

Brandon Valley School District
Distance Learning Plans
January 11-15, 2021

Grade 2



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 9: Data

SUBJECT/GRADE: Math / 2nd

DATES: January 11-15



What do students need to do? Link to BV Week at a Glance instructional video.	<p><u>Chapter 9 Learning Target: I can make and interpret picture and bar graphs.</u></p> <p>Monday (1/11):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Check My Progress workbook pages 547-548 (2.MD.10) <p>Tuesday (1/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Make Bar Graphs workbook pages 550-554. (2.MD.10) <p>Wednesday (1/13):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Analyze Bar Graphs workbook pages 556-558. (2.MD.10) <p>Thursday (1/14):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Analyze Bar Graphs workbook pages 559-560. (2.MD.10) <p>Friday (1/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving: Make a Table workbook pages 563-566. (2.MD.10)
What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <input type="checkbox"/> 1. Pages 547-548: Check My Progress <input type="checkbox"/> 2. Pages 556-558: Analyze Bar Graphs Submit Work Via: <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
What standards do the lessons cover?	<p>2.MD.10: 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>If you do not have access to the required materials, contact your teacher.</p> Required Materials: <ul style="list-style-type: none"> ● math book, pencil
What can students do if they finish early?	Extra Materials: <ul style="list-style-type: none"> ● Freckle Math https://student.freckle.com/#/login ● Workbook pages 533-534: Take a Survey

Who can we contact if we have questions?

Brandon Elementary

Building Principal:

Mr. Horst- Merle.Horst@k12.sd.us

Teachers:

Ms. Johnson- Alyssa.Johnson@k12.sd.us

Ms. Kueter- Kim.Kueter@k12.sd.us

Ms. Pearson- Cassie.Pearson@k12.sd.us

Ms. Shutes- Cassandra.Shutes@k12.sd.us

Ms. Westhoff- Kendra.Westhoff@k12.sd.us

Robert Bennis Elementary

Building Principal:

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

Teachers:

Ms. Adams- Laurie.Adams@k12.sd.us

Ms. DeBoer- Stacy.Deboer@k12.sd.us

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

Ms. Silvernail- Jayna.Silvernail@k12.sd.us

Ms. Westcott- Sandra.Westcott@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- Susan.Foster@k12.sd.us

Teachers:

Ms. Deitering- Kayla.Deitering@k12.sd.us

Ms. Bobzien- Morgan.Bobzien@k12.sd.us

Ms. Livingston- Missy.Livingston@k12.sd.us

Ms. Olson- Angie.Olson@k12.sd.us

Ms. Presler- JoAnn.Presler@k12.sd.us

Valley Springs Elementary:

Building Principal:

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

Teacher:

Ms. Bertsch- 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: Life Cycle of a Pumpkin

SUBJECT/GRADE: Reading / 2nd

DATES: January 11-15

What do students need to do?

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

Monday (1/11):

- Watch the BV Week at a Glance instructional video.
- Review Fact and Opinion:** Complete page 188: Comprehension: Fact and Opinion Review (in your handouts packet). (2.RF.4)

Tuesday (1/12):

- Demonstrate understanding of Sequencing and Important Ideas (Main Ideas):** Read “Life Cycle of a Pumpkin” in your Reading Street book pages 62-75. As you read, discuss how the real photographs of the steps of the life cycle of a pumpkin help you to better understand what is happening. Many words in our language are related. As you read, look for words that are related (e.g., bus, car, train, airplane, bicycle). Then, answer the comprehension questions from page 76 on a piece of paper or verbally with a guardian. (2.RI.2, 2.RI.3, 2.RI.5, 2.RI.6, 2.RI.7, 2.RF.3, 2.RF.4, 2.L.4, 2.SL.1, 2.SL.4, 2.L.5)
- To practice your Nonfiction Comparing and Contrasting skills:** Read “How do seeds know which way is up” in your Reading Street book pages 80-81. Find the main idea of the text, then compare and contrast it with the main idea of the “Life Cycle of a Pumpkin” text. (2.RI.9, 2.L.4)

Wednesday (1/13):

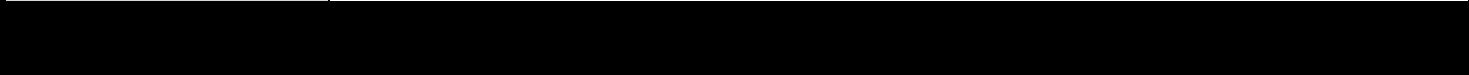
- Spelling:** Students may choose to complete either page 189 **OR** 190 (in your handouts packet): Vowel Patterns: oo, u. If they would like a challenge, they may complete both spelling practice pages. (2.RF.3)
- Writing:** Use the I Have a Dream brainstorming page to think of different ways that you could change the world for the better. (2.W.2, 2.L.1, 2.L.2)

Thursday (1/14):

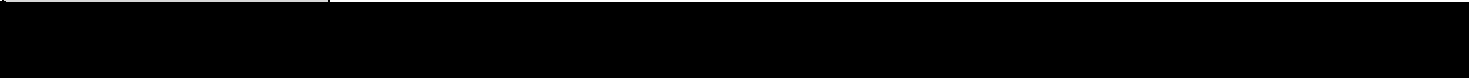
- Grammar:** Complete page 192 (in your handouts packet) Conventions: Adjectives for Number, Size, and Shape. (2.L.1)
- Writing:** Using the details from your brainstorming yesterday and linking words or phrases, add an introduction and conclusion to write a rough draft of your I Have a Dream paragraph. (2.W.2, 2.L.1, 2.L.2)

Friday (1/15):

	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar: Complete page 191 (in your handouts packet) Conventions: Adjectives for Number, Size, and Shape. (2.L.1) <input type="checkbox"/> Writing: 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)
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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. Page 188: Comprehension: Fact and Opinion Review <input type="checkbox"/> 2. Final Copy of your I Have a Dream paragraph <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>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.</p> <p>2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p>2.RI.9 Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(b)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p>2.W.2 Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p>2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults.(a)</p> <p>2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
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<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"> ● Reading Street book, worksheets, pencil ● I Have a Dream brainstorming page, Editing Checklist and Marks pages, Final Copy paper
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<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login Read for 20 minutes every day. https://www.getepic.com/sign-in https://www.storylineonline.net/</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Animal Adventures / Why People Work SUBJECT/GRADE: Science/SS/2nd grade DATES: January 11-15

What do students need to do?

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

Science Learning Target: I can make observations about plants and animals to compare the diversity of life in different habitats.

Monday (1/11): Science Introduction

- Watch the BV Week at a Glance instructional video.
- View the video presentation OR read the video transcript provided for the Mystery Science: **Animal Adventures Mystery #2 (Biodiversity, Habitat, and Species) Why do frogs say ribbit?** (2-LS4-1)

Tuesday (1/12): Science Exploration

- Students will use the Who’s Calling? handout to complete the analysis of different types of frog ribbits. If you are unable to view the video link online, the sounds will also be found in the corresponding daily instructional video. (2-LS4-1)

Social Studies Learning Target: I can identify goods and services, and those that are available in my community.

Wednesday (1/13): Social Studies: Why People Work

- In your Why People Work magazine, read pages 6-7: Money Choices. When you’re done reading, discuss the following question with a guardian or peer: How can a budget help someone make a choice about money? (2.E.1.1)

Thursday (1/14): Social Studies: Money Choices Activity

- Use the Money Choices Activity handout to practice your budgeting skills. As you’re working, identify which items are goods or services and discuss whether or not they could be found in your community. (2.E.1.1)

Friday (1/15): Social Studies: Why People Work

- In your Why People Work magazine, read pages 8-9: Strawberries for Sale. When you’re done reading, discuss the following topic with a guardian or peer: Describe the role of weather and resources on the production of food. Which reading story does this connect to? Which goods could weather affect in our community? (2.E.1.1)

What do students need to submit?

How can students submit their work?

Submit the Following:

- 1. Who’s Calling? handout

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred method, if possible)

	<p>2. Email it to the teacher</p> <p>3. Drop off at school</p>
What standards do the lessons cover?	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2.E.1.1 Identify goods and services available in the students' communities.</p>
What materials do students need? What extra resources can students use?	<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"> ● Animal Adventure Mystery #2 video or transcript ● Who's Calling? handout / answer key ● Why People Work magazine ● Money Choices Activity handout
What can students do if they finish early?	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.pebblego.com
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us</p> <p>Valley Springs Elementary:</p> <p>Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us</p> <p>Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 5

SUBJECT/GRADE: Counselor/ 2nd

DATES: Jan. 11 - 15

What do students need to do?

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

Monday (1/11): Seeking Attention

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- **Negative Ways Children get attention**
 - Tattle
 - Interrupt
 - Temper tantrums
 - Using inappropriate words
 - Acting out
 - Using baby talk - whining
 - Loud voice
- **Positive Ways to Get Attention**
 - Raise Hand (school)
 - Using Manners
 - Being Respectful
 - Giving Compliments
 - Being helpful
 - Smiling
 - Starting friendly conversations
- **Discussion on the strategies the students use to get attention at home and at school.**
- **Recommended reading**
 - [Let's Talk About Needing Attention](#) - Joy Berry
<https://www.youtube.com/watch?v=DL-QgLtKBAA>
 - [The Interrupting Chicken](#) - David Ezra Stein -
<https://www.youtube.com/watch?v=ZL7w5ZvGfYU>
 - [The Very Inappropriate Word](#) - Jim Tobin -
<https://www.youtube.com/watch?v=U4YQh7iUUuM>
 - [Decibella and her 6 inch - Voice](#) - Julia Cook -
<https://www.youtube.com/watch?v=T5fpfEn4u8g>

Tuesday (1/12): Disappointment

- **What is disappointment?**
 - Sadness or displeasure caused by nonfulfillment of one's hopes or expectations
- **How does one handle disappointment?**
 - Take a breath
 - Feel the feeling
 - Say, "I can handle this."

- Identify personal events that caused students to feel disappointed, the strategy they used when the disappointment occurred and the outcome or results.
- Recommended Reading

You Get What You Get - Julie Grassman and Sarah Horne
<https://www.youtube.com/watch?v=wbzWm6F-Ls>

Shubert Rants and Raves - Dr. Becky Bailey

Miracle Melts Down - Rosemary Wells -
<https://www.youtube.com/watch?v=wbzWm6F-Ls>

Wednesday (1/13): Patience

- What is patience?
 - The capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset.
 - Waiting
 - Activity - Discuss
 - *When do you need to be patient?*
 - *Tell of a time when it was difficult for you to be patient.*
 - *What are some strategies you can use when you need to be patient?*
 - *Why is it important to have patience?*
- Recommended Reading
 - The Magic of Patience - A Jataka Tale -
<https://www.youtube.com/watch?v=s-gDXGYaTa4>
 - Waiting Is Not Easy - Mo Willems -
https://www.youtube.com/watch?v=HTS_ohuhhPA
 - Remi the Rhino Learns about Patience - Andy Mcguire -
<https://www.youtube.com/watch?v=cO3rVYDahow>

Thursday (1/14): Empathy

- What is Empathy?
 - The ability to understand and share the feelings of others.
 - Empathy is important because it helps us understand how others are feeling so we can respond appropriately to the situation.
 - We teach empathy by explaining our emotions during significant events.
- Activity: I Can Identify With That
 - Describe a situation that you had such as "Greg/Sally told me that I couldn't sit with him/her at lunch." Talk about how you felt. If someone else had a situation similar to that, they say, "I can identify with that." That person tells about their situation.
 - List of situations and have your child/students identify the feeling a person might have in that situation.
- Recommended books:
 - Stand in My Shoes - Bob Sornson -
<https://www.youtube.com/watch?v=pS4p-7JVso0>
 - How Do I Stand in Your Shoes? Susan DeBell -
https://www.youtube.com/watch?v=HP2AR_VX90Y

- Those Shoes - Noah Z. Jones -
<https://www.youtube.com/watch?v=JfcT7IO2STw>

Friday (1/15): Lynx Way - Responsibility

- **Responsibility**
 - taking care of something or someone
 - accepting the results of our decisions
 - being trustworthy, reliable and accountable
- **What responsibilities do second graders have?**
 - Chores
 - School work
 - Friendship
 - Family
- **What happens when we do not fulfill our responsibilities?**
 - we may harm or endanger others
 - people lose trust in us
 - you could cause damage to property
 - you may hurt your ability to achieve your goals
- **Activity:**
 - Make a list of your responsibilities and what would happen if you failed to be responsible.
- **Recommended Reading:**
 - What If Everybody Did That? Colleen M. Madden
<https://www.youtube.com/watch?v=SD0apYFz5gg>
 - The Little Red Hen - PaulGaldone
<https://www.youtube.com/watch?v=2E72Tzy0LNo>
 - The Good Egg - Jory John
<https://www.youtube.com/watch?v=UWx8R4I3orE>

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

- Submit the Following (Optional):
- 1. Nothing to Submit
- Submit Work Via:
1. Email it to the teacher
 2. Drop off at school

What standards do the lessons cover?

PS: A1.1 - develop positive attitudes toward self as a unique and worthy person; PS: A1.2 - identify values, attitudes and beliefs; PS: A1.5 - Identify and express feelings; PS: A1.6 - distinguish between appropriate and inappropriate behavior; PS: A1.8 - understand the need for self-control and how to practice it; PS: A1.10 - identify personal strengths and assets; PS: A2.1 - recognize that everyone has rights and responsibilities; PS: A2. 6 - use effective communication skills; PS: B1.2 - understand consequences of decisions and choices; PS: B1.4 - develop effective coping skills for dealing with problems; PS: B1.6 - know how to apply conflict resolution skills

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • N/A <p>Extra Resources:</p> <ul style="list-style-type: none"> • N/A
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Ms. Kolb- Vickie.Kolb@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Ms. Osheim- Tammy.Osheim@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Ms. Nelson- Angie.Nelson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Counselor: Ms. Palmer- Tanya.Palmer@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District