

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

Grade 4

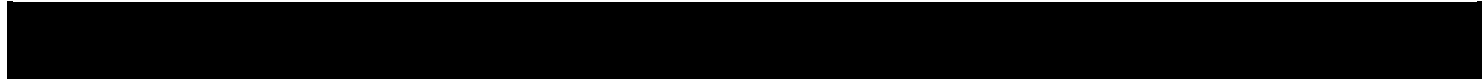


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 8: Fractions

SUBJECT/GRADE: Math/4th

DATES: January 4-8



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (01/04):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the 'BV Week at a Glance' instructional video. <input type="checkbox"/> We will begin our unit in fractions with a review of factors and multiples. Today, we will recognize that a whole number is a multiple of each of its factors. <input type="checkbox"/> Complete the Factors and Multiples guided notes, as well as the Factors and Multiples assignment. (4.OA.4) <p>Tuesday (01/05):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will use the factors of a number to determine whether a number is prime or composite. <input type="checkbox"/> Use pg. 491 as a guide as you complete pg. 493. (4.OA.4) <p>Wednesday (01/06):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today's lesson, we will move into Lesson 4: Equivalent Fractions. In this lesson, we will learn how fractions that represent the same part of a number are said to be equivalent. <input type="checkbox"/> Use pg. 505, to assist in completing pg. 507. (4.NF.1) <p>Thursday (01/07):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will continue working with equivalent fractions. We will understand that by multiplying the numerator (top) and denominator (bottom) by the same number, we can create equivalent fractions. <input type="checkbox"/> Complete pg. 509-510. (4.NF.1) <p>Friday (01/08):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School - Inservice
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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"> <input type="checkbox"/> 1. Factors and Multiples assignment. <input type="checkbox"/> 2. Lesson 4: pg. 509-510 (Equivalent Fractions) <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>4.OA.4- Using whole numbers in the range 1–100. a. Find all factor pairs for a given whole number. b. Recognize that a whole number is a multiple of each of its factors. c. Determine</p>

	<p>whether a given whole number is a multiple of each of a given one-digit number. d. Determine whether a given whole number is prime or composite 4.NF.1-Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</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. Required Materials:</p> <ul style="list-style-type: none"> ● Math Workbook ● Factors and Multiples guided notes ● Factors and Multiples assignment <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=0NvLtTwnUHs -Math Antics: Factoring ● https://www.youtube.com/watch?v=n0FZhQ_GkKw -Let's Learn Fractions
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Complete pg. 489-490, 497-490 in your math workbook. ● https://www.abcya.com/games/fraction_fling -Fraction Fling ● https://www.splashlearn.com/fraction-games -Splash Learn: Model Fractions ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Novel / Unit 3 Review

SUBJECT/GRADE: Reading/4th

DATES: January 4-8

What do students need to do?

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

Monday (01/04):

- Watch the 'BV Week at a Glance' instructional video.
- Today, **we will work on using what we know, as well as a given text or picture to make an inference.**
- Complete 'The Drop Off' worksheet. (4.RL.1)
- In addition, we are also beginning a new classroom novel. Follow the pacing guide provided by your classroom teacher, and read the required pages for today.

Tuesday (01/05):

- Today, we will apply our knowledge of making inferences, as we read in our classroom novel (according to the pacing guide), and complete the Novel Inferences graphic organizer. (4.RL.1)
- Within your Unit 3 Review, complete Part 1: Snowflakes. In this section, **we will look at identifying a main idea, author's view, and statements of fact.** (4.RL.1)

Wednesday (01/06):

- Continue reading in your classroom novel, according to the pacing guide provided by your teacher. In this lesson, **we will focus on the words, thoughts, and actions of a character within our classroom novel, as we complete the Character Sketch.** (4.RL.3)
 - Share your Character Sketch with a peer. If you chose the same character, be sure to compare/contrast the characteristics you included for your sketch. DL Cohort: Collaboration time will occur during our "Work with Me Wednesday" Zoom session. (4.SL.1)
- We will demonstrate an understanding of the common conventions of standard English, as we identify verb phrases, as well as main and helping verbs.** Complete Main and Helping Verbs, pg. 236. (4.L.1)

Thursday (01/07):

- Read in your classroom novel, according to the pacing guide provided by your teacher.

	<p><input type="checkbox"/> Today, we will understand that subjects and verbs must agree with one another. If a subject is singular, the verb must be singular. Complete the Subject-Verb Agreement worksheet, pg. 238. (4.L.1)</p> <p>Friday (01/08): No School - Inservice</p>
<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"> <input type="checkbox"/> 1. 'The Drop Off' worksheet <input type="checkbox"/> 2. Character Sketch <input type="checkbox"/> 3. Main and Helping Verbs, pg. 236. <input type="checkbox"/> 4. Subject-Verb Agreement worksheet, pg. 238 <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
<p>What standards do the lessons cover?</p>	<p>4.RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.</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"> ● Pencil ● Access to classroom novel PDF/read aloud ● 'The Drop Off' worksheet ● Novel Inferences graphic organizer ● Unit 3 Review: Part 1: Snowflakes ● Character Sketch ● Main and Helping Verbs, pg. 236 ● Subject-Verb Agreement, pg. 238 <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=i_hbzv2EacM&t=35s - Making Inferences ● https://www.youtube.com/watch?v=KI6jX40WM3w -Subject-Verb Agreement
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://sdpb.pbslearningmedia.org/resource/psu11la.reading.brrdet/blue-ribbon-readers-the-detectives-notebook-game/ - Detective's Notebook Game ● https://www.abcya.com/games/later_gator -Later Gator - Subject-Verb Agreement ● https://student.freckle.com/#/login -Activities assigned by teacher ● Online books for read <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/ ○ https://www.freechildrenstories.com/ ○ www.epic.com

Who can we contact if we have questions?

Brandon Elementary

Building Principal:

Mr. Horst- merle.horst@k12.sd.us

Teachers:

Mr. Giles- Scott.Giles@k12.sd.us

Mr. Krivarchka- Joe.Krivarchka@k12.sd.us

Mr. Schultz- benjamin.schultz@k12.sd.us

Mr. Rogers- Marshall.Rogers@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- susan.foster@k12.sd.us

Teachers:

Ms. Harte- Sarah.Harte@k12.sd.us

Ms. Scholten- Tara.Scholten@k12.sd.us

Mr. Steemken- Evan.Steemken@k12.sd.us

Ms. Sunne- Noel.Sunne@k12.sd.us

Robert Bennis Elementary

Building Principal:

Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us

Teachers:

Mr. Linneweber- Cody.Linneweber@k12.sd.us

Ms. Pudwill- Andrea.Pudwill@k12.sd.us

Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Lueders- laura.lueders@k12.sd.us

Notes:

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Government

SUBJECT/GRADE: Science/Social SS -4th

DATES: January 4-8

What do students need to do?

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

Monday (01/04): Science

- Watch the BV Week at a Glance instructional video.
- Read the transcript or watch the video: [How is your body similar to a car?](#) (4-PS3-1)
- We will look at how we use the energy from food to make our bodies move just like cars use the energy from gasoline to move.** We will begin the activity, Twist-o-matic Tester, where students build paper models of an amusement park ride called the Twist-o-Matic.

Tuesday (01/05): Science

- Use the handout, and complete the activity, Energizing Everything: Twist-o-matic. (4-PS3-4)
- Complete the Twist-o-matic Challenge worksheet. (4-PS3-4)

Wednesday (01/06): Social Studies

- This week in Social Studies, **we are going to look at how there are groups of people within our government that make rules and protect our freedoms.**
- Read the 'Branches of Government' handout. Complete the first three parts of the 'Help Wanted Advertisement'. (4.C.3.1)

Thursday (01/07): Social Studies

- Today, **we will continue to look at the responsibilities/roles of people within the three branches of government,** as you complete the remaining tasks for your 'Help Wanted Advertisement'. (4.C.3.1)

Friday (01/08): No School - Inservice

What do students need to submit?

How can students submit their work?

Submit the Following:

- 1. Twist-o-matic Challenge worksheet
- 2. Help Wanted Advertisement

Submit Work Via:

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

<p>What standards do the lessons cover?</p>	<p>4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>4-PS3-1 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-4 - Design, test, and refine a device that converts energy from one form to another.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Access to videos/transcript ● Energizing Everything: Twist-o-matic activity directions ● Twist-o-matic Challenge worksheet ● ‘Branches of Government’ handout ● Help Wanted Advertisement <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=QOLBegPWzrg -Energy - Dr. Binocs Show ● https://www.youtube.com/watch?v=JDXqSEi9oVo -Branches of U.S. Government
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.funderstanding.com/educators/coaster/ -Rollercoaster Simulator ● https://bensguide.gpo.gov/games --Branch-O-Mania ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<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: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p>Valley Springs Elementary</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Meter & Ostinato

SUBJECT/GRADE: 4th Grade Music

DATES: Jan 4-8

What do students need to do?

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

Monday (1/4):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Meter is how beats are grouped. They can be grouped in two's, three's, or four's**
- Pat your legs and say "strong", then snap your fingers and say "weak." Play any song and pat and snap along with the music. This has a meter of 2 ... You can say the words "FOOTBALL" while you pat and snap a meter of 2.
 - Stars and stripes on You tube would be a great example to listen to <https://www.youtube.com/watch?v=a-7XWhyIpE>
- Pat your legs and say "strong", then snap 2 times and say "weak weak" This is a meter of 3. You can say the word "VOLLEYBALL" while you pat and snap, snap a meter of 3.
 - An example of a song that has a meter of 3 is the Song "O Christmas Tree" You can sing the song or listen to it on <https://www.youtube.com/watch?v=tmQPYNxDYI>

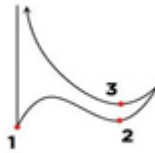
Tuesday (1/5):

- Conductor – is a person who keeps the beat for the orchestra, band or choir.
- Today You get to be a conductor. Use a pencil or a short stick to conduct along with a song that has a meter of 2. Hold the stick in your right hand. 1. You will go down with the stick for the strong beat, and 2. back up with the stick for the weak beat. It is almost like you are writing the letter J in the air. Listen to one of your favorite songs that has a meter of 2 and you can conduct along with the song.



- Here is an example Mozart song that you could conduct along with <https://www.youtube.com/watch?v=oy2zDJPIgwc>
- Now we will use your conducting stick to conduct along with a song that has a meter of 3. Hold the stick in your right hand. 1. You will go down with the stick for the

strong beat, then make a straight line to the right, and a diagonal back to the top. (It almost looks like you are making a triangle in the air.)



- Here is an example song that you could conduct along with <https://www.youtube.com/watch?v=vRfkVUf9xrc>

- Assignment to Submit – Take a picture of yourself conducting!**

Wednesday (1/6): Ostinato

- Create a four-beat movement that you can do over and over again (a movement ostinato) during a song. You can use the link provided for background music or else use your own song.
- (An example might be....pat your legs two times then clap 1 time and snap 1 time---do it again and again.)



- <https://www.quavermusic.com/QR/Y4M4P3>

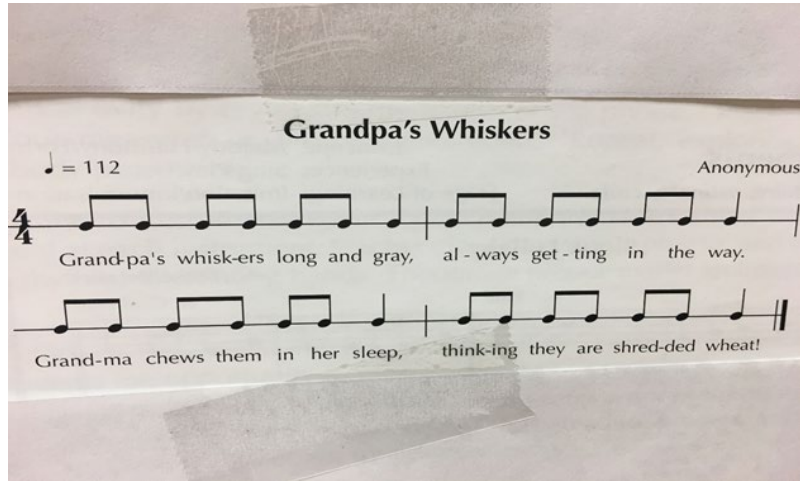
Thursday (1/7): Speech Activity

- Practice speaking the poem for Grandpa's Whiskers. (see below)
- Next: You will Create a 4-beat speech ostinato pattern that you can say 4 times in a row- add some actions that would match your words.
 - Examples: Time for a shave. (tap your cheeks 4 times)*
 - Or : Shredded wheat, crunchy, crunchy (pat your legs 2 X then snap for crunchy crunchy.)*
- Finally: You will perform the poem and your ostinato you created for someone in your house, or you could even Face Time a relative.
 - Speak the poem Grandpa's Whiskers**
 - Say your ostinato 4 times in row**

Speak the poem again.

For an extra challenge have someone else in your home say the poem while you say your ostinato pattern 4 times in a row.

If you have the technology available listen to this funny song about Ostinato:
https://www.youtube.com/watch?v=0VksrMqE_4c



Friday (1/8): No School

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

Submit the Following (Optional):
 1. Picture of yourself Conducting
Submit Work Via:
1. Email it to the teacher
2. Drop off at school

What standards do the lessons cover?

4.4.MU.C.r1.1.b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities and meters. **4.MU.Pr.4.2.a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. **4.MU.Pr.6.1.a**. Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.

What materials do students need?
What extra resources can students use?

Required Materials:
● Pencil or stick
● Technology, if available, or radio/CD player
Extra Resources:
● Youtube links (provided)

What can students do if they finish early?

EduTyping <https://www.edotyping.com/student>

Who can we contact if we have questions?

Brandon Elementary

Building Principal: Mr. Horst- Merle.Horst@k12.sd.us

Music: Ms. Fode- Rachael.Fode@k12.sd.us

Robert Bennis Elementary

Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us

Music: Mr. Fode- Jeff.Fode@k12.sd.us

Fred Assam Elementary

Building Principal: Ms. Foster- Susan.Foster@k12.sd.us

Music: Ms. Verberg- April.Verburg@k12.sd.us

Valley Springs Elementary

Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us

Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us

Notes: