

Brandon Valley School District
Distance Learning Plans
January 25-29, 2021

Grade 2

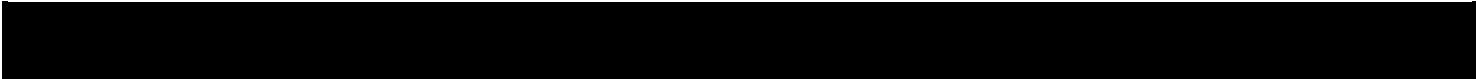


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 6: Add Three Digit Numbers

SUBJECT/GRADE: Math / 2nd

DATES: January 25-29



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p><u>Chapter 9 Learning Target: I can add three digit numbers with regrouping.</u></p> <p>Monday (1/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Add Hundreds workbook pages 358-360. (2.NBT.7-9) <p>Tuesday (1/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Mentally Add 10 or 100 workbook pages 364-366. (2.NBT.8) <p>Wednesday (1/27):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Check My Progress workbook pages 369-370. (2.NBT.7-9) <p>Thursday (1/28):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Regroup Ones to Add workbook pages 372-374. (2.NBT.7, 2.NBT.9) <p>Friday (1/29):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Regroup Tens to Add workbook pages 378-380. (2.NBT.7, 2.NBT.9)
<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. Pages 369-370: Check My Progress <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>2.NBT.7: 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>2.NBT.8: 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>2.NBT.9: 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>If you do not have access to the required materials, contact your teacher. Required Materials:</p> <ul style="list-style-type: none"> ● math book, pencil
<p>What can students do if they finish early?</p>	<p>Extra Materials:</p> <ul style="list-style-type: none"> ● Freckle Math https://student.freckle.com/#/login ● My Homework workbook pages for lessons 6.1-6.5
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
<p>Notes: 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: The Night The Moon Fell

SUBJECT/GRADE: Reading / 2nd

DATES: January 25-29

What do students need to do?

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

Monday (1/25):

- Watch the BV Week at a Glance instructional video.
- Review Drawing Conclusions:** Complete page 208: Comprehension: Draw Conclusions Review (in your handouts packet). (2.RL.1, 2.RF.4)

Tuesday (1/26):

- Demonstrate understanding of Plot, Theme, and Visualizing:** Read “The Night The Moon Fell” in your Reading Street book pages 128-143. While you read, discuss the characters, setting, and the plot of the myth. Then, answer the comprehension questions from page 144 on a piece of paper or verbally with a guardian. (2.RL.1, 2.RL.2, 2.RL.5, 2.RL.7, 2.RF.3, 2.L.4)

Wednesday (1/27):

- Spelling:** Students may choose to complete either page 209 **OR** 210 (in your handouts packet): Syllable Patterns (Compound Words). If they would like a challenge, they may complete both spelling practice pages. (2.RF.3, 2.L.2)
- Writing:** Read a Good Fit Book of your choosing. Then, use the Rough Draft of the Book Review writing paper to write an exciting review for your book that will make others want to read it too! Make sure you don’t give away too much information and use colorful adjectives and adverbs to hook your audience. (2.W.3, 2.L.1, 2.L.2, 2.L.6)

Thursday (1/28):

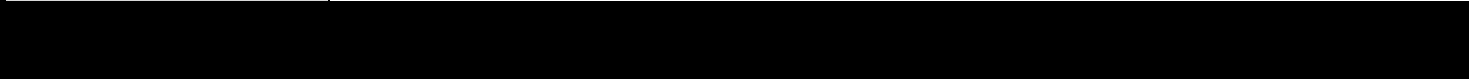
- Grammar:** Students may choose to complete either page 211 **OR** 212 (in your handouts packet) Conventions: Adverbs for When and Where. If they would like a challenge, they may complete both practice pages. (2.L.6)
- Writing:** Use the editing checklist to evaluate your Book Review rough draft and 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 and then write the final copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft). If you so choose, upload yourself reading this as an audio or visual clip on SeeSaw and it will be posted to the class blog so other students can discover new, interesting book options! (2.W.3, 2.L.1, 2.L.2)

Friday (1/29):

	<input type="checkbox"/> Phonics Review: Complete page 207 (in your handouts packet) Spelling: Diphthong Review. (2.RF.3) <input type="checkbox"/> Assessment: Complete the “The Night The Moon Fell” weekly assessment. (2.RL.1, 2.RL.2, 2.RL.3, 2.RF.3, 2.L.1, 2.L.2, 2.L.3, 2.L.4)
--	--



What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <input type="checkbox"/> 1. Final Copy of your Book Review (written or as an audio or visual clip on SeeSaw) <input type="checkbox"/> 2. The Night the Moon Fell weekly assessment Submit Work Via: <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
---	--



What standards do the lessons cover?	<p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.2 Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.5 Identify the overall structure of stories and their common elements.</p> <p>2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p>2.W.3 Write narratives (e.g., story, poetry)</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.</p> <p>2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p>2.L.6 Use acquired words and phrases including adjectives and adverbs to convey ideas precisely.</p>
--------------------------------------	---

What materials do students need? What extra resources can students use?	<p>If you do not have access to the required materials, contact your teacher.</p> Required Materials: <ul style="list-style-type: none"> ● Reading Street book, worksheets, pencil
--	--

What can students do if they finish early?	<p>https://student.freckle.com/#/login</p> <p>Read for 20 minutes every day.</p> <p>https://www.getepic.com/sign-in</p> <p>https://www.storylineonline.net/</p>
--	--

Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal:</p> <p>Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers:</p> <p>Ms. Johnson- Alyssa.Johnson@k12.sd.us</p> <p>Ms. Kueter- Kim.Kueter@k12.sd.us</p>
--	--

Ms. Pearson- Cassie.Pearson@k12.sd.us
Ms. Shutes- Cassandra.Shutes@k12.sd.us
Ms. Westhoff- Kendra.Westhoff@k12.sd.us

Robert Bennis Elementary

Building Principal:

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

Teachers:

Ms. Adams- Laurie.Adams@k12.sd.us
Ms. DeBoer- Stacy.Deboer@k12.sd.us
Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us
Ms. Silvernail- Jayna.Silvernail@k12.sd.us
Ms. Westcott- Sandra.Westcott@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- Susan.Foster@k12.sd.us

Teachers:

Ms. Deitering- Kayla.Deitering@k12.sd.us
Ms. Bobzien- Morgan.Bobzien@k12.sd.us
Ms. Livingston- Missy.Livingston@k12.sd.us
Ms. Olson- Angie.Olson@k12.sd.us
Ms. Presler- JoAnn.Presler@k12.sd.us

Valley Springs Elementary:

Building Principal:

Ms. Palmer- Tanya.Palmer@k12.sd.us

Teacher:

Ms. Bertsch- Megan.Bertsch@k12.sd.us

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Animal Adventures / Why People Work

SUBJECT/GRADE: Science/SS/2nd grade

DATES: January 25-29

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 (1/25): Science Introduction

- Watch the BV Week at a Glance instructional video.
- Review the video presentation OR reread 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)

Tuesday (1/26): Science Exploration: Brainstorming

- Students will use the second page of the My Bird Feeder handout to brainstorm a design for their birdfeeder based on the type of bird they chose to work with last week and the problem statement they created. The first page has been included again in case anyone lost theirs from last week. (2-LS4-1)
- Need inspiration for a possible bird feeder design? Check out the Bird Feeder Inspiration handout!

Wednesday (1/27): Science Exploration: Building

- Build the bird feeder you designed yesterday! (2-LS4-1)

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

Thursday (1/28): Social Studies: Why People Work

- In your Why People Work magazine, read pages 12-13: A Factory Tour. When you're done reading, discuss: *What six steps does a factory go through in the production of goods?* (2.E.1.1)
- Extension option: Create a factory of your own and show how each of the six steps would look for your product to be made. If you don't have the resources you'd need available in your community, brainstorm or research where you could get them from.

Friday (1/29): Social Studies: Why People Work

- In your Why People Work magazine, read pages 14-15: We Are All Connected. When you're done reading, discuss: *Why do you think each worker at the rug factory has a*

	<p><i>different job to do?</i> Then, think of a local business and discuss the different jobs people would have in that setting. (2.E.1.1)</p>
<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. Bird Feeder final product <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>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. 2.E.1.1 Identify goods and services available in the students' communities.</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"> ● Animal Adventure Mystery #3 video or transcript ● My Bird Feeder handout ● Why People Work magazine
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.pebblego.com
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary:</p>

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

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 7

SUBJECT/GRADE: Counselor/2nd

DATES: Jan. 25 -29

What do students need to do?

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

Monday (1/25): Team Work

- Definition - work done by several people each doing a part to complete a project or goal.
- Qualities for good team work
 - Good communication
 - Everyone contributes to the project
 - Support each other
 - Organized
 - Have fun
- Things that hinder or hurt teamwork
 - Wanting to be more important than the other members
 - Poor communication
 - Criticizing other members and not encouraging or praising them
 - Irresponsible for their part of the project
 - Jealousy
- How do we learn teamwork
 - Working in groups
 - Playing team sports
 - Creating games, projects activities that involve creative ideas/play
 - Cooking together as a family
 - Helping each other with school work
- Remember: A team is only as strong as its weakest player or participant
- Skills that we need to learn to help develop teamwork
 - Taking turns
 - How to be gracious winners and gracious losers
 - Fair play - follow the rules of the game
 - Sharing
- Activities:
 - Alphabet Soup Rely
 - Scavenger Hunt
 - Games - Pictionary, Catch Phrase, Charades
- Recommended book
 - Teamwork Isn't My Thing, and I don't Like to Share - Julia Cook

<https://www.youtube.com/watch?v=CSVkycysWTY>

Franklin Plays the Game - Paulette Bourgeois

<https://www.youtube.com/watch?v=T7caCnTZIBk>

Howard B. Wigglebottom Learns About Sportsmanship - Howard Binkow and Susan F. Cornelison

<https://www.youtube.com/watch?v=9G2PZgl3pHc>

Tuesday (1/26): Anger/Frustration

- Definition
 - Strong feeling of being upset or annoyed because of something wrong or bad
 - Core feelings underneath anger are sadness, hurt and fear
- What can we do when we feel angry?
 - Stop and breathe
 - Count to 10
 - Go for a walk
 - Write about feelings
 - Talk to the person using “I feel ___” statements
- Activity:
 - How “Hot” do I get? Anger Thermometer (sheet attached)
 - Things That “Bug” Me - Make a bug head and several segments to the bug. On each segment, write something that bugs you and then attach it to the head of the bug
- Book recommendations:
 - Soda Pop Head - Julia Cook
<https://www.youtube.com/watch?v=1I8gW7PXeOY>
 - Zach Gets Frustrated - William Mulcahy
<https://www.youtube.com/watch?v=3GPQpdscsgE>
 - The Very Frustrated Monster - Andi Green
<https://www.youtube.com/watch?v=JI1SGpNUTsQ>
 -

Wednesday (1/27): Mindset

- Definition
 - A way of thinking
 - A collection of thoughts and beliefs that shape your thought habit. And thought habits affect how you think, what you feel, and what you do.
 - Mindset impacts how you make sense of the world and how you make sense of yourself.
 - There are 2 types of mindset - positive and negative
 - Positive we look at things in a helpful manner
 - Negative we look at things/happenings in a discouraging manner
- How to develop a positive mindset
 - View failure as an opportunity to learn
 - Value the process over the end result
 - When offered criticism view it as feedback
 - Be your own cheerleader -
 - Use the word “yet”
- If your mindset gets negative, challenge your thinking.
 - Is it true?

- Can you absolutely know it is true?
- How do you react - what happens- when you believe that thought
- Who would you be without that thought?
- Turn the thought around. Is the opposite as true or truer than the original thought?
- Find examples of how your turnaround thought is truer than your original thought.
- Example: Thought: I don't have any friends.
 - Is it true? Yes
 - Can you absolutely know it is true? No
 - How do you react when you think that thought? I am sad. I walk around the playground alone. I don't talk to my classmates
 - Who would you be without that thought? Happy, excited. I would feel included. I would be playing with classmates on the playground.
 - Turn around - I have several friends
 - Examples - Joey/Mary ask me to sit with them at lunch. Sally/Bob asked me to be their partner in gym class. George/Kathy invited me to a sleepover.
- Mindset videos
 - Sesame Street Do Growth Mindset - https://www.youtube.com/watch?v=SnrHZ_uvtxk
 - Growth Mindset - <https://www.youtube.com/watch?v=rUJkbWNnNy4>
 - Growth Mindset in class Dojo - <https://www.youtube.com/watch?v=2zrtHt3bBmQ>
 - Sesame Street: Janelle Monae - The Power of Yet - <https://www.youtube.com/watch?v=XLeUvZvuvAs>
- Book Recommendations:
 - Bubble Gum Brain - Julia Cook <https://www.youtube.com/watch?v=SDIK-bO6wNE>
 - Thanks For The Feedback - Julia Cook <https://www.youtube.com/watch?v=ofrCbZGkRgU>
 - My Day Is Ruined! A Story Teaching Flexible Thinking - <https://www.youtube.com/watch?v=Cy1IThadG5Y>
 - Tiger Tiger Is it True? - Bryon Katie <https://www.youtube.com/watch?v=FBdHSQUtMb4&t=26s>

Thursday (1/28): Grief

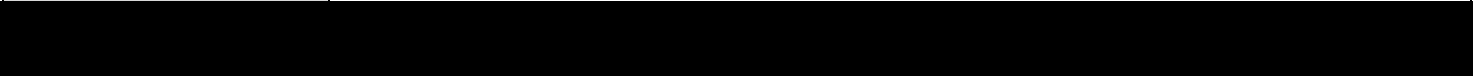
- Definition - Grief is the conflicting feelings caused by a change or an end in a familiar pattern of behavior
 - Grief is a matter of the heart, not the head.
 - Grief is a normal and natural reaction to loss.
- There are many different kinds of losses that we experience. Some of them are:
 - death - family member, pet or friend
 - moving
 - health
 - friends
 - jobs
 - divorce

- debilitating injury to you or someone important in your life
- brother or sister going to college
- Loss of safety
- Common reactions to loss are:
 - Numbness
 - Reduced ability to concentrate
 - Changes in eating and sleeping patterns
 - Emotional highs and lows
- All loss is experienced 100%
- Following a major loss of any kind, children are likely to generate tremendous emotions.
- Children will try to deflect the excess energy in several ways:
 - acting out
 - eating too much or not enough
 - sleeping too much or not enough
 - older children may turn to alcohol and drugs
 - won't be able to concentrate
 - short tempered
 - wiggly in school
- What you can do when you experience a loss.
 - Talk to someone
 - Do a relationship graph
 - If moving, go into each room of your house and talk about the memories you have about that room. Drive around your town and talk about the special places you liked to go and take pictures. Say goodbye to neighbors and friends and thank them for things they have done for you that were helpful.
- Books
 - Memory Box - JoAnna Rowland <https://www.youtube.com/watch?v=mF-lzj1668l>
 - The Fall of Freddie the Leaf - Leo Buscaglia
<https://www.youtube.com/watch?v=c8ZjVXyNbhl>

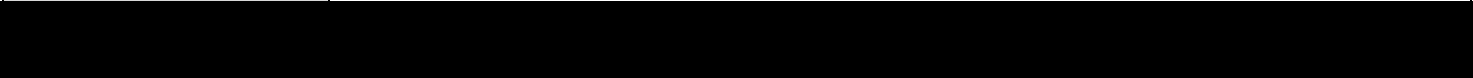
Friday (1/29): Lynx Way - Kindness

- Kindness Definition
 - The quality of being friendly, generous and considerate.
 - Affection, warmth, concern and care are words associated with kindness
 - The first person you need to be kind to is yourself. When we are kind to ourselves we are more capable of being kind to others.
- Kind Actions
 - Open doors
 - Pick up something someone has dropped
 - Go around people who are talking
 - Share
 - Smile
 - Write a thank you note

	<ul style="list-style-type: none"> ○ Pick up litter ○ Put your phone away when you are in the company of others ○ Hug a family member ○ Ask a lonely classmate to play ○ Pick up after yourself ● Kind words <ul style="list-style-type: none"> ○ Goodbye ○ Hi - Hello ○ Excuse me ○ Friendly talk with pleasant tone ○ Ask politely ○ Compliments ○ Appreciations ○ Please/Thank you ○ Apology ● Book recommendations <ul style="list-style-type: none"> ○ <u>Because Brian Hugged his Mother</u> - David L Rice https://www.youtube.com/watch?v=7IAjsv7MRwM ○ <u>What Does It Mean To Be Kind</u> - Rana DiOrio https://www.youtube.com/watch?v=3VDwOBa_Yn8 ○ <u>Ordinary Mary's Extraordinary Deed</u> - Emily Pearson https://www.youtube.com/watch?v=mwGM7_3VQEc ○ <u>Kindness Is Cooler Mrs Ruler</u> - Margery Cuyler https://www.youtube.com/watch?v=et4KluESo0o ● Activity <ul style="list-style-type: none"> ○ Random Acts of Kindness for family <ul style="list-style-type: none"> ■ Do a chore for a sibling ■ Help with the dishes ■ Give a compliment ■ Give a hug to a parent and tell them you love them ■ Leave an appreciation note for parent or sibling ■ Kindness Bingo
--	---



<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.Nothing to submit <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
---	--



<p>What standards do the lessons cover?</p>	<p>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</p>
---	---

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • N/A <p>Extra Resources:</p> <ul style="list-style-type: none"> • N/A
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Ms. Kolb- Vickie.Kolb@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Ms. Osheim- Tammy.Osheim@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Ms. Nelson- Angie.Nelson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Counselor: Ms. Palmer- Tanya.Palmer@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District