

Brandon Valley School District  
Distance Learning Plans  
January 18-22, 2021

Grade 2



# Brandon Valley School District Distance Learning Plan

UNIT: Ch. 9: Data / Ch. 6 Add Three-Digit Numbers

SUBJECT/GRADE: Math / 2nd

DATES: January 18-22

<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video.</a></p>	<p><b><u>Chapter 9 Learning Target: I can make and interpret picture and bar graphs.</u></b></p> <p><b>Monday (1/18): NO SCHOOL</b></p> <p><b>Tuesday (1/19):</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"/> Complete Make Line Plots workbook pages 568-572. (2.MD.10)</li> </ul> <p><b>Wednesday (1/20):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Analyze Line Plots workbook pages 574-578. (2.MD.10)</li> </ul> <p><b>Thursday (1/21):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete My Review workbook pages 579-582. (2.MD.10)</li> </ul> <p><b><u>Chapter 6 Learning Target: I can add three-digit numbers with regrouping.</u></b></p> <p><b>Friday (1/22): This chapter is in Math Book Number 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Make A Hundred to Add workbook pages 352-354. (2.NBT.7-9)</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. Pages 579-582: My Review</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>
<p>What standards do the lessons cover?</p>	<p><b>2.MD.10:</b> 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> <p><b>2.NBT.7:</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8:</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9:</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)</p>

<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b> Required Materials:</p> <ul style="list-style-type: none"> <li>● math books 1 and 2, pencil</li> </ul>
<p>What can students do if they finish early?</p>	<p>Extra Materials:</p> <ul style="list-style-type: none"> <li>● Freckle Math <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></li> <li>● Workbook pages 533-534: Take a Survey</li> </ul>
<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>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@k12.sd.us</a> <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>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a> <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>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a> <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>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>
<p><b>Notes:</b> Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)</p>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Soil

SUBJECT/GRADE: Reading / 2nd

DATES: January 18-22

What do students need to do?

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

**Monday (1/18): NO SCHOOL**

**Tuesday (1/19):**

- Watch the BV Week at a Glance instructional video.
- Demonstrate understanding of Fact and Opinion and Questioning:** Read “Soil” in your Reading Street book pages 92-109. As you read, discuss how the lifelike illustrations and photographs of the different types of soil help you to better understand what the author is trying to explain to you. Many words in our language are related. As you read, look for words that are related and can be used interchangeably (e.g., soil and dirt, particles and pieces). Then, answer the comprehension questions from page 110 on a piece of paper or verbally with a guardian. (2.RI.1, 2.RI.7, 2.RF.3, 2.RF.4, 2.L.1, 2.L.2, 2.L.4, 2.L.5, 2.SL.1)
  - This story can be tricky to comprehend, so there are two different reading guides that can be found in the handouts packet to be used to organize the information.
- To practice your Fact and Opinion and Nonfiction Comparing and Contrasting skills:** Read “Good to Grow” in your Reading Street book pages 88-89. Find the main idea of the text, then compare and contrast it with the main idea of the “Soil” text. (2.RI.9, 2.L.4)
- To practice your speaking skills:** Read “Working with Soil” in your Reading Street book page 91. Share with an adult a brief story or recount a similar experience using relevant facts and descriptive details. (2.SL.4)

**Wednesday (1/20):**

- Spelling:** Students may choose to complete either page 199 **OR** 200 (in your handouts packet): Vowel Diphthongs: ou, ow, oi, oy. If they would like a challenge, they may complete both spelling practice pages. (2.RF.3)
- Writing:** Brainstorm topics you know a lot about and would be interested in describing using strong adjectives. Then, use the Beans, Beans, Beans Poem rough draft page to brainstorm different adjectives you could use to describe your chosen topic. You may not repeat any adjectives, and make sure they do not contradict each other in the same line (i.e. you can’t have big and small on the same line). (2.W.2, 2.L.1, 2.L.2)

**Thursday (1/21):**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Grammar:</b> Complete either page 201 <b>OR</b> 202 (in your handouts packet) Conventions: Comparative and Superlative Adjectives. (2.L.1)</li> <li><input type="checkbox"/> <b>Writing:</b> Use the editing checklist to evaluate your Beans, Beans, Beans Poem 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. (2.W.2, 2.L.1, 2.L.2)</li> </ul> <p><b>Friday (1/22):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Comprehension:</b> To review your comprehension of Facts and Details, complete page 198 (in your handouts packet) Comprehension: Review Facts and Details. (2.RI.1)</li> <li><input type="checkbox"/> <b>Writing:</b> Write the final copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft). Then, draw a picture of the many different types of your topic that are described with your adjectives (i.e. if you wrote about different types of dogs, show all of the dogs you described). (2.W.2, 2.L.1, 2.L.2)</li> </ul>
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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"> <li><input type="checkbox"/> 1. Final Copy of your Beans, Beans, Beans Poem</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>
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<p>What standards do the lessons cover?</p>	<p><b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (b, d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2.W.2</b> 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><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings.(b) <b>2.L.6</b> Use acquired words and phrases including adjectives and adverbs to convey ideas precisely.</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p>
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	<b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
What materials do students need? What extra resources can students use?	<b>If you do not have access to the required materials, contact your teacher.</b> Required Materials: <ul style="list-style-type: none"> <li>● Reading Street book, worksheets, pencil</li> <li>● Beans, Beans, Beans rough draft and final copy paper, Editing Checklist and Editing Marks pages</li> </ul>
What can students do if they finish early?	<a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> Read for 20 minutes every day. <a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</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></p> <p><b>Teachers:</b> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@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></p> <p><b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@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></p> <p><b>Teachers:</b> Ms. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@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></p> <p><b>Teacher:</b> Ms. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Animal Adventures / Why People Work

SUBJECT/GRADE: Science/SS/2nd grade

DATES: January 18-22

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 (1/18): NO SCHOOL**

**Tuesday (1/19): 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 #3 (Biodiversity and Engineering) How could you get more birds to visit a bird feeder?** (2-LS4-1)

**Wednesday (1/20): Introduction / Brainstorming for Next Week's Science Exploration**

- Students will use the first page of the My Bird Feeder handout to begin brainstorming which type of bird they wish to attract with their bird feeder then write the problem statement they will solve with the design they come up with next week. (2-LS4-1)

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

**Thursday (1/21): Social Studies: Markets Around the World**

- In your Why People Work magazine, read pages 10-11: Markets Around the World. When you're done reading, discuss the following question with a guardian or peer: Why do you think the author chose to show markets from so many different places? (2.E.1.1)

**Friday (1/22): Social Studies: Create A Market Activity**

- Markets from around the world look very differently. Using a blank sheet of paper, create a market like one that can be found in your community by choosing goods and services you have seen. Make sure to include a market name and labels so your consumers know what goods and services are available. When you are finished with your drawing, discuss with an adult the impact businesses have on our community and how it benefits our community to buy locally. (2.E.1.1)

What do students need to submit?

Submit the Following:

- 1. Create a Market Activity

Submit Work Via:

How can students submit their work?	<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>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><b>2.E.1.1</b> Identify goods and services available in the students' communities.</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>● Animal Adventure Mystery #3 video or transcript</li> <li>● My Bird Feeder handout</li> <li>● Why People Work magazine</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Epic <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>● PebbleGO <a href="https://www.pebblego.com">https://www.pebblego.com</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. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@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> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@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. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@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. Bertsch- <a href="mailto:Megan.Bertsch@k12.sd.us">Megan.Bertsch@k12.sd.us</a></p>



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 6

SUBJECT/GRADE: Counselor/2nd

DATES: Jan. 18 - 22

What do students need to do?

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

## Monday (1/18): Teacher In-Service - No School for Students

### Tuesday 1(/19): Bullying

- What is a bully?
  - A person who seeks to harm, intimidate or coerce someone who is perceived as vulnerable.
- What are the actions of a bully?
  - hitting, kicking, name calling, excluding, bossing, making fun of, push, trip, grab, gossip etc
- Who are the bullies?
  - All of us.
  - On any given day, anyone of us can be mean to someone
- Where does most bullying take place?
  - Most bullying takes place in the home.
    - Brothers and sisters fight with each other
    - Parents fight with each other
    - Children fight with parents
- Why are you picked on?
  - Lack assertiveness
  - How a person reacts to the situation
- What can we do to stop the bully?
  - Learn to be assertive
  - Learn how to react when someone is mean to us
  - Learn to avoid being a victim
  - Use the Golden Rule
    - Treat people the way you want to be treated.
    - It is difficult to be mean to kind people
- **Learning Activities**
  - Write down a list of bully actions, examine them, and decide if you do any of the actions of a bully
  - Is It Bullying? (See attached)
- **Book Recommendations**
  - Secret of the Peaceful Warrior  
<https://www.youtube.com/watch?v=VO0S5GKrtJc>
  - Alley Oops -[https://www.youtube.com/watch?v=B\\_KefxoCUj0](https://www.youtube.com/watch?v=B_KefxoCUj0)
  - Chester Raccoon and the Big Bad Bully  
<https://www.youtube.com/watch?v=Yprd6M3qqyY>

### Wednesday (1/20): Name Calling

- What is name calling?

- The use of offensive names to belittle or humiliate a person or group
- **Discuss - What names have you been called?**
- **Discuss - Have you ever called anyone a name? If so, what names have you called someone?**
- Why do people call each other names?
  - Attempts to be funny.
  - To see what reaction you will give to them.
  - To feel or look more important or powerful than you.
  - To scare you.
  - The person is angry at you and wants you to feel bad.
- What do we do when we are called a name?
  - Do not return the name calling.
  - Do not believe the name calling
  - Use positive self-talk
  - Model respect
  - Do helpful things for other people
- **Learning Activity - Not Accepting Barbs (see attached)**
- Book Recommendations:
  - Oliver Button Is A Sissy <https://www.youtube.com/watch?v=bFutHAHjB6s>
  - Simon's Hook - <https://www.youtube.com/watch?v=irFfMjQN6F0>
  - Betty Lou Blue - <https://www.youtube.com/watch?v=Gy73RFckAoo>
  - Mookey the Monkey Gets Over Being Teased  
<https://www.youtube.com/watch?v=8YxTIEl4pzo>

#### **Thursday (1/21): Blaming**

- What is blaming?
  - To place responsibility on someone else for something we did.
  - You make excuses and deny what you did in order not to be held accountable.
  - Blame is the parking brake for improvement
- Why do we blame?
  - To get back at someone
  - It provides us with an excuse to act in a harmful manner
  - To avoid responsibility
- How does blaming affect us?
  - It contributes to feelings of helplessness and powerlessness
  - We experience diminished freedom of choice.
  - We increase our sense of victimhood
- What to do to avoid blaming
  - Take a deep breath
  - Re frame the situation as an opportunity to learn
  - Keep things in perspective
  - If we slip up and blame someone - apologize
- Book recommendations:
  - But It's Not My Fault - [https://www.youtube.com/watch?v=WyJMbWWM\\_hm](https://www.youtube.com/watch?v=WyJMbWWM_hm)
  - Berenstain Bears and the Blame Game -  
<https://www.youtube.com/watch?v=0i5geTCbKCg>

- It's Not My Fault - Nancy Carlson - <https://www.youtube.com/watch?v=R6cZ7y-QGL0>

**Friday (1/22): Bossy**

- What does bossy mean?
  - Telling instead of asking
- Why do children boss?
  - To get control
  - To be in charge
- How do we feel when we get bossed?
  - Irritated
  - Angry
  - Frustrated
- How does being bossy affect children?
  - Lose friends
  - Classmates will not ask them to play at recess
  - Classmates will not want that child to take part in their group project.
  - Difficulties with adults in school and other settings
  - Experience loneliness and isolation
- What to do
  - Learn how to "Make a Request" - May I
  - Use the words "Would" or "Will"
  - Practice using a kind tone of voice
- **Activity**
  - **Bossy Statements - Identify if the statement is asking or telling (see attached)**
- Recommended Books:
  - Bossy Flossy - <https://www.youtube.com/watch?v=WjLFscIKAQM>
  - Mean Jean The Recess Queen - <https://www.youtube.com/watch?v=Mp3bKxYtnMM&t=54s>
  - Being Bossy - Joy Berry - <https://www.youtube.com/watch?v=kikyqXrE2Rk>

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"> <li>● Handouts</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● None</li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</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>Counselor:</b> Ms. Kolb- <a href="mailto:Vickie.Kolb@k12.sd.us">Vickie.Kolb@k12.sd.us</a>  <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>Counselor:</b> Ms. Osheim- <a href="mailto:Tammy.Osheim@k12.sd.us">Tammy.Osheim@k12.sd.us</a>  <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>Counselor:</b> Ms. Nelson- <a href="mailto:Angie.Nelson@k12.sd.us">Angie.Nelson@k12.sd.us</a>  <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>Counselor:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*