

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

Grade 3



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fractions

SUBJECT/GRADE: 3rd Math

DATES: January 11th - 15th

What do students need to do?

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

## Monday (1/11): Problem Solving Strategy - Draw a Diagram

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and math workbook pages 587-588 as instructions and examples to learn how to draw diagrams as a problem solving strategy.
- Complete **Apply the Strategy pages 589-590 (problems 1-7)** from your math workbook. (3.NF.1)
- (Optional) Complete **Check My Progress pages 593-594 (problems 1-15)** from your math workbook. (3.NF.1)

## Tuesday (1/12): Fractions on a Number Line

- Use daily instructional video and math workbook pages 595-596 as instructions and examples to learn about fractions on a number line.
- Complete **Independent Practice pages 597-598 (problems 4-15)** from your math workbook. (3.NF.2)

## Wednesday (1/13): Review Fractions on Number Line

- Use daily instructional video as instructionals and examples to review fractions on a number line.
- Complete **Lesson 10-K page (problems 1-5)** located in your handouts. (3.NF.2)

## Thursday (1/14): Equivalent Fractions

- Use daily instructional video and math workbook pages 601-602 as instructions and examples to learn about equivalent fractions.
- Complete **Independent Practice pages 603-604 (problems 2-10)** from your math workbook. (3.NF.3)

## Friday (1/15): Review Equivalent Fractions

- Use daily instructional video as instructions and examples to review equivalent fractions.
- Choice:** Complete **Lesson 6 Reteach page (problems 1-11)** OR **Lesson 6 Enrich page (problems 1-4)** located in your handouts. (3.NF.3)

<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independent Practice pages 597-598 (problems 4-15) from math workbook</li> <li><input type="checkbox"/> Independent Practice pages 603-604 (problems 2-10) from math workbook</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via Seesaw (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p><b>3.NF.1</b> Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts (example: 1 part out of 4 equal parts is the same as <math>\frac{1}{4}</math>); understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>. (example: <math>\frac{3}{4}</math> is the same as 3 one-fourths (<math>\frac{1}{4}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{4}</math>)).</p> <p><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</p>
<p>What materials do students need?</p> <p>What extra resources can students use?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Math Workbook</li> <li>● Handouts for the week</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Scratch paper to show work</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Complete the homework pages from your math workbook for extra practice.</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a> (Will require internet access. Contact your teacher for login information.)</li> <li>● Multiplication Fact Practice - <a href="http://www.timestables.com">www.timestables.com</a> (Will require internet access)</li> </ul>
<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. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a> Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a> Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a> Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a> Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</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> Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a> Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a> Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a> Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b>Fred Assam Elementary</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. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a> Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a> Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a> Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p>

**Valley Springs Elementary**

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**Teacher:**

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**Notes: Remember to practice your multiplication and division facts at home!**

*Brandon Valley School District*

## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: The Man Who Invented Basketball/Unit 4 SUBJECT/GRADE: 3rd Grade Reading DATES: January 11th - 15th

What do students need to do?

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

### Monday (1/11): Word Analysis - Irregular Plural Nouns; Generalize and Summarize

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 22-23 to learn about irregular plural nouns. (3.L.2e) (3.L.1) (3.L.1a) (3.RF.3)
- Complete **Irregular Plurals page 217 (numbers 1-15)** located in the handouts. (3.L.1a) (3.L.2e)
- Using your Reading Street textbook, read pages 24-25 to learn about **Generalizing and Summarizing**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RL.1)

### Tuesday (1/12): Unknown Words and Vocabulary

- Use daily instructional video and page 26 in your Reading Street textbook to learn about a strategy to use when coming across **unfamiliar words**. Then read "Carlos Catches Sports Fever" on page 27. (3.L.4) (3.L.4a)
- Look for your weekly **vocabulary words** listed below in the story. You can look them up in the glossary found in the back of the reading book if you want. Complete the **Vocabulary page 250 (numbers 1-10)** located in your handouts. (3.L.1a) (3.L.4)

Vocabulary Words: **basketball, popular, disease, sports, freeze, study, guard, terrible**

### Wednesday (1/13): Comprehension - Generalizing and Summarizing

- Watch daily instructional video and read aloud "**The Man Who Invented Basketball**" **pages 28-41** from Reading Street textbook. Discuss the following questions with someone at home as you read:

**How can you tell that "The Man Who Invented Basketball" is not an autobiography? Why might playing duck on a rock not be one of the events included on the timeline on page 41? Generate and answer one question about the story that can be answered with the text.** (Optional): Ask someone to answer your question. Remind them to go back into the text to find evidence to support their answer. (3.RL.1)

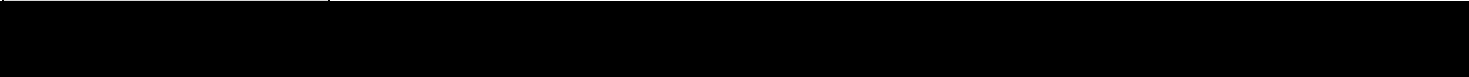
### Thursday (1/14): Singular and Plural Pronouns

- Use daily instructional video and Page 1 in your handouts to learn about singular and plural nouns. Complete **Singular and Plural Pronouns page 226** located in your handouts. Explain to someone at home the difference between a singular pronoun and a plural pronoun. (3.L.1a) (3.L.1b)

	<p><input type="checkbox"/> Complete the <b>Written Response to the Selection</b> (pages 95-96). You will need to look back in the story “The Man Who Invented Basketball” in your Reading Street textbook to complete this assignment. <u>Use the checkboxes on page 95 to help you with your written response. You must <b>check all boxes</b> before you submit.</u> (3.L.1)</p> <p><b>Friday (1/15): Vocabulary, Word Study, Comprehension</b></p> <p><input type="checkbox"/> Complete the <b>Reading Test</b> “The Man Who Invented Basketball”. The reading test is located in the handouts section in Seesaw or in the printed packet. <b>Reminder: This test should be completed independently.</b> (3.RL.1) (3.RF.3) (3.L.1)</p>
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: <b>located in handouts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Irregular Plurals page 217 (numbers 1-15)</li> <li><input type="checkbox"/> Vocabulary page 250 (numbers 1-10)</li> <li><input type="checkbox"/> Singular and Plural Pronouns page 226</li> <li><input type="checkbox"/> Written Response to the Selection (pages 95-96)</li> <li><input type="checkbox"/> Reading Test “The Man Who Invented Basketball”</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (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>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>3.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>3.L.1.a</b> Write legibly in print or cursive, using appropriate spacing and margins.</p> <p><b>3.L.1b</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>3.L.2e</b> Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p> <p><b>3.L.4</b> Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p><b>3.L.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</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 materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Reading Street textbook</li> <li>● Handouts for the week from Seesaw or printed packet</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Savvas Realize Online: <a href="https://www.savvasrealize.com/index.html#/">https://www.savvasrealize.com/index.html#/</a></li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Explore resources on Savvas Realize website</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a></li> <li>● Epic! - <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Listen to parent or sibling read aloud</li> <li>● Read magazines or comic books</li> </ul>
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Who can we contact if we have questions?

**Brandon Elementary**

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Mr. Johnson- [Andy.Johnson@k12.sd.us](mailto:Andy.Johnson@k12.sd.us)

Mr. Gappa - [matthew.gappa@k12.sd.us](mailto:matthew.gappa@k12.sd.us)

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Ms. Kieffer- [Michelle.Kieffer@k12.sd.us](mailto:Michelle.Kieffer@k12.sd.us)

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**Notes: Keep reading for 20 minutes every night!**

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Invisible Forces/The First People

SUBJECT/GRADE: SS/Science/3rd Grade

DATES: January 11th - 15th



<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video.</a></p>	<p><b>Monday (1/11): Social Studies - The First People</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"/> In the Social Studies <b>“The First People”</b> magazine, read pages 2-5. Discuss the following questions with someone at home: <b>How did the introduction of horses affect the Plains Indians’ way of life? Why did some Southwestern Indians decide to dig channels to carry water to crops?</b> Use the text to help support your answers. (3.H.1.2)</li></ul> <p><b>Tuesday (1/12): Science - Invisible Forces</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the <b>Anchor Phenomenon</b> and <b>Guided Inquiry</b> portions of the <b>“Ice Board”</b> Mystery Science video OR read transcripts located in the handouts. Discuss the questions throughout the online video/transcripts with someone at home. Complete the <b>See, Think, Wonder Chart</b> included in the handouts. (3-PS2-1)</li></ul> <p><b>Wednesday (1/13): Social Studies - The First People</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In the Social Studies <b>“The First People”</b> magazine, read pages 6-11. Discuss the following question with someone at home: <b>How did the introduction of horses affect the American Indian economy? Why is it important that some homes were permanent and other homes were temporary?</b> Use the text to help support your answers. (3.H.1.2)</li></ul> <p><b>Thursday (1/14): Science - Invisible Forces</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the <b>Hands-On Activity</b> and <b>Wrap-Up</b> portions of the <b>“Ice Board”</b> Mystery Science video OR read transcripts located in handouts. Complete the <b>Ice Board Worksheet</b> included in the handouts. (3-PS2-1)</li></ul> <p><b>Friday (1/15): Social Studies/Science - Review and Extend</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use this day to get caught up on your Social Studies and Science work from the week. You can reread pages in your <b>The First People magazine</b>. You can also check out the <b>“What do I do if I finish early?”</b> section for more ideas.</li></ul>
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<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Science - Ice Board Worksheet located in handouts</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></ol>
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	3. Drop off at school
What standards do the lessons cover?	<p><b>3.H.1.2</b>-Explain cause and effect relationships that impacted early settlement and development in the United States.</p> <p><b>3-PS2-1</b> Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p>
What materials do students need? What extra resources can students use?	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>• Social Studies The First People Magazine</li> <li>• Handouts for the week</li> <li>• paper/pencil</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>• NGSS aligned experiments: <a href="https://www.hookedonscience.org/nextgenerationsciencestandards.html">https://www.hookedonscience.org/nextgenerationsciencestandards.html</a></li> <li>• Read/listen to books on Epic! related to social studies/science <a href="http://www.getepic.com">www.getepic.com</a></li> <li>• Explore the website <a href="http://www.wonderopolis.org">www.wonderopolis.org</a></li> </ul>
Who can we contact if we have questions?	<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. Freeborn- <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a> Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a> Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a> Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a> Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</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> Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a> Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a> Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a> Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b>Fred Assam Elementary</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. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a> Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a> Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a> Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p> <p><b>Valley Springs Elementary</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. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<b>Notes: Weird but True: Tug-of-War was once an Olympic sport!</b>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Georgia O’Keeffe

SUBJECT/GRADE: Art/3rd Grade

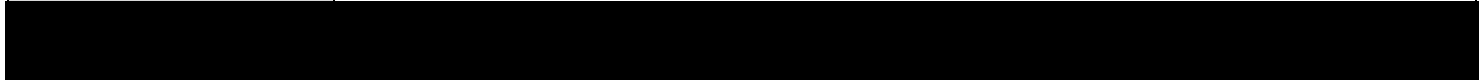
DATES: 1/11- 1/15



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Art instructional video.</u></a></p>	<p><b>Monday (1/11):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document).</li> <li><input type="checkbox"/> <b>Day 1: Georgia O’Keeffe:</b> Do Review worksheet, using what we reviewed last week with the warm and cool colors; color the landscapes in the correct color families.</li> </ul> <p><b>Tuesday (1/12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 2: Georgia O’Keeffe:</b> Read the Georgia O’Keeffe bio, Georgia O’Keeffe was from the Desert Southwest Region of the United States. With a family member discuss why different cultures would create art for different events or stories throughout history?</li> </ul> <p><b>Wednesday (1/13):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 3: Georgia O’Keeffe:</b> Draw the landscape. Follow the how to draw page to create your landscape.</li> </ul> <p><b>Thursday (1/14):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 4: Georgia O’Keeffe:</b> You need to decide would you like to use warm colors or cool colors for the sky? Whichever one you don’t use, use for the ground. Color your sky.</li> </ul> <p style="padding-left: 40px;">Example: if I colored the sky with warm colors, I would use the cool colors to color in the ground</p> <p><b>Friday (1/15):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 5: Georgia O’Keeffe:</b> Using the other color family, color your ground/ land.</li> </ul>
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<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. Take a picture of your Georgia O’Keeffe inspired landscapes</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>
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<p>What standards do the lessons cover?</p>	<p><b>3.VA.Cr.1.1</b> Elaborate independently on an imaginative idea.</p> <p><b>3.VACr.1.2</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p>
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	<p><b>3.VA.Cr.2.1</b> Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p><b>3.VA.Cr.2.2</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p><b>3.VA.Cr.3.1</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p><b>3.VA.Pr.6.1.a</b> Identify and explain how and where different cultures record and illustrate stories and history of life through art.</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>• paper, pencil, something to color with (crayons, markers, colored pencils, watercolors)</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• Georgia O’Keeffe: <a href="https://www.youtube.com/watch?v=C3iKpM0H6Ek">https://www.youtube.com/watch?v=C3iKpM0H6Ek</a></li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club <a href="https://www.typingclub.com/">https://www.typingclub.com/</a> Art for Kids Hub: <a href="https://www.youtube.com/user/ArtforKidsHub">https://www.youtube.com/user/ArtforKidsHub</a></p>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b> <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a> <b>Art:</b> Ms. Rieff- <a href="mailto:Erin.Rieff@k12.sd.us">Erin.Rieff@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b> <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Art:</b> Ms. McNamara- <a href="mailto:Heidi.McNamara@k12.sd.us">Heidi.McNamara@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b> <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a> <b>Art:</b> Ms. Heeren- <a href="mailto:Jordan.Heeren@k12.sd.us">Jordan.Heeren@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a> <b>Art:</b> Ms. Kasten- <a href="mailto:Amy.Kasten@k12.sd.us">Amy.Kasten@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*