

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

Grade 3

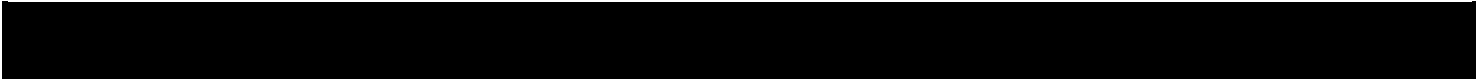


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fractions

SUBJECT/GRADE: 3rd Math

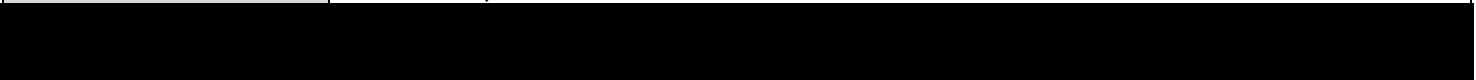
DATES: January 18th-22nd



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance Instructional Video</u></p>	<p>Monday (1/18): No School</p> <p>Tuesday (1/19): Fractions as One Whole</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use daily instructional video and math workbook pages 607-608 as instructions and examples to learn about fractions as a whole. <input type="checkbox"/> Complete Independent Practice pages 609-610 (problems 3-20) from your math workbook. (3.NF.1) <p>Wednesday (1/20): Compare Fractions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use daily instructional video and math workbook pages 613-614 as instructions and examples to learn about comparing fractions. <input type="checkbox"/> Complete Independent Practice pages 615-616 (problems 2-12) from your math workbook. (3.NF.1) (3.NF.2) <p>Thursday (1/21): Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the daily instructional video and math workbook to complete the Chapter 10 Review pages 619-621 (problems 1-22). (3.NF.1) (3.NF.2) (3.NF.3) <p>Friday (1/22): Chapter 10 Assessment - Fractions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Chapter 10 Assessment (problems 1-17) located in your handouts. Please complete this independently. (3.NF.1) (3.NF.2) (3.NF.3)
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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"> <input type="checkbox"/> Independent Practice pages 609-610 (problems 3-20) from math workbook <input type="checkbox"/> Chapter 10 Assessment (problems 1-17) located in handouts <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>3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (example: 1 part out of 4 equal parts is the same as $\frac{1}{4}$); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. (example: $\frac{3}{4}$ is the same as 3 one-fourths ($\frac{1}{4}, \frac{1}{4}, \frac{1}{4}$)).</p> <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by</p>
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	reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.
What materials do students need? What extra resources can students use?	If you do not have access to the materials you need, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● Math Workbook ● Handouts for the week ● Pencil Extra Resources: <ul style="list-style-type: none"> ● Scratch paper to show work
What can students do if they finish early?	<ul style="list-style-type: none"> ● Complete the homework pages from your math workbook for extra practice. ● Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.) ● Multiplication Fact Practice - www.timestables.com (Will require internet access)
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
Notes: Remember to keep practicing your multiplication and division facts at home!	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Hottest, Coldest, Highest, Deepest/Unit 4 SUBJECT/GRADE: 3rd Grade Reading DATES: January 18th-22nd

What do students need to do?

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

Monday (1/18): No School

Tuesday (1/19): Word Analysis and Graphic Sources

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 56-57 to learn about r-controlled vowels. (3.RF.3) (3.RF.4)
- Complete **Vowels: r-Controlled /er/ page 258 (numbers 1-14)** located in the handouts. (3.RF.3)
- Using your Reading Street textbook, read pages 58-59 to learn about **Graphic Sources** and **Important Ideas**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RI.7)

Wednesday (1/19): Vocabulary and Comprehension

- Use daily instructional video and page 60 in your Reading Street textbook to learn about a strategy to use when coming across **unknown words**. Then read “Geography Bee” on page 61. (3.L.4) (3.L.4d)
- 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 265 (numbers 1-5)** located in your handouts. (3.L.1) (3.L.4) (3.L.4d)

Vocabulary Words: **average, depth, deserts, erupted, outrun, peak, tides, waterfalls**

- Watch daily instructional video and read aloud “**Hottest, Coldest, Highest, Deepest**” pages **62-75** from Reading Street textbook. (3.RI.7) (3.RF.3) (3.RF.4) (3.L.4)
- Discuss the **Think Critically (questions 1-5) on page 76** with someone. Then use a dictionary or glossary to define the word base as it is used on page 67. (3.RI.7) (3.L.4d)

Thursday (1/21): Subject and Object Pronouns

- Use daily instructional video and Page 1 in your handouts to learn about subject and object pronouns. Complete **Subject and Object Pronouns page 232** located in your handouts. Explain to someone at home the difference between a singular pronoun and a plural pronoun. (3.L.1) (3.L.1a) (3.L.1f)
- Complete the **Written Response to the Selection** (pages 101-102). You will need to look back in the story “Hottest, Coldest, Highest, Deepest” in your Reading Street textbook to complete this assignment. Use the checkboxes on page 101 to help you

	<p><u>with your written response. You must check all boxes before you submit.</u> (3.RI.7) (3.L.1.a) (3.L.1f) (3.L.2)</p> <p>Friday (1/22): Vocabulary, Word Study, Comprehension</p> <p><input type="checkbox"/> Complete the Reading Test “Hottest, Coldest, Highest, Deepest”. The reading test is located in the handouts section in Seesaw or in the printed packet. Reminder: This test should be completed independently. (3.RI.7) (3.RF.3) (3.RF.4) (3.L.4)</p>
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: located in handouts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vowels: r-Controlled /er/ page 258 (numbers 1-14) <input type="checkbox"/> Vocabulary page 265 (numbers 1-5) <input type="checkbox"/> Subject and Object Pronouns page 232 <input type="checkbox"/> Written Response to the Selection (pages 101-102) <input type="checkbox"/> Reading Test “Hottest, Coldest, Highest, Deepest” <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.1.a Write legibly in print or cursive, using appropriate spacing and margins.</p> <p>3.L.1f Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>3.L.4d Use print and digital reference materials to determine or clarify meaning of words and phrases.</p>
<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"> ● Reading Street textbook ● Handouts for the week from Seesaw or printed packet ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Savvas Realize Online: https://www.savvasrealize.com/index.html#/
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Explore resources on Savvas Realize website ● Freckle - www.freckle.com ● Epic! - www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books

Who can we contact if we have questions?

Brandon Elementary

Building Principal:

Mr. Horst- merle.horst@k12.sd.us

Teachers:

Ms. Freeborn blossom.freeborn@k12.sd.us

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

Mr. Kramer- Brent.Kramer@k12.sd.us

Mr. Johnson- Andy.Johnson@k12.sd.us

Mr. Gappa - matthew.gappa@k12.sd.us

Robert Bennis Elementary

Building Principal:

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

Teachers:

Mr. Bobzien- Adam.Bobzien@k12.sd.us

Mr. Ganschow- Jeff.Ganschow@k12.sd.us

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

Ms. Rozier- danylle.rozier@k12.sd.us

Fred Assam Elementary

Building Principal:

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

Teachers:

Ms. Schacht- Hayley.Schacht@k12.sd.us

Ms. Jones- Deb.Jones@k12.sd.us

Ms. Kieffer- Michelle.Kieffer@k12.sd.us

Ms. Van Leur- Chelsea.Vanleur@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Abens - lindsey.abens@k12.sd.us

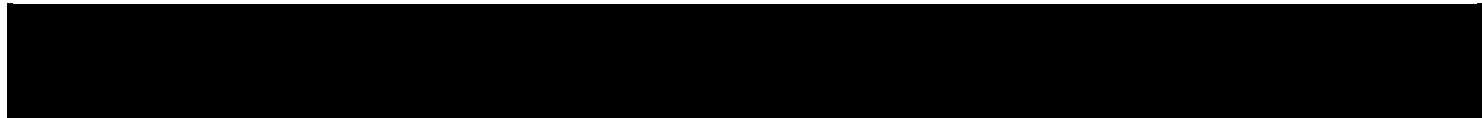
Notes: Keep reading for 20 minutes every night!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Invisible Forces/The First People

SUBJECT/GRADE: SS/Science/3rd Grade

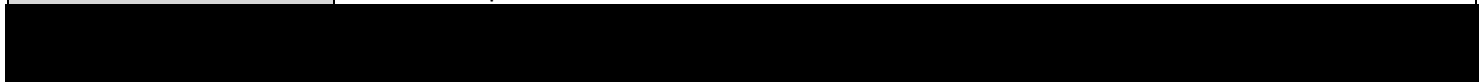
DATES: January 18th-22nd



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (1/18): No School</p> <p>Tuesday (1/19): Social Studies - The First People</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> In the Social Studies “The First People” magazine, read pages 12-15. Complete the Cause and Effect page (questions 1 -2) located in the handouts. Discuss with someone at home. (3.H.1.2) <p>Wednesday (1/20): Science - Invisible Forces</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Exploration part of the video OR read the video transcript for “How could you win a tug-of-war against a bunch of adults?” The video link and transcripts are included in the handouts/printed packets. Discuss what you learned with someone at home. (3-PS2-1) <p>Thursday (1/21): Social Studies - The First People</p> <ul style="list-style-type: none"><input type="checkbox"/> In the Social Studies “The First People” magazine, read pages 16-17. Discuss the following question with someone at home: What was the effect of the Indian Relocation Act? Which federal government organization works with Indian tribal governments? Use the text to help support your answers. Discuss with someone at home. (3.H.1.2) <p>Friday (1/22): Science - Invisible Forces</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Hands-On Activity portion of the video OR read the video transcript for “How could you win a tug-of-war against a bunch of adults?” Video link and transcripts included in handouts/printed packets. Complete the High Hop Scorecard activity located in the handouts. (3-PS2-1)
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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"><input type="checkbox"/> Social Studies - Cause and Effect page (questions 1-2) located in handouts <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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<p>What standards do the lessons cover?</p>	<p>3.H.1.2-Explain cause and effect relationships that impacted early settlement and development in the United States.</p> <p>3-PS2-1 Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p>
<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"> ● Social Studies The First People Magazine ● Handouts for the week ● paper/pencil ● 3” by 6” chipboard/cardboard (set out in BVIS entryway for Distance Learning Cohort) ● 2 rubber bands (set out in BVIS entryway for Distance Learning Cohort) ● Ruler
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● NGSS aligned experiments: https://www.hookedonscience.org/nextgenerationsciencestandards.html ● Read/listen to books on Epic! related to social studies/science www.getepic.com ● Explore the website www.wonderopolis.org
<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. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>

Notes: Weird but True: In just five seconds an avalanche can reach speeds up to 200 miles an hour (130 kph). That’s as fast as a race car!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Sculpture

SUBJECT/GRADE: Art/3rd Grade

DATES: 1/18-1/22

<p>What do students need to do?</p> <p>Link to BV Art instructional video.</p>	<p>Monday (1/18): No School</p> <p>Tuesday (1/19):</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document).<input type="checkbox"/> Day 1: Paper Sculpture: Use the square as a base, if you would like more stability- trace the square onto a piece of cardboard and glue down. You can use colored paper if you have it or color the strips the colors you need. Cut paper into strips. Follow the handout, if the boxes apply to you add the type of design that the box says. Glue to the base. Fill up your paper, you can glue different strips on top of each other to make it taller. Just don't glue too many otherwise it might start to fall over, to be safe, stop at 3 high. <p>Wednesday (1/20):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 2: Paper Sculpture: Continue to glue strips down, when you have finished going through the first page, start on the next. With this page, you might need to cut some of the strip to make the tabs or the fringe. <p>Thursday (1/21):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 3: Paper Sculpture: Continue glueing on the strips of paper to the base. Go through both pages. If you still have space, are there any other types of paper manipulations that you can add to your sculpture? or any other supplies you could add to make it unique?<input type="checkbox"/> <u>DL Cohort - Heads up for next week! We will be weaving, if you need any yarn or a sturdy paper plate please let me know and I will drop off supplies at BVIS for you.</u> <p>Friday (1/22):</p> <ul style="list-style-type: none"><input type="checkbox"/> Free Draw Day! If you need help coming up with things to draw. Try going to Art for Kids Hub, they have a lot of different videos that will show you how to draw all
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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. take a picture of your paper sculpture.<input type="checkbox"/> 2. take a picture of your free draw. <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Email it to the teacher2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>3.VA.Cr.1.1 Elaborate independently on an imaginative idea. 3.VACr.1.2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. 3.VA.Cr.2.1 Create personally satisfying artwork using a variety of artistic processes and materials. 3.VA.Cr.2.2 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. 3.VA.Cr.3.1 Elaborate visual information by adding details in an artwork to enhance emerging meaning. 3.VA.Cn.10.1.a Create a work of art that is motivated by personal observations of surroundings.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> colored paper, scissors, glue, cardboard-optional <p>Extra Resources:</p> <ul style="list-style-type: none"> Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub
<p>What can students do if they finish early?</p>	<p>Typing Club https://www.typingclub.com/</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District