

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 8: Fractions

SUBJECT/GRADE: Math

DATES: January 18-22



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (01/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School - Inservice <p>Tuesday (01/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will recall how to compare and order fractions using a variety of strategies, as we complete ‘Ordering Proper Fractions’. <input type="checkbox"/> In addition, we will learn how to decompose a fraction into a sum of fractions with like denominators in more than one way, recording each decomposition by an equation. <input type="checkbox"/> Complete ‘Decompose a Fraction’. (4.NF.3) <p>Wednesday (01/20):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In this lesson, you will use learned strategies and your understanding of identifying and ordering fractions in order to complete the activity, ‘Fraction Fugitives’. (4.NF.2) <p>Thursday (01/21):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will compare two fractions with different numerators and different denominators, generate equivalent fractions, and utilize the strategy of finding a greatest common denominator to find the simplest form of a fraction. <input type="checkbox"/> Complete ‘Check My Progress’, pg. 529-530. (4.NF.1) (4.NF.2) <p>Friday (01/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will move into Lesson 9, looking at a mixed number as a whole number part and a fraction part. Use pg. 537-538 as a guide to complete pg. 539. (4.NF.3)
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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"/> 1. Decompose a Fraction <input type="checkbox"/> 2. Check My Progress, pg. 529-530 <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>4.NF.1-Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>4.NF.2-Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$.</p>
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	<p>4.NF.3 A and B--Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. For example, $4/5 = 1/5 + 1/5 + 1/5 + 1/5$ a. Add and subtract of fractions e.g., joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with like denominators in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</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"> ● Math Workbook ● Ordering Proper Fractions ● Decompose a Fraction ● Fraction Fugitives <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=bA8XNeg-Jew-Decomposing Fractions ● https://www.youtube.com/watch?v=uy-pGMtIJeY-Compare: Cross Multiply Fractions
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.mathgames.com/skill/4.124-decompose-fractions-with-denominators-of-10-100-1000 - Decompose fractions with denominators of 10,100,1000 ● https://mrnussbaum.com/fractions-identifying-mixed-numbers-online - Identifying Mixed Numbers ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 4 / Lesson 1

SUBJECT/GRADE: Reading/4th

DATES: January 18-22

What do students need to do?

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

Monday (01/18): No School - Inservice

Tuesday (01/19):

- Our weekly story, 'The Case of the Gasping Garbage', is **realistic fiction, featuring characters and events that are imaginary; however, the story is written as if they could happen in real life.** Read the selection, pg. 26-41.
- The vocabulary strategy this week is synonyms and antonyms. **There are times an author will use a synonym or antonym as a clue to help you determine the meaning of a word.** Use the Lesson Vocabulary handout to complete 'Vocabulary' worksheet, pg. 249. (4.RL.4)
- We will also look at Contractions, the shortened form of two words. Complete the 'Contractions' spelling worksheet, pg. 190.

Wednesday (01/20):

- In today's lesson, we will recall that pronouns are words that take the place of nouns. As we complete 'Singular and Plural Pronouns', we will look at how **we replace singular nouns with a singular pronoun, and plural nouns with a plural pronoun.** (4.L.3)
- We will look at the comprehension skill of compare and contrast. We will compare and contrast elements within a story, identifying both similarities and differences. Complete the 'Compare and Contrast' worksheet, pg. 191.

Thursday (01/21):

- Today, **we will compare and contrast the point of view from which different stories are narrated, including first, second, and third person.** Complete the 'Compare/Contrast Point of View' worksheet. (4.RL.6)
- Use your textbook, pg. 39-40, in order to form a well-developed paragraph in the Written Response assignment, pg. 95-96. (4.W.9) (4.SL.3) ***Make sure you:***
 1. explain why Drake and Nell are a successful team of science detectives
 2. begin your response with a sentence that states your main idea
 3. include as many facts or examples as you can to support your opinion
 4. try to use correct spelling, capitalization, punctuation, grammar, and sentences

Friday (01/22):

- Today, we will show our understanding of the weekly vocabulary and comprehension skill,** by completing the Weekly Reading Assessment, pg. 91-94.

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue working on our weekly skill of contractions, as well as the process of proofreading, as you complete the ‘Contractions’ spelling worksheet, pg. 256.
<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"/> 1. Vocabulary worksheet, pg. 249 <input type="checkbox"/> 2. Contractions worksheet, pg. 190 <input type="checkbox"/> 3. Singular and Plural Pronouns, pg. 250 <input type="checkbox"/> 3. Compare/Contrast Point of View <input type="checkbox"/> 4. Written Response to Selection, pg. 95-96 <input type="checkbox"/> 5. Weekly Reading Assessment, pg. 91-94 <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
<p>What standards do the lessons cover?</p>	<p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4.W.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points</p>
<p>What materials do students need?</p> <p>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"> ● Pencil ● Reading worksheets <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=mOOSmvCXiG&t=124s-Point of View ● https://www.youtube.com/watch?v=SBTldiZu8Sc -Compare and Contrast
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://gotkidsgames.com/hom/PronounAgreeAdpt.html - Pronoun Car Rally ● https://reviewgamezone.com/games4/snow.php?test_id=2423&title=Point%20Of%20View - Point of View Snow Fight ● https://student.freckle.com/#/login -Activities assigned by teacher ● Online books for read <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/ ○ https://www.freechildrenstories.com/ ○ www.epic.com
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary</p>

Building Principal:

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

Teachers:

Ms. Harte- Sarah.Harte@k12.sd.us

Ms. Scholten- Tara.Scholten@k12.sd.us

Mr. Steemken- Evan.Steemken@k12.sd.us

Ms. Sunne- Noel.Sunne@k12.sd.us

Robert Bennis Elementary**Building Principal:**

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

Teachers:

Mr. Linneweber- Cody.Linneweber@k12.sd.us

Ms. Pudwill- Andrea.Pudwill@k12.sd.us

Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us

Valley Springs Elementary**Building Principal:**

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

Teacher:

Ms. Lueders- laura.lueders@k12.sd.us

Notes:

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Government

SUBJECT/GRADE: Science/Social SS - 4th

DATES: January 18-22

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (01/18): No School - Inservice</p> <p>Tuesday (01/19): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will ask questions and predict outcomes about the change in energy that occurs as we complete two experiments conducted with hot wheels cars.<input type="checkbox"/> Complete both experiments 1 and 2 in the ‘Design Your Own Hot Wheels’ experiments, recording your observations. (4-PS3-2)<ul style="list-style-type: none"><input type="checkbox"/> Watch the video, ‘Team Hot Wheels’ as you complete experiment one. Video URL: shorturl.at/txEPQ <p>Wednesday (01/20): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the data observed and collected, as well as the core ideas listed, and complete the ‘Assessment’ from the Hot Wheels experiment. (4-PS3-2) <p>Thursday (01/21): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> This week in Social Studies, we will look at the necessity for the government to collect taxes from its citizens in order to provide services to its citizens. Read the article, ‘Taxes: Why do we pay taxes?’ (4.E.3.1)<input type="checkbox"/> Watch the video, ‘Types of Taxes’: shorturl.at/jrEOR <p>Friday (01/22): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the learned information regarding the different types of taxes, and complete the ‘Types of Taxes’ activity. (4.E.3.1)
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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"/> 1. Assessment (Wednesday)<input type="checkbox"/> 2. ‘Types of Taxes’ activity <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>4-PS3-2 - Make observations to provide evidence for how energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4.E.3.1 Describe the necessity for the government to collect taxes from its citizens in order to provide services to its citizens.</p>
<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"> ● Access to videos ● ‘Design You Own Hot Wheels’ experiment ● Assessment (Wednesday) ● ‘Taxes: Why do we pay taxes?’ article ● ‘Types of Taxes’ activity <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=j4pNEOKqesA - Elastic Energy Hot Wheels Labs ● https://www.youtube.com/watch?v=BpBJfBaVUCE - Brain Pop: Taxes
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Create more experiments with their hot wheels car, relating speed and energy. https://kids-clerk.house.gov/ - Kids in the House ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<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: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Composers: Handel & Grieg

SUBJECT/GRADE: 4th Grade Music

DATES: Jan 19-22

What do students need to do?

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

Monday (1/18): No School

Tuesday (1/19):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Read Part 1 & complete the questions on Handel while you listen to Handel's Music (suggestions below)
 - Hallelujah Chorus: <https://www.youtube.com/watch?v=weFJHtcxJt0>
 - Water Music: <https://www.youtube.com/watch?v=mAyiidg25uE>

Wednesday (1/20):

- Read Part 2 & complete the questions on Handel while you listen to more of Handel's music (suggestions below)
 - Zadok the Priest (The Coronation Anthem)
<https://www.youtube.com/watch?v=HG2UMO6rZd4>
 - Hornpipe with Trumpet (often heard at weddings)
<https://www.youtube.com/watch?v=NGd0b2Jogg4&t=60s>

Thursday (1/21):

- Read Part 1 on Grieg while you listen to Grieg's music (suggested links below)
 - In the Hall of the Mountain King
<https://www.youtube.com/watch?v=RIz3kIPET3o>
 - Morning Mood: <https://www.youtube.com/watch?v=-rh8gMvzPw0>

Friday (1/22):

- Read Part 2 on Grieg
- Listen to and compare the original "Hall of the Mountain King" and "Morning Mood" by Grieg to these selections being used in popular culture today. What is the same and what is different?
 - Hair Up (Mountain King) <https://www.youtube.com/watch?v=bDV88ryJsfs>

	<ul style="list-style-type: none"> <input type="checkbox"/> Inspector Gadget Theme Song (Mountain King): https://www.youtube.com/watch?v=EcF2LOaLgA0 <input type="checkbox"/> Coke commercial: (Mountain King) https://www.youtube.com/watch?v=2oxX4LkHD-A&list=PL7PHLmMJlw4WmqOuZJWEdVc9UXesQ63Mt&index=3 <input type="checkbox"/> CAT commercial: (Mountain King): https://www.youtube.com/watch?v=DWc8dUI7Xfo&list=PL7PHLmMJlw4WmqOuZJWEdVc9UXesQ63Mt&index=14 <input type="checkbox"/> Car commercial (Morning Mood): https://www.youtube.com/watch?v=a_ur0gH3W_4&list=PL7PHLmMJlw4WmqOuZJWEdVc9UXesQ63Mt&index=9 <input type="checkbox"/> Doritos Commercial (Morning Mood): https://www.youtube.com/watch?v=Kzt_j07-lkE&list=PL7PHLmMJlw4WmqOuZJWEdVc9UXesQ63Mt&index=11 <input type="checkbox"/> 2nd Doritos Commercial (Morning Mood): https://www.youtube.com/watch?v=ow7eNmMK3mY&list=PL7PHLmMJlw4WmqOuZJWEdVc9UXesQ63Mt&index=12
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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. Questions on Handel, Parts 1&2 <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>4.MU.Pr.4.3.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) 4.MU.Re.7.1.a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 4.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
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<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • Worksheets on Handel & Grieg, Music by Handel, Music by Grieg <p>Extra Resources:</p> <ul style="list-style-type: none"> • None
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<p>What can students do if they finish early?</p>	<p>EduTyping https://www.edutyping.com/student</p>
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Who can we contact if we have questions?

Brandon Elementary

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

Music: Ms. Fode- Rachael.Fode@k12.sd.us

Robert Bennis Elementary

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

Music: Mr. Fode- Jeff.Fode@k12.sd.us

Fred Assam Elementary

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

Music: Ms. Verberg- April.Verburg@k12.sd.us

Valley Springs Elementary

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

Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District