

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

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 3

SUBJECT/GRADE: Math / Kindergarten

DATES: January 18-22

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| <p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video</a></p> | <p><b>Monday (1/18): NO SCHOOL</b></p> <p><b>Tuesday (1/19): Lesson 6- Number 20</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"/> <i>Essential Question: How can I show numbers beyond 10? (Chapter 3)</i></li><li><input type="checkbox"/> <b>Today we are going to be looking at number 20.</b> Get your math workbook out. Have an adult help you find pages 211-214. Complete Lesson 6: Number 20. (K.C.C.3, K.C.C.4a-c, K.C.C.5)</li><li><input type="checkbox"/> Optional: My Homework (pages 215-216) (K.C.C.3, K.C.C.4a-c, K.C.C.5)</li></ul> <p><b>Wednesday (1/20): Lesson 7- Problem Solving Strategy: Draw a Diagram</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Today we are going to be problem solvers by using a diagram.</b> Get your math workbook out. Have an adult help you find pages 217-220. Complete Lesson 7: Problem Solving Strategy: Draw a Diagram. (K.C.C.3, K.C.C.4a-b, K.C.C.5)</li><li><input type="checkbox"/> Optional: My Homework (pages 221-222) (K.C.C.3, K.C.C.4a-b, K.C.C.5)</li></ul> <p><b>Thursday (1/21): Check My Progress</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Today we are going to review the teen numbers 18 through 20 .</b> Get your math workbook out. Have an adult help you find pages 223-224. Complete Check My Progress. (K.C.C.3, K.C.C.4a-b, K.C.C.5)</li></ul> <p><b>Friday (1/22): Lesson 8- Count to 50 by ones</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Today we are going to be counting to 50 by ones.</b> Get your math workbook out. Have an adult help you find pages 225-228. Complete Lesson 8: Count to 50 by Ones.</li><li><input type="checkbox"/> Optional: My Homework (pages 229-230) (K.C.C.1, K.C.C.2, K.C.C.3)</li></ul> |
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| <p>What do students need to submit?<br/>How can students submit their work?</p> | <p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lesson 6 (Guided Practice + Independent Practice)</li><li><input type="checkbox"/> Lesson 8 (Guided Practice + Independent Practice)</li><li><input type="checkbox"/> Check My Progress</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>K.NBT..A.1</b> Work with numbers 11-19 to gain foundations for place value.</p> <p><b>K.C.C.1</b> Count to 100 by ones and by tens.</p> <p><b>K.C.C.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.C.C.3</b> 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).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p><b>K.C.C.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>K.C.C.4A</b> 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.</p> <p><b>K.C.C. 4B.</b> Count to tell the number of objects.</p> <ol style="list-style-type: none"> <li>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)</li> <li>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.</li> <li>Understand that each successive number name refers to a quantity that is one larger</li> </ol> <p><b>K.C.C. 4C</b> Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.C.C.5.</b> Count to answer “how many?”</p> |
| <p>What materials do students need?<br/>What extra resources can students use?</p> | <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>● Pencil, eraser</li> <li>● Math Workbook - Volume 1</li> </ul>   |
| <p>What can students do if they finish early?</p>                                  | <ul style="list-style-type: none"> <li>● Go to the seesaw activity and click on the link Fun Brain: <a href="https://www.funbrain.com/">https://www.funbrain.com/</a></li> <li>● Write Numbers 1-20</li> <li>● Number Flashcards</li> <li>● My Homework Pages for lessons 6-8 (Page numbers are found under the day)</li> </ul>  |
| <p>Who can we contact if we have questions?</p>                                    | <p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b><br/>Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b><br/>Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a><br/>Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a><br/>Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a><br/>Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a><br/>Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b><br/>Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b><br/>Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a><br/>Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a><br/>Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a><br/>Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a><br/>Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p>  |

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**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 4 Week 1)

SUBJECT/GRADE: Kindergarten

DATES: Jan. 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): Letter H + Sight Word: are

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Hh! 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 a new sight word: are.**
- Create a letter Hh flashcard. Tell your student letter H is a consonant and makes the sound /h/. Ask your student "What sounds does letter H make?" (K.RF.3)
- Watch- <https://www.youtube.com/watch?v=PUI5-AphjMg>
- Brainstorm and write a list of words that begin with letter H! (Examples: hen, hair, hip, hug, hello) (K.RF.3)
- Letter H Scavenger Hunt (K.RF.3)
- Complete Handwriting pg. 241** in the handouts. (K.L.1)
- Create a flashcard for the new sight word, are. 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.
  - Sight Word Tic-Tac-Toe! For this routine you will draw a tic-tac-toe template onto your whiteboard or a blank piece of paper. You will then write 9 sight words into the template (One of them being the new sight word, are.) You can choose to repeat words within the template. Students will come up and state a word and then place an "O" or "X" over the word.
  - 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.
- Read the decodable 'I Have!' 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)

## Wednesday (1/20): Blending + Segmenting

- Complete High Frequency Words page 245** in the handouts. (K.RF.3)

- On a whiteboard or piece of paper, write the letter h and say “What is the sound for this letter? The sound is /h/. Say it with me: /h/ /h/ /h/. When you see this letter in a word, what sound will you say?” (K.RF.2D)
- Write *hat* on a whiteboard or piece of paper. Touch under the letter h: “What is the sound for this letter? Say it with me: /h/ /h/ /h/.” Repeat the routine for a and t. Let’s blend the sounds together. Listen as I blend the sounds: /h/ /a/ /t/. Say it with me: /h/ /a/ /t/. Now say it without me.” Repeat this step for the following words- on, it, can, hop, hit. (K.RF.3)
- Complete Phonics page 242 in the handouts.** You will be determining if the first sound begins with the sound /h/. (K.RF.3) (K.L.1)

#### Thursday (1/21): Sequence

- To begin, complete phonics page 247 in the handouts.** You will be determining the first sound for each picture, coloring in the pictures that begin with the letter h. (K.RF.3) (K.L.1)
- Today we are going to be reviewing the sequence of a story. Sequencing refers to what happens at the beginning, middle and end of a story or situation.**
- Complete Comprehension page 248 in the handouts.** Number the pictures 1, 2, and 3 to tell what happened first, next, and last. Have your child retell the sequence using the words first, next, and last. Then take turns listening and speaking as you and your child each explain the steps for drawing a picture using the words first, next, and last. (K.SL.1) (K.RI.10)
- Today, you are also going to be telling an audience how to make a pizza through writing. In your handouts, you will find a page with 4 pictures (pizza related) and a list labeled “Making Pizza.” These tools are going to help you write your story. (K.R.L.2)
- Using the sequence story page, you are going to tell the order in how you make a pizza by gluing the pictures in order and then coloring them. You will then have the option to label each step or write a complete sentence explaining the step. (Example: First, you roll out the dough. Next, you gather the toppings. Then, you place the stoppings on the dough. Last, you bake it and eat it.) (K.R.L.2).
- Just for Fun! - Make a pizza at home!

#### Friday (1/22): Subject (Naming Parts)

- Begin by playing a sight word game of your choice. (See Monday for ideas or reach out to your classroom teacher.) (K.RF.3)
- Daily Fix It- Correct the errors in the following sentences. (dan hit the ball) On a blank piece of lined paper, write the sentence the right way. Remember the three things that a sentence needs to have! (K.W.2)
- Today we are going to be talking about naming parts in a sentence. The naming part of a sentence tells who or what the sentence is about. (K.W.2)

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|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the following sentences and questions to determine the naming part of the sentence. (K.W.2) If you are unsure, seek help from an adult by asking a question. (K.SL.3) <ul style="list-style-type: none"> <li><input type="checkbox"/> The cat ran fast. Who ran fast? (The cat) This sentence is about the cat. The cat is the naming part of a sentence.</li> <li><input type="checkbox"/> The astronaut was in the spaceship. Who was in the spaceship?</li> <li><input type="checkbox"/> The dog ate the bone. Who ate the bone?</li> <li><input type="checkbox"/> The zebra has black and white stripes. Who has black and white stripes?</li> <li><input type="checkbox"/> The man went on a walk. Who went on a walk?</li> </ul> </li> <li><input type="checkbox"/> We are going to be doing Sentence Surgery! The tools you will need for the surgery are scissors, bandaids, and a glue stick. The surgery you are going to perform today is called <b>Naming Parts</b>. You are going to put two parts of a sentence together, using a bandaid, to make a complete sentence. After the surgery is done, decide what the name part of the sentence is and tell an adult your two favorite sentences. (K.W.2)</li> </ul> |
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| <p>What do students need to submit?<br/>How can students submit their work?</p> | <p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handwriting pg. 241</li> <li><input type="checkbox"/> High Frequency Words</li> <li><input type="checkbox"/> Phonics pg. 247</li> <li><input type="checkbox"/> Pizza Sequence</li> <li><input type="checkbox"/> Sentence Surgery</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> | <ul style="list-style-type: none"> <li>● <b>K.SL.1</b> 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.</li> <li>● <b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● <b>K.RF.3</b> 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.</li> <li>● <b>K.L.1</b> 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/.</li> <li>● <b>K.L.2</b> 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).</li> <li>● <b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c. Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul> |
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|  | <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <ul style="list-style-type: none"> <li>● <b>K.R.L.2</b> With prompting and support, retell familiar stories, including key details.</li> <li>● <b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>● <b>K.RI.10</b> By the end of the year, read and comprehends a variety of informational text (a,b)</li> </ul>   |
| <p>What materials do students need?<br/>What extra resources can students use?</p> | <p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Handwriting pg. 241</li> <li>● Phonics pg. 242</li> <li>● Decodeable “I Have!”</li> <li>● High Frequency Words pg. 245</li> <li>● Phonics pg. 247</li> <li>● Comprehension pg. 248</li> <li>● Pizza Writing</li> <li>● Sentence Surgery</li> </ul>   |
| <p>What can students do if they finish early?</p>                                  | <ul style="list-style-type: none"> <li>● Sight Word Flashcards</li> <li>● Alphabet Flashcards- Letter recognition and sound</li> <li>● Epic: <a href="https://www.getepic.com/">https://www.getepic.com/</a> (Ask your teacher for your class code)</li> <li>● Read a book!</li> </ul>  |
| <p>Who can we contact if we have questions?</p>                                    | <p><b><u>Brandon Elementary</u></b><br/> <b>Building Principal:</b><br/> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a><br/> <b>Teachers:</b><br/> Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a><br/> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a><br/> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a><br/> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a><br/> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a><br/> <b><u>Robert Bennis Elementary</u></b><br/> <b>Building Principal:</b><br/> Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a><br/> <b>Teachers:</b><br/> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a><br/> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a><br/> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a><br/> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a><br/> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a><br/> <b><u>Fred Assam Elementary</u></b><br/> <b>Building Principal:</b><br/> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a><br/> <b>Teachers:</b><br/> Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a><br/> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a><br/> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a><br/> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a><br/> Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a><br/> <b><u>Valley Springs Elementary</u></b><br/> <b>Building Principal:</b></p> |



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**Notes: You are a rock star!**

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

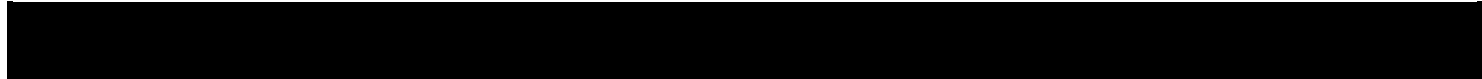
*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

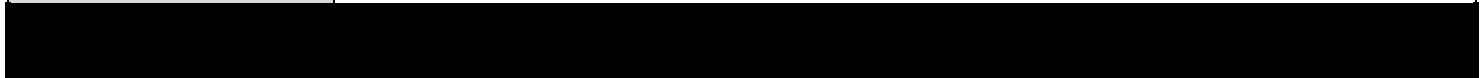
LESSON/UNIT: Social Studies + Science

SUBJECT/GRADE: Kindergarten

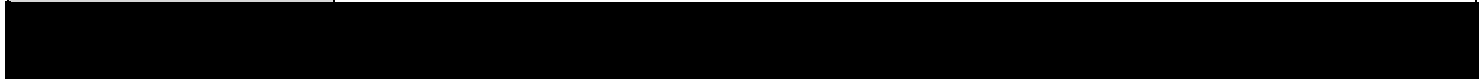
DATES: Jan. 18-22



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| <p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video</a></p> | <p><b>Monday (1/18): No School</b></p> <p><b>Tuesday (1/19): Science</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li> <li><input type="checkbox"/> <b>Today we are going to learn about Animal Needs: Safety.</b> Watch the Mystery Science Video “How can you find animals in the woods?” The link is in your handouts OR watch the video through the instructional video in Seesaw. (K-LS1-1)</li> </ul> <p><b>Wednesday (1/20): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Mystery 3 Assessment in the handouts. (K-LS1-1)</li> </ul> <p><b>Thursday (1/21): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and discuss with an adult, pages 10-17 in your History: A Celebration magazine. (K.H.2.1)</li> <li><input type="checkbox"/> Complete the activity on page 18 in your magazine. Your child will be creating a way to honor a hero. (K.H.2.1)</li> <li><input type="checkbox"/> Use the following link to explore different videos of coins- <a href="https://www.usmint.gov/learn/kids/videos">https://www.usmint.gov/learn/kids/videos</a></li> </ul> <p><b>Friday (1/22):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ketchup + Mustard Day!</b></li> </ul> |
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| <p>What do students need to submit?<br/>How can students submit their work?</p> | <p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mystery 3 Assessment</li> <li><input type="checkbox"/> Honor a Hero Activity</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> | <ul style="list-style-type: none"> <li>• <b>Science- K.LS1.1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>• <b>Social Studies- K.H.2.1</b> Identify local and national celebrations.</li> </ul> |
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| <p>What materials do students need?<br/>What extra resources can students use?</p>                            | <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>● Mystery Science Link</li> <li>● Mystery 2 Assessment</li> <li>● History: A Celebration Magazine</li> </ul> <p>Optional Supplies:</p> <ul style="list-style-type: none"> <li>● Ask your classroom teacher</li> </ul>  |
| <p>What can students do if they finish early?</p>   | <ul style="list-style-type: none"> <li>● PebbleGo: <a href="https://pebblego.com/">https://pebblego.com/</a></li> <li>● Observe different animals through a nature walk or watching videos of animals.</li> </ul>   |
| <p>Who can we contact if we have questions?</p>   | <p><b>Brandon Elementary</b><br/><b>Building Principal:</b><br/>Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b><br/>Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a><br/>Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a><br/>Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a><br/>Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a><br/>Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b><br/><b>Building Principal:</b><br/>Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b><br/>Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a><br/>Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a><br/>Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a><br/>Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a><br/>Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b><br/><b>Building Principal:</b><br/>Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b><br/>Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a><br/>Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a><br/>Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a><br/>Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a><br/>Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b><br/><b>Building Principal:</b><br/>Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a></p> <p><b>Teacher:</b><br/>Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p> |
| <p><b>Notes:</b> 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 Cont.

SUBJECT/GRADE: Library/K

DATES: Jan. 18 - 22

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| <p>What do students need to do?</p> <p><u><a href="#">Library Instructional Video</a></u></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 Library instructional video (link can be found in the upper left corner of this document).</li><li><input type="checkbox"/> Read and listen to the story <i>So Much Snow</i> by Robert Munsch<br/><a href="https://www.youtube.com/watch?v=aBvIDX_c2Ok">https://www.youtube.com/watch?v=aBvIDX_c2Ok</a></li></ul> <p><b>Wednesday, 1/20:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read and listen to <i>Clifford's First Snow Day</i> by Norman Bridwell<br/><a href="https://www.youtube.com/watch?v=iRSUilFXrsg">https://www.youtube.com/watch?v=iRSUilFXrsg</a></li><li><input type="checkbox"/> Read and listen to <i>Snow</i> by Kristin Ward<br/><a href="https://drive.google.com/file/d/1RGviuBVSQLL2vXanXFWBSuN6RuhgK3m8/view">https://drive.google.com/file/d/1RGviuBVSQLL2vXanXFWBSuN6RuhgK3m8/view</a></li><li><input type="checkbox"/> Tell an adult which story is fiction and which one is non-fiction. How did you know?</li></ul> <p><b>Thursday, 1/21:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read and listen to <i>How Do You Know It's Winter?</i> By Allan Fowler<br/><a href="https://www.youtube.com/watch?v=67tWUMiYw9Q">https://www.youtube.com/watch?v=67tWUMiYw9Q</a></li><li><input type="checkbox"/> Complete the drawings for the How Do You Know It's Winter worksheet</li></ul> <p><b>Friday, 1/22:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read and listen to <i>Snow</i> by Uri Shulevitz<br/><a href="https://www.youtube.com/watch?v=6bcB0sC34Uc">https://www.youtube.com/watch?v=6bcB0sC34Uc</a></li><li><input type="checkbox"/> Read and listen to <i>The Snowy Day</i> by Ezra Jack Keats<br/><a href="https://www.youtube.com/watch?v=PzzWi-5IB7o">https://www.youtube.com/watch?v=PzzWi-5IB7o</a></li></ul> |
| <p>What do students need to submit?<br/>How can students submit their work?</p>               | <p>Submit the Following (Optional):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. How do you Know It's Winter - picture retell</li></ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"><li>1. Email it to the teacher</li><li>2. Drop off at school</li></ol>  |

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| What standards do the lessons cover?       | KG.LIB.TL.1.2 - Read, listen, and view for recreation and personal growth<br>KG.LIB.TL.1.5 - Explore reading to make connections to self and world<br>KG.LIB.IL.1.4 - Engage resources with guidance<br>KG.LIB.IL.1.5 - Share Learning with guidance<br>KG.LIB.IL.1.6 - Reflect on learning with guidance  |
| What materials do students need?           | Required Materials: <ul style="list-style-type: none"> <li>● Pencil</li> <li>● Crayons</li> </ul>  |
| What can students do if they finish early? | Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a><br><a href="http://www.pebblego.com">www.pebblego.com</a><br><a href="http://www.getepic.com">www.getepic.com</a>  |
| Who can we contact if we have questions?   | <b>District Librarians:</b><br><b>Ms. Erickson:</b> <a href="mailto:Mary.Erickson@k12.sd.us">Mary.Erickson@k12.sd.us</a><br><b>Ms. Klenner:</b> <a href="mailto:Pamela.Klenner@k12.sd.us">Pamela.Klenner@k12.sd.us</a><br><b>Brandon Elementary</b><br><b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a><br><b>Robert Bennis Elementary</b><br><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a><br><b>Fred Assam Elementary</b><br><b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a><br><b>Valley Springs Elementary</b><br><b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a> |
| <b>Notes:</b>                              |  |

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

*Brandon Valley School District*