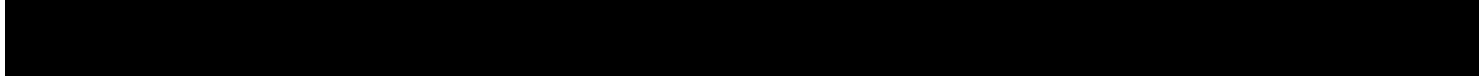
LESSON/UNIT: Ancient Civilizations/Animals

SUBJECT/GRADE: SS/Science/3rd Grade

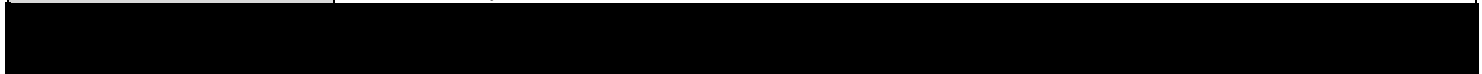
DATES: January 4th - 8th



<p>What do students need to do?</p> <p>Link to BV Week at a Glance Instructional Video</p>	<p>Monday (9/28): Social Studies - Ancient Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Read pages 8-13 in your Ancient Civilizations Magazine. Discuss the following questions with someone at home: What important inventions were the ancient Chinese responsible for? What form of government did ancient Greece have? Then, generate a question you have about the people of ancient China or ancient Greece. Discuss or research your question with someone at home. (3.H.2.1) <p>Tuesday (12/21) Science - Animals Through Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rewatch the Mystery Science Lesson: “What’s the best way to get rid of mosquitoes?” Complete the End of Mystery 7 Assessment (located in handouts). Remember to use evidence from “What’s the best way to get rid of mosquitoes?” to help support your answers. (3-LS4-3) <p>Wednesday (12/22) Social Studies - Ancient Civilizations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read pages 14-17 in your Ancient Civilizations Magazine. Complete the Ancient Civilizations Assessment (questions 1-11). (3.H.2.1) <p>Thursday (10/1): Science - Animals Through Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the article, “Ants to the rescue: Saving one another in battle against termites” located in the handouts. Complete the quiz (questions 1-4) for this article when finished. Remember to go back into the article to find evidence to answer the questions. (3-LS4-2) <p>Friday (10/2): 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: (These assignments are included in the handouts link on Seesaw/printed packets)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Science - End of Mystery Assessment <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>3-LS4-3 Construct an argument with evidence how some organisms thrive, some</p>
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	<p>struggle to survive, and some cannot survive in a particular habitat.</p> <p>3-LS4-2 Use evidence and reasoning to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Social Studies “Ancient Civilizations” Magazine ● Mystery Science handouts
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● NGSS aligned experiments: https://www.hookedonscience.org/nextgenerationsciencestandards.html ● NASA at Home https://www.nasa.gov/specials/nasaathome/index.html ● Research an ancient civilization you are interested in! ● Read or listen to books on Epic! related to geography www.getepic.com ● Explore the website www.wonderopolis.org
<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. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p>Valley Springs Elementary</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
<p>Notes: Weird but True: Ancient Greeks and Romans often ate salted fish that had rotted in the sun for at least a month.</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Winter Landscapes

SUBJECT/GRADE: Art/3rd Grade

DATES: 1/4 -1/8

What do students need to do?

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

Monday (1/4):

- Watch the Art instructional video (link can be found in the upper left corner of this document).
- Day 1: Winter Landscapes: Review worksheets: Warm and Cool Colors, and the Color Wheel. Create a drawing using the warm and cool colors. Color in the color wheel, (I suggest using crayon to color your color wheels- that way you should have all of the colors. If you don't have all the colors, try mixing them on your own!)

Tuesday (1/5):

- Day 2: Winter Landscapes: Pick a shape (circle, square, or triangle) to make your picture on. In about the middle of your shape, draw an uneven zigzag line to create the top of your mountains.
- Pick a color scheme, 3 colors which are close to each other on the color wheel. Use those colors on your sky. If you have them use watercolors, create your tertiary colors by mixing primary and secondary colors together. You can also create a watercolor effect by using markers and water, or use what you have to color in the sky.

Wednesday (1/6):

- Day 3: Winter Landscapes: Outline your zigzag with a black marker. If you are not using a permanent marker, make sure your sky is dry before you outline; otherwise there is a chance the marker line will bleed into the sky colors.
- Add shadows by adding jagged lines to the left side of your zigzag. ** Make sure to add your shadows to the same side of your mountains. Then add hash marks inside the shadow lines for texture.

Thursday (1/7):

- Day 4: Winter Landscapes: Create your horizon line. Add a line to the bottom of your mountains for a horizon line, then add a wavy line to the bottom of your page to show depth.
- Add trees. The trees closest to the mountains should be the smallest because they would be the furthest away, have your trees gradually get larger as they get closer to the bottom of your paper.

Friday (1/8): No School

	<ul style="list-style-type: none"> <input type="checkbox"/> Day 5: Winter Landscapes: Add details to your sky. With a white crayon or colored pencil, add dots to be stars. Make some big and some small, to make it look like they are close or further away. <input type="checkbox"/> Cut out your shape!
<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"> <input type="checkbox"/> 1. Picture of your Winter Landscapes <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
<p>What standards do the lessons cover?</p>	<p>3.VA.Cr.1.1 Elaborate independently on an imaginative idea.</p> <p>3.VACr.1.2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>3.VA.Cr.2.1 Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>3.VA.Cr.2.2 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>3.VA.Cr.3.1 Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>3.VA.Cn.10.1.a Create a work of art that is motivated by personal observations of surroundings.</p> <p>3.VA.Cn.11.1a Recognize that responses to art change depending on knowledge of the time and place it was made.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● Paper, pencil, something to color with (crayons, markers, colored pencils, watercolors) black marker <p>Extra Resources:</p> <ul style="list-style-type: none"> ● The Color Song: https://www.youtube.com/watch?v=fph81KVY6f8
<p>What can students do if they finish early?</p>	<p>Typing Club https://www.typingclub.com/ Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>

Notes:

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