

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

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 3

SUBJECT/GRADE: Math / Kindergarten

DATES: January 11-15

What do students need to do?

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

Monday (1/11): Lesson 2- Numbers 13 and 14

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I show numbers beyond 10? (Chapter 3)*
- Today we are going to be looking at numbers 13 and 14.** Get your math workbook out. Have an adult help you find pages 185-188. Complete Lesson 2: Numbers 13 and 14. (K.CC.3) (K.CC. 4B.)
- Optional: My Homework (pages 189-190) (K.CC.3) (K.CC. 4B.)
- Challenge Activity- Color by Code - Numbers 13 and 14

Tuesday (1/12): Lesson 3- Number 15

- Today we are going to be looking at number 15.** Get your math workbook out. Have an adult help you find pages 191-194. Complete Lesson 3: Number 15. (K.CC.3) (K.CC. 4B.)
- Optional: My Homework (pages 195-196) (K.CC.3) (K.CC. 4B.)
- Challenge Activity- Color by Code - Number 15

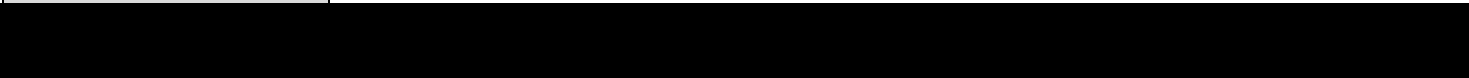
Wednesday (1/13): Lesson 4- Numbers 16 and 17

- Today we are going to be looking at numbers 16 and 17.** Get your math workbook out. Have an adult help you find pages 197-200. Complete Lesson 4: Numbers 16 and 17. (K.CC.3) (K.CC. 4B.)
- Optional: My Homework (pages 201-202) (K.CC.3) (K.CC. 4B.)
- Challenge Activity- Color by Code - Numbers 16 and 17

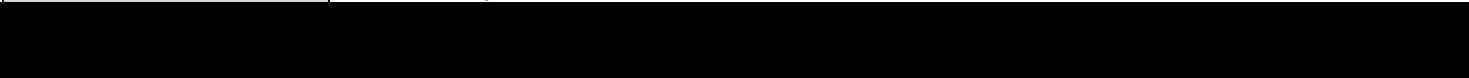
Thursday (1/14): Check My Progress

- Today we are going to review the teen numbers that we've learned so far.** Get your math workbook out. Have an adult help you find pages 203-204. Complete Check My Progress. (K.CC.3) (K.CC. 4B.)
- Complete the following Kahoot to practice recognizing teen numbers in a tens frame. (K.CC.3) (K.CC. 4B.)
- https://kahoot.it/challenge/08636776?challenge-id=bdc4b3cd-41d9-4e0b-9bb8-954e79ece20d_1608741868281

	<p>Friday (1/15): Lesson 5- Numbers 18 and 19</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today we are going to be looking at numbers 18 and 19. Get your math workbook out. Have an adult help you find pages 205-208. Complete Lesson 5: Numbers 18 and 19. (K.CC.3) (K.CC. 4B.) <input type="checkbox"/> Optional: My Homework (pages 209-210) (K.CC.3) (K.CC. 4B.) <input type="checkbox"/> Challenge Activity- Color by Code - Numbers 18 and 19
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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"/> Lesson 2 (Guided Practice + Independent Practice) <input type="checkbox"/> Lesson 3 (Guided Practice + Independent Practice) <input type="checkbox"/> Lesson 4 (Guided Practice + Independent Practice) <input type="checkbox"/> Lesson 5 (Guided Practice + Independent Practice) <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>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p>K.CC. 4B. Count to tell the number of objects.</p> <ol style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted. (cardinality) The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger <p>K.CC.5. Count to answer “how many?”</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"> ● Pencil, eraser ● Math Workbook - Volume 1
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Go to the seesaw activity and click on the link Fun Brain: https://www.funbrain.com/ ● Write Numbers 1-20 ● Review 2D and 3D Shapes ● Number Flashcards ● My Homework Pages for lessons 2-5 (Page numbers are found under the day)
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<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: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us</p>
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Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us

Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us

Robert Bennis Elementary

Building Principal:

Ms. Hofkamp- kristin.hofkamp@k12.sd.us

Teachers:

Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us

Ms. Ernste- Amber.Ernste@k12.sd.us

Ms. Huber- Paula.Huber@k12.sd.us

Ms. Sandager- Emily.Sandager@k12.sd.us

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

Fred Assam Elementary

Building Principal:

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

Teachers:

Ms. Becker- Kimberly.Becker@k12.sd.us

Ms. Feenstra- Tina.Feenstra@k12.sd.us

Ms. Kroger- Chelsea.Kroger@k12.sd.us

Ms. Nuebel- Jill.Nuebel@k12.sd.us

Ms. Williamson- Leah.Williamson@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Rasmussen- Emily.Rasmussen@k12.sd.us

Notes: 2021! Here we go!

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading (Unit 3 Week 5)

SUBJECT/GRADE: Kindergarten

DATES: Jan. 11-15

What do students need to do?

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

Monday (1/11): Long and Short O + Sight words: you, of

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Oo! We will be able to recognize it, say the sounds it makes, isolate it in a word and write it! We are also going to learn two new sight words: you, of.**
- Create a letter Oo flashcard. Tell your student letter O is a vowel and makes two sounds. Tell them the two sounds it makes- long and short. Ask your student "What sounds does letter O make?" (K.RF.3)
- Watch- <https://www.youtube.com/watch?v=RWbvHZBmrqk>
- Brainstorm and write a list of words that begin with letter O (they can be short or long)! (K.RF.3)
- Complete the activity labeled "Use stickers or Do A Dot markers to fill in the circles." If you do not have stickers or Do a Dot markers, be creative and use something else to fill in the circles.
- Complete Handwriting pg. 209** in the handouts. (K.L.1)
- Create a flashcard for the new sight words, you & of. Read it, spell it, and use it in a sentence. Remember it's important to review ALL of the sight words that we've learned so far this school year. (K.RF.3)
- Choose one of the following ways to practice ALL your sight words:** (K.RF.3)
 - What's Missing?- For this routine you will write a sight word onto a whiteboard or piece of paper. Then, have your student close their eyes as you erase a letter from the word. The students will then state what letter is missing. Do this for the two new sight words and then choose 8 previous sight words.
 - Salt Writing- Spread salt on a cookie sheet and use your finger to practice writing the new sight word and previous sight words.
 - Bean Bag Sight Words - Simply tosses a bean bag toward an array of sight words flash cards, reading whatever word the bean bag lands on.
 - Sight Word Hunt- Search through newspapers or a magazine to find the sight words- you, of. See how many times you can find it!
- Read the decodable 'Little Rob' to someone or a stuffed animal at your house** (Make sure to save this as we will use it later in the week.) (K.L.1) (K.RF.3)

Tuesday (1/12): Oral Blending Segmenting

- ❑ “This is the word **top**. Listen as I say the sounds in top: /t/ /o/ /p/. I hear /o/ in the middle: /t/ /o/ /p/. Say the sounds with me: /t/ /o/ /p/. The short o sound is in the middle. What is the middle sound in top?” Repeat this step for the following words- dot, Tom, mom, pod. (K.RF.2D)
- ❑ **Complete Phonics page 210 in the handouts.** (K.RF.3) (K.L.1)
- ❑ **Complete Phonics page 215 in the handouts.** (K.RF.2D)

Wednesday (1/13): Opinion Sentences

- ❑ **I can share what I think about a topic through drawing, writing, and telling.**
- ❑ Today we are going to be writing opinion sentences! You will compose an opinion piece in which you tell a reader the topic you are writing about and state an opinion or preference for the topic. (K.W.1)
- ❑ Before we get into the activity, it’s important for you to know what an opinion is. An opinion is your personal view on something. Some people will have different opinions than you and that’s okay! For example, some people might like dogs more than cats while other people like cats more than dogs. You may love carrots while others don’t.
- ❑ Watch the following video- <https://www.youtube.com/watch?v=KEK2oGBSsHk>
- ❑ Here are some sentence starters that will help you determine if something is an opinion- *I think, I feel, I believe, I love, The best thing about, In my opinion...* You can use one of these starters or use one from the chart in the handout to write a complete opinion sentence today.
- ❑ When completing today's opinion writing: select and copy the title (see below), begin your sentence with an opinion sentence starter, and then write why you think, feel, or believe that way.
- ❑ Complete one of the following opinion writings- **Snowman or Snow Fort OR Baking Cupcakes or Baking Cookies.** *Example:*

Baking Cupcakes or Baking Cookies (title)

I LOVE (opinion starter) baking cupcakes BECAUSE (why) I get to frost them with icing.)

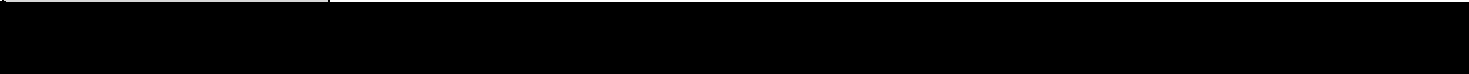
Thursday (1/14): Main Idea

- ❑ As a warm up, complete High Frequency Words page 213 in the handouts. (K.L.1)
- ❑ Today we are going to be talking about the main idea of a story. You will be able to think about important information in a story and tell what it is mostly about. (K.RI.2)
- ❑ Main Idea Bags- You will need a brown paper bag or a bag that your child cannot see through. Use the THREE “main ideas” below and place objects in the brown paper bag to help your child determine the main idea. Do not tell them what it is. The goal

	<p>is for them to look in the bag and think about what's in there to determine the main idea. (K.RI.2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Main Idea- School Tools (Place a pencil, scissors, glue stick and paper in the brown bag. These are their clues.) *Remember NOT to tell your student what the main idea is. <input type="checkbox"/> 2. Main Idea- Baking (Place measuring spoons, a spatula, and a recipe in the brown bag. These are their clues.) *Remember NOT to tell your student what the main idea is. <input type="checkbox"/> While completing the activity, fill out the Main Idea Bags sheet in the handouts. (K.RI.2) <p>Friday (1/15): Centers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics (1st Sound Fluency)- Complete the following Kahoot!- https://kahoot.it/challenge/06794803?challenge-id=bdc4b3cd-41d9-4e0b-9bb8-954e79ece20d_1609782591436) <input type="checkbox"/> Sight Words- Choose any of the Sight Word games (from Monday) to practice your sight words. Set a timer and complete this activity for 6 minutes. See how many words you complete in that time! <input type="checkbox"/> Reading- Choose and read/listen to any book that you have at home! While you are reading/listening, determine who the characters are, where the setting takes place and what the main idea of the story is.
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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"/> The Letter O <input type="checkbox"/> Handwriting pg. 209 <input type="checkbox"/> Phonics pg. 210 <input type="checkbox"/> Opinion Writing <input type="checkbox"/> Main Idea Bag Sheet <input type="checkbox"/> Kahoot! (I will be notified once this is complete.) <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>	<ul style="list-style-type: none"> ● K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ● K.SL.1 Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.
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	<ul style="list-style-type: none"> ● K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight. ● K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas. ● K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text. ● K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/. ● K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) ● K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. ● K.RL.7 With prompting and support, explain the relationship between illustration and the text. ● K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings. ● K.RI.2 With prompting and support, identify the main topic and retell key details of a text. ● K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
<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"> ● School supplies-pencil, scissors, glue, crayons ● The Letter O Sheet ● Handwriting ● Phonics pg. 209 ● Phonics pg. 210 ● Decodable ● High Frequency Words pg. 213 ● Opinion Writings ● Opinion Chart ● Main Idea Bags Sheet
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Sight Word Flashcards ● Alphabet Flashcards- Letter recognition and sound ● Epic: https://www.getepic.com/ (Ask your teacher for your class code) ● Read a book!

<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</p>
<p>Notes: You are a rock star!</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

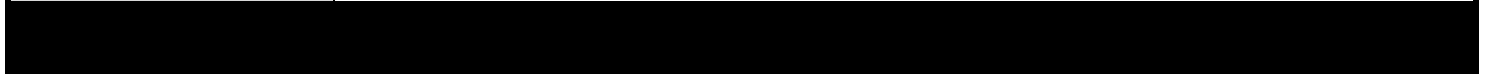
LESSON/UNIT: Social Studies + Science

SUBJECT/GRADE: Kindergarten

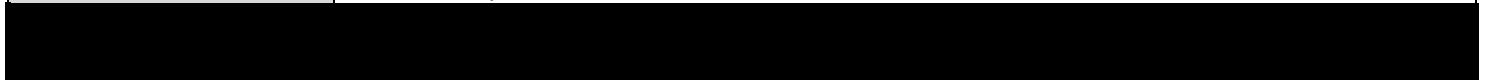
DATES: Jan. 11-15



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video</p>	<p>Monday (1/11): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Today we are going to learn about Animal Needs: Shelter. Watch the Mystery Science Video “Where do animals live?” The link is in your handouts OR watch the video through the instructional video in Seesaw. (K-LS1-1) <p>Tuesday (1/12): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the Mystery 2 Assessment in the handouts. (K-LS1-1) <p>Wednesday (1/13): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Read and discuss with an adult, pages 2-9 in your History: A Celebration magazine. (K.H.2.1) <p>Thursday (1/14): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Today you are going to talk about your favorite local and national celebrations. Some examples of local celebrations are: anniversaries, birthdays, and community celebrations. Examples of national celebrations include: 4th of July, New Year’s Day, and Thanksgiving. What is your favorite celebration and why? You may select either a local or national celebration. (K.H.2.1)<input type="checkbox"/> On a piece of paper, draw a picture of your favorite celebration. Use this sentence frame to write a complete sentence about the celebration you chose. I like _____ because _____. (K.H.2.1) <p>Friday (1/15):</p> <ul style="list-style-type: none"><input type="checkbox"/> Ketchup + Mustard Day!
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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"/> Mystery 2 Assessment<input type="checkbox"/> Favorite celebration Writing <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school
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What standards do the lessons cover?	<ul style="list-style-type: none"> ● Science- K.LS1.1. Use observations to describe patterns of what plants and animals (including humans) need to survive. ● Social Studies- K.H.2.1 Identify local and national celebrations.
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"> ● Mystery Science Link ● Mystery 2 Assessment ● History: A Celebration Magazine <p>Optional Supplies:</p> <ul style="list-style-type: none"> ● Ask your classroom teacher
What can students do if they finish early?	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/ ● Observe different animals through a nature walk or watching videos of animals.
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</p>
<p>Notes: Welcome back! I hope you had an amazing winter break and you're ready to rock this week.</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fiction/Nonfiction - Winter/Snow/Snowman

SUBJECT/GRADE: K

DATES: Jan. 11 - 15

What do students need to do?

Library Instructional Video

Monday, 1/11:

- Watch the instructional video.
- Introduction to fiction and nonfiction books. Use the poster handouts to go over the difference between fiction and non-fiction books.
- Use the following link to listen to a short song about the difference between fiction and nonfiction text. The link will lead you to a website with a few short video clips. Select the first one titled Fiction vs. Non-Fiction.
<https://www.tes.com/lessons/UAIXPkn-3z-6PA/fiction-vs-nonfiction>

Tuesday, 1/12:

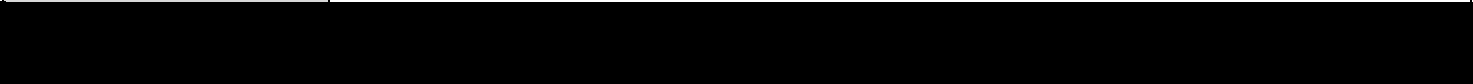
- Use the database **Pebble Go** to learn about winter: www.pebblego.com
- Use the Electronic Resources Handout to find the login and password information for PebbleGo. Each school has its own login and password information. Use the information for the school you attend. Login with the information provided in the document.
- Notice that there are four topics for research. Today we will focus on Social Studies. You can access PebbleGo at any time to search for topics that interest you.
- Click on the Science tab.
 - Click on Earth and Space Sciences
 - Click on Seasons
 - Click on Winter - People in Winter
 - Read through the information on Winter by clicking on the tabs shown. After reading the information on each tab, click on the "Share What You Know" link at the bottom of the page. Print and complete this page.
 - Tell an adult if this information is fiction or non-fiction.

Wednesday, 1/13:

- Read and listen to *Snowflake Bentley* by Jacqueline Briggs Martin
<https://www.youtube.com/watch?v=cEU1Qy3lItM>
- Read and listen to the Snow Globe Family by Jane O'Connor
<https://www.youtube.com/watch?v=vScOkw-gOUw>

	<input type="checkbox"/> Tell an adult what makes each story fiction or non-fiction. Thursday, 1/14: <input type="checkbox"/> Read and listen to the Biggest Snowman Ever by Steven Kroll https://www.youtube.com/watch?v=rG3c8LlcNCU <input type="checkbox"/> Read and listen to The Most Perfect Snowman by Chris Britt https://www.youtube.com/watch?v=VApUD59D4g Friday, 1/15: <input type="checkbox"/> Read and listen to <i>Snowmen at Night</i> https://www.youtube.com/watch?v=kacbEj4pwgo <input type="checkbox"/> Complete the Snowmen at Night Sentence Writing Document <input type="checkbox"/> Tell an adult if your sentence is fiction or non-fiction.
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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"> <input type="checkbox"/> 1. Pebble Go - People in Winter Document <input type="checkbox"/> 2. Snowmen at Night Sentence Writing Document <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>KG.LIB.TL.1.2 - Read, listen, and view for recreation and personal growth KG.LIB.TL.1.5 - Explore reading to make connections to self and world KG.LIB.IL.1.4 - Engage resources with guidance KG.LIB.IL.1.5 - Share Learning with guidance KG.LIB.IL.1.6 - Reflect on learning with guidance</p>
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<p>What materials do students need?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● Pencil ● Crayons
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<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html Storyline Online www.storylineonline.com Epic Stories www.getepic.com Pebble Go www.pebblego.com - read about more winter topics on Pebble Go</p>
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Who can we contact if we have questions?

District Librarians:

Ms. Erickson: Mary.Erickson@k12.sd.us

Ms. Klenner: Pamela.Klenner@k12.sd.us

Brandon Elementary

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

Robert Bennis Elementary

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

Fred Assam Elementary

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

Valley Springs Elementary

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

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District