

# Brandon Valley School District

## Distance Learning Plans

### January 11-15, 2021

Grade 4



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 8: Fractions

SUBJECT/GRADE: Math

DATES: January 11-15

<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 (01/11):</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"/> Today, we will move into Lesson 5: Simplest Form. <b>We will understand that in order to find the simplest form, we must find the greatest common factor of the numerator and denominator.</b></li> <li><input type="checkbox"/> Use the 'Simplifying Fractions' anchor chart and complete 'Simplify the Fractions'. (4.OA.4)</li> </ul> <p><b>Tuesday (01/12):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In this lesson, we will continue working on simplest form. <b>We will remember that a fraction is in simplest form when the numerator and denominator have no other common factor than 1.</b></li> <li><input type="checkbox"/> Use pg. 511 as a guide for completing pg. 513. (4.OA.4)</li> </ul> <p><b>Wednesday (01/13):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In today's lesson, we will move into Lesson 6: Compare and Order Fractions. In this lesson, <b>we will compare two fractions with different numerators and/or different denominators, using a variety of strategies.</b></li> <li><input type="checkbox"/> Use pg. 517-518, to assist in completing pg. 519. (4.NF.2)</li> </ul> <p><b>Thursday (01/14):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Today, <b>we will continue working on comparing and ordering fractions, using a common denominator, pictures, number lines, and cross-multiplication.</b></li> <li><input type="checkbox"/> Use the practice page, 'Comparing Fractions: Strategies to Solve', and complete 'Cross Multiply to Compare Fractions. (4.NF.2)</li> </ul> <p><b>Friday (01/15):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will continue into Lesson 7: Use Benchmark Fractions to Compare and Order. Use pg. 523-524 to help complete pg. 525. (4.NF.2)</li> </ul>
<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"/> 1. Simplify the Fractions</li> <li><input type="checkbox"/> 2. Cross Multiply to Compare Fractions</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> </ol>

	<p>2. Email it to the teacher</p> <p>3. Drop off at school</p>
What standards do the lessons cover?	<p><b>4.OA.4-</b> 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 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</p> <p><b>4.NF.2-</b> Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>.</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>• Math Workbook</li> <li>• ‘Simplifying Fractions’ anchor chart</li> <li>• ‘Simplify the Fractions’ worksheet</li> <li>• ‘Comparing Fractions: Strategies to Solve’</li> <li>• ‘Cross Multiply to Compare Fractions’ worksheet</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=AtBUQH8Tkqc">https://www.youtube.com/watch?v=AtBUQH8Tkqc</a> -Math Antics: Simplify Fractions</li> <li>• <a href="https://www.youtube.com/watch?v=KNdUJQ_qd4U">https://www.youtube.com/watch?v=KNdUJQ_qd4U</a> -Math Antics: Compare Fractions</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>• Complete pg. 526 and 528 in your math workbook.</li> <li>• <a href="https://platform.breakoutedu.com/game/play/fractions-monster-127522-5I724UCGZ1">https://platform.breakoutedu.com/game/play/fractions-monster-127522-5I724UCGZ1</a> - BREAKOUT (Ordering Fractions)</li> <li>• <a href="https://www.iknowit.com/lessons/c-simplifying-fractions.html">https://www.iknowit.com/lessons/c-simplifying-fractions.html</a> - Simplify Fractions</li> <li>• <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></li> <li>• <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> - Activities assigned by teacher</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> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a> Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>

**Notes:**

***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 11-15

What do students need to do?

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

### Monday (01/11):

- ☐ Watch the 'BV Week at a Glance' instructional video.
- ☐ This week, we will continue in your classroom novel. Follow the pacing guide provided by your classroom teacher, and read the required pages for today.
- ☐ In this lesson, **we will identify the characters, setting, and elements of the plot.** Complete 'Story Structure' worksheet. (4.RL.3)

### Tuesday (01/12):

- ☐ Continue reading in your classroom novel, according to the pacing guide provided by your teacher.
- ☐ **Today, we will determine the theme, by searching for key words and clues to determine the overall lesson or message of a story. We will use the elements of story structure in order to provide a well-developed summary.**
- ☐ Complete 'From Key Word to Theme', as well as the 'Novel Summary' writing. (4.RL.2) (4.L.2)

### Wednesday (01/13):

- ☐ Continue reading in your classroom novel, according to the pacing guide provided by your teacher.
- ☐ Today, **we will focus on identifying a main idea and supporting details of a given passage, as well as making accurate generalizations.** Complete Part 2: Blending In. (4.RI.2)

### Thursday (01/14):

- ☐ Read in your classroom novel, according to the pacing guide provided by your teacher.
- ☐ Today, **we will determine the meaning of grade-level academic vocabulary, as well as demonstrate our knowledge of verb phrases and subject-verb agreement,** as we complete Part 2: Vocabulary and Part 3: Writing Conventions. (4.L.1)

### Friday (01/15):

- ☐ We will **extend our knowledge of theme, as we use our classroom novel and determine the characters, setting, conflict, and theme.**

	<input type="checkbox"/> Complete 'Identifying Theme'. (4.RL.2)
What do students need to submit? How can students submit their work?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. 'Novel Summary' writing</li> <li><input type="checkbox"/> 2. Part 2: Vocabulary</li> <li><input type="checkbox"/> 3. Part 3: Writing Conventions</li> <li><input type="checkbox"/> 4. Identifying Theme</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>
What standards do the lessons cover?	<p><b>4.RL.2</b> Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</p> <p><b>4.RL.3</b> 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><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p><b>4.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>4.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>● Pencil</li> <li>● Access to classroom novel PDF/read aloud</li> <li>● 'Story Structure' worksheet</li> <li>● From Key Word to Theme</li> <li>● 'Novel Summary' writing</li> <li>● Blending In, Part 2: Vocabulary, and Part 3: Writing Conventions</li> <li>● 'Identifying Theme' worksheet</li> <li>●</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=7VsHtx3hZ3A">https://www.youtube.com/watch?v=7VsHtx3hZ3A</a> -Theme</li> <li>● <a href="https://www.youtube.com/watch?v=dsB73dRuGcE">https://www.youtube.com/watch?v=dsB73dRuGcE</a> -How to Write a Summary</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● <a href="https://www.roomrecess.com/mobile/KidHeroesTheme/play.html">https://www.roomrecess.com/mobile/KidHeroesTheme/play.html</a> -Kid Heroes: Theme</li> <li>● <a href="http://www.brucevanpatter.com/storykitchen.html">http://www.brucevanpatter.com/storykitchen.html</a> - Create/Finish the Story</li> <li>● <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> -Activities assigned by teacher</li> <li>● Online books for read <ul style="list-style-type: none"> <li>○ <a href="https://www.funbrain.com/books">https://www.funbrain.com/books</a></li> <li>○ <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>○ <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></li> <li>○ <a href="http://www.epic.com">www.epic.com</a></li> </ul> </li> </ul>

<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>Teachers:</b>  Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a>  Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a>  Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a>  Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@k12.sd.us</a>  <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>Teachers:</b>  Ms. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a>  Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a>  Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a>  Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@k12.sd.us</a>  <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>Teachers:</b>  Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a>  Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a>  Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@k12.sd.us</a>  <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>Teacher:</b>  Ms. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b><u>Notes:</u></b></p>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Government

SUBJECT/GRADE: Science/Social SS - 4th

DATES: January 11-15

<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 (01/11): Science</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"/> Today, <b>we will continue to make observations and look for evidence of stored energy, energy in motion, and the transformation of energy.</b></li> <li><input type="checkbox"/> Watch <a href="#">Energy Transformations</a>: <a href="http://shorturl.at/lvEN8">shorturl.at/lvEN8</a></li> <li><input type="checkbox"/> Complete 'End of Mystery Assessment'. (4-PS3-1) (4-PS3-2)</li> </ul> <p><b>Tuesday (01/12): Science</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>In this lesson, we will be looking at evidence in order to determine the relationship between the speed of an object and the energy of that object.</b></li> <li><input type="checkbox"/> Watch <a href="#">Train Buffer Stop</a>: <a href="http://shorturl.at/bekNR">shorturl.at/bekNR</a></li> <li><input type="checkbox"/> Complete 'Lego Buffer Stop' activity. (4-PS3-1)</li> </ul> <p><b>Wednesday (01/13): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This week in Social Studies, <b>we will identify the three levels of government, and understand the responsibilities/duties of each group.</b></li> <li><input type="checkbox"/> Read the article, 'State and Local Government' in your <i>How Government Works</i> magazine. (4.C.3.1)</li> <li><input type="checkbox"/> Watch <a href="#">Kids Explain 3 Levels</a>: <a href="http://shorturl.at/fhtNX">shorturl.at/fhtNX</a></li> </ul> <p><b>Thursday (01/14): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>We will continue looking at the leaders and services within the three levels of government.</b> Use the anchor chart 'Government - Who Takes Care of What', and complete the graphic organizer, 'Levels of Government'. (4.C.3.1)</li> </ul> <p><b>Friday (01/15):</b> No assignment. Use this time to catch up on any unfinished or missing work.</p>
<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"/> 1. End of Mystery Assessment</li> <li><input type="checkbox"/> 2. 'Levels of Government' graphic organizer</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>



What standards do the lessons cover?	<p><b>4.C.3.1</b> Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p><b>4-PS3-1</b> - Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p><b>4-PS3-2</b> - Make observations to provide evidence for how energy can be transferred from place to place by sound, light, heat, and electric currents.</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>• Access to videos</li> <li>• End of Mystery Assessment</li> <li>• 'Lego Buffer Stop' activity</li> <li>• <i>How Government Works</i> magazine</li> <li>• 'Government - Who Takes Care of What' anchor chart</li> <li>• 'Levels of Government' graphic organizer</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=-8atlc3XixY">https://www.youtube.com/watch?v=-8atlc3XixY</a> -Energy Transformations</li> <li>• <a href="https://www.youtube.com/watch?v=Q6I52PvUDX4&amp;t=28s">https://www.youtube.com/watch?v=Q6I52PvUDX4&amp;t=28s</a> --Levels of Government</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>• <a href="https://web.winnetka36.org/skokieresearch/5thGradeScience/The_Energy_Lair.html">https://web.winnetka36.org/skokieresearch/5thGradeScience/The_Energy_Lair.html</a> --The Energy Lair</li> <li>• <a href="https://peo.gov.au/sub-site/three-levels-of-government-game/index.html">https://peo.gov.au/sub-site/three-levels-of-government-game/index.html</a> -Levels of Government game</li> <li>• Explore Pebble Go <a href="https://site.pebblego.com/">https://site.pebblego.com/</a> Ask your teacher for login information</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> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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> Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a> Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>

**Notes:**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Note Names

SUBJECT/GRADE: 4th Grade Music

DATES: Jan 11-15, 2020

What do students need to do?

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

## Monday (1/11):

- ☐ Watch the Music instructional video (link can be found in the upper left corner of this document).
- ☐ Read the "Lines and Spaces" Worksheet, page 1.
- ☐ Sing about the Lines & Spaces on the Treble Clef:
  - ☐ FACE (spaces): <https://www.youtube.com/watch?v=J1v74oWfK8s>
  - ☐ Every Good Boy Does Fine (Lines): <https://www.youtube.com/watch?v=4r9LA60BtTw>

## Tuesday (1/12):

- ☐ Complete the "Lines and Spaces" Worksheet
  - ☐ **Take a picture of your completed worksheet & turn in to your teacher!**
- ☐ Watch the following video about Lines and Spaces: <https://www.youtube.com/watch?v=OUg6yMsUCjw>

## Wednesday (1/13):

- ☐ As the notes on the staff go up, so do the pitches. As the notes go down, the pitches of the melody also go down.
- ☐ Think of the song "Mary Had a Little Lamb". Sing the song out loud as you hold out a flat palm. As the pitches of the song go up, move your hand up in the air. As the pitches of the song go down, move your hand down. If the pitches stay the same, keep them the same.
  - ☐ Need more explanation: Watch this short video to find out the science behind musical pitch: <https://www.youtube.com/watch?v=SJv49kfQFwA>
- ☐ Sing a song using the stairs of a staircase. When the melody goes up, step up the stairs. When your melody goes down, step down. If it skips up or down, try skipping up or down the stairs, skipping a stair in between. Practice on your own, and then perform it for a friend or guardian!

## Thursday (1/14):

- ☐ Sing about the lines & spaces on the treble clef:
  - ☐ FACE (spaces): <https://www.youtube.com/watch?v=J1v74oWfK8s>
  - ☐ Every Good Boy Does Fine (Lines):  
<https://www.youtube.com/watch?v=4r9LA60BtTw>
- ☐ Practice your treble clef note names.
  - ☐ Use this website to print your own flashcards:  
<https://www.millburn24.net/site/handlers/filedownload.ashx?moduleinstanceid=170&dataid=648&FileName=treble%20clef%20note%20name%20-%20flashcards.pdf>
  - ☐ OR - practice without flashcards using this online game:  
<https://www.musictheory.net/exercises/note> \*Make sure you change the settings to turn off accidentals, and to shorten the range of notes to only those we've studied.

#### Friday (1/15):

- ☐ Sing about the lines & spaces on the treble clef:
  - ☐ FACE (spaces): <https://www.youtube.com/watch?v=J1v74oWfK8s>
  - ☐ Every Good Boy Does Fine (Lines):  
<https://www.youtube.com/watch?v=4r9LA60BtTw>
- ☐ Practice your treble clef note names.
  - ☐ Use this website to print your own flashcards:  
<https://www.millburn24.net/site/handlers/filedownload.ashx?moduleinstanceid=170&dataid=648&FileName=treble%20clef%20note%20name%20-%20flashcards.pdf>
  - ☐ OR - practice without flashcards using this online game:  
<https://www.musictheory.net/exercises/note> \*Make sure you change the settings to turn off accidentals, and to shorten the range of notes to only those we've studied.

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

Submit the Following (Optional):

- ☐ 1. Picture of completed Musical Staff Worksheet (Tuesday)

Submit Work Via:

1. Email it to the teacher
2. Drop off at school

What standards do the lessons cover?

4.MU.Cr.2.1.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. 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.4.2.b When analyzing selected music, read and perform using iconic and/or standard notation. 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?	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>Pencil, worksheets</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>Youtube, Print at home flashcards if desired, note-naming practice website</li> </ul>
What can students do if they finish early?	EduTyping <a href="https://www.edutyping.com/student">https://www.edutyping.com/student</a>
Who can we contact if we have questions?	<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>Music:</b> Ms. Fode- <a href="mailto:Rachael.Fode@k12.sd.us">Rachael.Fode@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>Music:</b> Mr. Fode- <a href="mailto:Jeff.Fode@k12.sd.us">Jeff.Fode@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>Music:</b> Ms. Verberg- <a href="mailto:April.Verburg@k12.sd.us">April.Verburg@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>Music:</b> Ms. Ackerman- <a href="mailto:Jodi.Ackerman@k12.sd.us">Jodi.Ackerman@k12.sd.us</a></p>
<b>Notes:</b>	

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

*Brandon Valley School District*