

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

Grade 3



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Measurement and Data

SUBJECT/GRADE: 3rd Math

DATES: January 25th - 29th

What do students need to do?

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

## Monday (1/25): Review

- Use daily instructional video as instructions and examples to review comparing fractions.
- Choice:** Complete **Lesson 8 Reteach page (problems 1-8)** OR **Lesson 8 Enrich page (problems 1-7)** located in your handouts. (3.NF.3)

## Tuesday (1/26): Estimate and Measure Capacity

- Use daily instructional video and math workbook pages 633-634 as instructions and examples to learn how to estimate and measure capacity.
- Complete **Independent Practice pages 635-636 (problems 2-20)** from your math workbook. (3.MD.2)

## Wednesday (1/27): Solve Capacity Problems

- Use daily instructional video and math workbook pages 639-640 as instructions and examples to learn about solving capacity problems.
- Complete **Independent Practice pages 641-642 (problems 3-9)** from your math workbook. (3.MD.2)

## Thursday (1/28): Estimate and Measure Mass

- Use daily instructional video and math workbook pages 645-646 as instructions and examples to learn about how to measure mass.
- Complete **Independent Practice pages 647-648 (problems 3-19)** from your math workbook. (3.MD.2)

## Friday (1/29): Solve Mass Problems

- Use daily instructional video and math workbook pages 651-652 as instructions and examples to learn about solving mass problems.
- Complete **Independent Practice pages 653-654 (problems 3-12)** from your math workbook. (3.MD.2)

What do students need to submit?

Submit the Following:

- Independent Practice pages 635-636 (problems 2-20) from math workbook
- Independent Practice pages 647-648 (problems 3-19) from math workbook

Submit Work Via:

How can students submit their work?	<ol style="list-style-type: none"> <li>1. Electronically via Seesaw (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
What standards do the lessons cover?	<p><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</p> <p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cubic centimeters and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
What materials do students need? What extra resources can students use?	<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>● Math Workbook</li> <li>● Handouts for the week</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Scratch paper to show work</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Complete the homework pages from your math workbook for extra practice.</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a> (Will require internet access. Contact your teacher for login information.)</li> <li>● Multiplication Fact Practice - <a href="http://www.timestables.com">www.timestables.com</a> (Will require internet access)</li> </ul>
Who can we contact if we have questions?	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b></p>

Ms. Abens- [lindsey.abens@k12.sd.us](mailto:lindsey.abens@k12.sd.us)

**Notes: Remember to practice your multiplication and division facts at home!**

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Rocks in His Head/Unit 4 SUBJECT/GRADE: 3rd Grade Reading

DATES: January 25th-29th

What do students need to do?

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

## Monday (1/25): Word Analysis - Prefixes pre-, mid-, over-, out-, bi-, di-; Fact and Opinion

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 88-89 to learn about prefixes. (3.RF.3)
- Complete **Prefixes page 269 (numbers 1-15)** located in the handouts. (3.L.1a) (3.RF.3)
- Using your Reading Street textbook, read pages 90-91 to learn about **Fact and Opinion** and **Inferring**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RI.1) (3.RI.3)

## Tuesday (1/26): Multiple-Meaning Words and Vocabulary

- Use daily instructional video and page 92 in your Reading Street textbook to learn about a strategy to use when coming across **multiple-meaning words**. Then read "More Than a Hobby" on page 93. (3.L.1a) (3.L.4)
- 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 276 (numbers 1-5)** located in your handouts. (3.L.1a) (3.L.4)

Vocabulary Words: **attic, board, chores, customer, labeled, spare, stamps**

## Wednesday (1/27): Comprehension

- Watch daily instructional video and read aloud "**Rocks in His Head**" pages **94-105** from Reading Street textbook. Discuss the following with someone at home as you read:

**Use evidence from the text on pages 98-99 to identify a cause-and-effect relationship that has one cause and more than one effect. Generate and answer one question about the story that can be answered with the text.** (Optional): Ask someone to answer your question. Remind them to go back into the text to find evidence to support their answer. (3.RI.1) (3.RI.3) (3.RF.3) (3.RF.4)

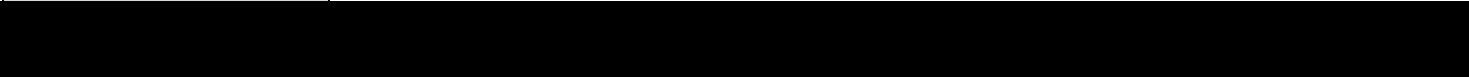
## Thursday (1/28): Possessive Pronouns and Written Response

- Use daily instructional video and Page 1 in your handouts to learn about possessive pronouns. Complete **Possessive Pronouns page 242** located in your handouts. (3.L.1a)

	<p><input type="checkbox"/> Complete the <b>Written Response to the Selection</b> (pages 107-108). You will need to look back in the story “Rocks in His Head” in your Reading Street textbook to complete this assignment. <u>Use the checkboxes on page 107 to help you with your written response. You must <b>check all boxes</b> before you submit.</u> (3.L.1a)</p> <p><b>Friday (1/29): Vocabulary, Word Study, Comprehension</b></p> <p><input type="checkbox"/> Complete the <b>Reading Test</b> “Rocks in His Head”. The reading test is located in the handouts section in Seesaw or in the printed packet. <b>Reminder: This test should be completed independently.</b> (3.RI.1) (3.RF.3) (3.RF.4)</p>
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<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following: <b>located in handouts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prefixes page 269 (numbers 1-15)</li> <li><input type="checkbox"/> Vocabulary page 276 (numbers 1-10)</li> <li><input type="checkbox"/> Possessive Pronouns page 242</li> <li><input type="checkbox"/> Written Response to the Selection (pages 107-108)</li> <li><input type="checkbox"/> Reading Test “Rocks in His Head”</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (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>3.RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.3</b> Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>3.L.1a</b> Write legibly in print or cursive, using appropriate spacing and margins.</p> <p><b>3.L.4</b> Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.(4a)</p> <p><b>3.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (3a)</p>
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<p>What materials do students need?</p> <p>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>● Reading Street textbook</li> <li>● Handouts for the week from Seesaw or printed packet</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Savvas Realize Online: <a href="https://www.savvasrealize.com/index.html#/">https://www.savvasrealize.com/index.html#/</a></li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Explore resources on Savvas Realize website</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a></li> <li>● Epic! - <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Listen to parent or sibling read aloud</li> <li>● Read magazines or comic books</li> </ul>
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Who can we contact if we have questions?

**Brandon Elementary**

**Building Principal:**

Mr. Horst- [merle.horst@k12.sd.us](mailto:merle.horst@k12.sd.us)

**Teachers:**

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Mr. Kramer- [Brent.Kramer@k12.sd.us](mailto:Brent.Kramer@k12.sd.us)

Mr. Johnson- [Andy.Johnson@k12.sd.us](mailto:Andy.Johnson@k12.sd.us)

Mr. Gappa - [matthew.gappa@k12.sd.us](mailto:matthew.gappa@k12.sd.us)

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Ms. Kieffer- [Michelle.Kieffer@k12.sd.us](mailto:Michelle.Kieffer@k12.sd.us)

Ms. Van Leur- [Chelsea.Vanleur@k12.sd.us](mailto:Chelsea.Vanleur@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:**

Ms. Palmer- [tanya.palmer@k12.sd.us](mailto:tanya.palmer@k12.sd.us)

**Teacher:**

Ms. Abens - [lindsey.abens@k12.sd.us](mailto:lindsey.abens@k12.sd.us)

**Notes: Keep reading for 20 minutes every night!**

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Invisible Forces/Settling the Land

SUBJECT/GRADE: SS/Science/3rd Grade

DATES: January 25th-29th

What do students need to do?

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

## Monday (1/25): Social Studies - Settling the Land

- Watch the BV Week at a Glance instructional video.
- In the Social Studies **"Settling the Land"** magazine, read pages 2-9. Discuss the following questions with someone at home: **How did North America change after the arrival of Christopher Columbus? What were some good and bad effects of the explorers' journeys?** Use the text to help support your answers. (3.H.1.2)

## Tuesday (1/26): Science - Invisible Forces

- Watch the **Exploration** portions of the **"What makes bridges so strong?"** Mystery Science video OR read transcripts located in the handouts. Discuss the questions throughout the online video/transcripts with someone at home. (3-PS2-1)

## Wednesday (1/27): Social Studies - Settling the Land

- In the Social Studies **"Settling the Land"** magazine, read pages 10-17. Discuss the following question with someone at home: **How did the 13 colonies become the United States of America? Why did pioneers move into the frontier? What effect did Lewis and Clark have on settlers moving west?** Use the text to help support your answers. (3.H.1.2)

## Thursday (1/28): Science - Invisible Forces

- Watch the **Hands-On Activity** portion of the **"What makes bridges so strong?"** Mystery Science video OR read transcripts located in handouts. Complete the **Bridge Designer's Notebook** included in the handouts. (3-PS2-1)

## Friday (1/29): Social Studies/Science - Review and Extend

- Use this day to get caught up on your Social Studies and Science work from the week. You can reread pages in your **Settling the Land magazine**. You can also check out the **"What do I do if I finish early?"** section for more ideas.

What do students need to submit?

Submit the Following:

- Science -Bridge Designer's Notebook located in handouts

Submit Work Via:

How can students submit their work?

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><b>3.H.1.2</b>-Explain cause and effect relationships that impacted early settlement and development in the United States.  <b>3-PS2-1</b> 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><b>If you do not have access to the materials you need, contact your teacher.</b>  Required Materials:</p> <ul style="list-style-type: none"> <li>● Social Studies Settling the Land Magazine</li> <li>● Handouts for the week</li> <li>● paper/pencil</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● NGSS aligned experiments:  <a href="https://www.hookedonscience.org/nextgenerationsciencestandards.html">https://www.hookedonscience.org/nextgenerationsciencestandards.html</a></li> <li>● Read/listen to books on Epic! related to social studies/science <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Explore the website <a href="http://www.wonderopolis.org">www.wonderopolis.org</a></li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Freeborn- <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a>  <b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a>  <b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a>  <b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<p><b>Notes: Creative American pioneers attached sails to their wagons, zooming up to 40 miles an hour. (Source: Ye Old Weird But True, p.15 on Epic!)</b></p>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Weaving

SUBJECT/GRADE: Art/3rd Grade

DATES: 1/25-1/29

What do students need to do?

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

## Monday (1/25):

- Watch the Art instructional video (link can be found in the upper left corner of this document).
- Day 1: Weaving:** Intro to weaving worksheet. Fill out the worksheet using the correct terms. The terms are talked about in the video and on the lesson plans.
- If you would like to, you can decorate your paper plate, paint or draw. Add details to your loom. Line up the template with the center of your plate. Continue drawing the lines onto your paper plate. Cut the lines to create your loom- what we weave on.

## Tuesday (1/26):

- Day 2: Weaving:** Using a long piece of string, wrap your loom. Start in the back on the top, tape your string to the back of your plate, and bring the string in front of the paper plate. Think of it as a clock- start at 12, bring the string down to 6. Continue stringing the loom moving over one space each time you wrap. To create your warp- the part of the weaving that doesn't move.

## Wednesday (1/27):

- Day 3: Weaving: Gather all the warp strings in the middle of the plate, tie a knot in the center with the string which you are going to weave with. Pick a starting point, bring your string over then under. Continue going over and under until you run out of string. Once you do about 5 sets of over and under, make sure you pull all of your string through the weaving so you don't have a loop in the middle. The weaving should be flat. Continue weaving if you run out of string, get a new piece and knot the old piece to the new piece. This creates your welp lines- the part of the weaving that moves

## Thursday (1/28):

- Day 4: Weaving: Continue weaving

## Friday (1/29):

- Day 5: Weaving: Continue weaving. Once you are done, tie your welp line in a knot to your warp line.

What do students need to submit?

Submit the Following (Optional):

- 1. Take a picture of your weaving

How can students submit their work?	<input type="checkbox"/> 2. Take a picture of your worksheet Submit Work Via: 1. Email it to the teacher 2. Drop off at school
What standards do the lessons cover?	<b>3.VACr.1.2</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. <b>3.VA.Cr.2.1</b> Create personally satisfying artwork using a variety of artistic processes and materials. <b>3.VA.Cr.2.2</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
What materials do students need? What extra resources can students use?	Required Materials: <ul style="list-style-type: none"> <li>Paper plate, pencil, scissors, yarn, something to color with (markers, crayons, colored pencils, paint) -optional</li> </ul> Extra Resources: <ul style="list-style-type: none"> <li>Art for Kids Hub: <a href="https://www.youtube.com/user/ArtforKidsHub">https://www.youtube.com/user/ArtforKidsHub</a></li> </ul>
What can students do if they finish early?	Typing Club <a href="https://www.typingclub.com/">https://www.typingclub.com/</a>
Who can we contact if we have questions?	<b>Brandon Elementary</b> <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a> <b>Art:</b> Ms. Rieff- <a href="mailto:Erin.Rieff@k12.sd.us">Erin.Rieff@k12.sd.us</a> <b>Robert Bennis Elementary</b> <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Art:</b> Ms. McNamara- <a href="mailto:Heidi.McNamara@k12.sd.us">Heidi.McNamara@k12.sd.us</a> <b>Fred Assam Elementary</b> <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a> <b>Art:</b> Ms. Heeren- <a href="mailto:Jordan.Heeren@k12.sd.us">Jordan.Heeren@k12.sd.us</a> <b>Valley Springs Elementary</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a> <b>Art:</b> Ms. Kasten- <a href="mailto:Amy.Kasten@k12.sd.us">Amy.Kasten@k12.sd.us</a>
<b>Notes:</b>	

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

*Brandon Valley School District*