

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 8: Fractions/Chapter 9: Operations with Fractions

SUBJECT/GRADE: Math

DATES: January 25-29



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (01/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In this lesson, we will understand that an improper fraction has a numerator that is greater than or equal to its denominator. Mixed numbers may also be written as improper fractions. Use pg. 543-544 as a teaching guide, as you complete pg. 545. <input type="checkbox"/> We will also apply our knowledge of decomposing fractions to mixed numbers, as we complete 'Decompose Mixed Numbers'. (4.NF.3) <p>Tuesday (01/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will identify factors of a given number, compare and order fractions, understand mixed numbers and improper fractions, and apply all learned skills from Chapter 8 to our Chapter 8 Review, pg. 549-551. (4.NF.1) (4.NF.2) (4.NF.3) <p>Wednesday (01/27):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will demonstrate our understanding of fractions, as we complete the Chapter 8 Assessment. (4.NF.1) (4.NF.2) (4.NF.3) <p>Thursday (01/28):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will begin Chapter 9: Operations with Fractions. We will use models to add like fractions, which are fractions that have the same denominator. <input type="checkbox"/> Use pg. 561-562 as a teaching guide, as you complete pg. 563. (4.NF.3) <p>Friday (01/29):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to add like fractions, writing each fraction sum in simplest form. <input type="checkbox"/> Complete pg. 569-570. (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. Mixed Numbers and Improper Fractions, pg. 545 <input type="checkbox"/> 2. Chapter 8 Assessment <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</p>
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	<p>such as $\frac{1}{2}$.</p> <p>4.NF.3 A and B—Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. For example, $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$ 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 ● Decompose Mixed Numbers ● Chapter 8 Assessment <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=_2yRsab7NXk -Modeling Mixed Numbers and Improper Fractions ● https://www.youtube.com/watch?v=LoG_udaq_ig - Greatest Common Factor
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://mrnussbaum.com/clara-fraction-s-ice-cream-shop-online-game - Fraction Ice Cream Shop ● https://www.mathgames.com/skill/4.55-reduce-to-lowest-terms - Simplest Form ● 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 2

SUBJECT/GRADE: Reading/4th

DATES: January 25-29

What do students need to do?

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

Monday (01/25):

- Our weekly story, 'Encantado: Pink Dolphin of the Amazon', is an **expository text, telling about real people, things, or events. An expository text may also feature headings, photos, and captions.** Read the selection, pg. 58-71.
- The vocabulary strategy this week is multiple-meaning words. **Understanding the definitions of multiple-meaning words helps a reader understand the text.** Use the Lesson Vocabulary handout to complete 'Vocabulary' worksheet, pg. 260. (4.RL.4)

Tuesday (01/26):

- Today, in our weekly spelling skill, we will look at the final syllable pattern of our words. Using the 'Final Syllable Patterns' worksheet, pg. 193, sort our spelling words according to the final syllable.
- We will continue to focus on 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. 258. (4.RL.6)

Wednesday (01/27):

- Today, **we will look at how some English words are made up of word parts, or roots, from the Latin language.** Complete the 'Word Analysis: Latin Roots' worksheet. (4.L.3)
- In today's lesson, we will look at the different types of pronouns, **understanding that certain pronouns are used in the subject part of a sentence, and the predicate part of the sentence. There are also pronouns to determine position and to reflect an action.** Complete 'Kinds of Pronouns', pg. 261. (4.L.1)

Thursday (01/28):

- Today, **we will apply what we have learned about first and third person point of view into a writing activity.** Complete the activity, 'Comic Strip: Practicing Point of View'. (4.RL.6)
- Use your textbook, pg. 62-63, in order to form a well-developed paragraph in the Written Response assignment, pg. 101-102. (4.W.2) (4.SL.3) **Make sure you:**
 1. tell why pink dolphins in the rain forest are called, *encantado*, or "enchanted"
 2. include the definition of *enchanted* that fits the word's usage in the text
 3. support your opinion with facts and examples from the text

	<p>4. try to use correct spelling, capitalization, punctuation, grammar, and sentences</p> <p>Friday (01/29):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will show our understanding of the weekly vocabulary and comprehension skill, by completing the Weekly Reading Assessment, pg. 97-100. <input type="checkbox"/> Continue working on our weekly skill of final syllable patterns, as well as the process of proofreading, as you complete 'Final Syllable Patterns', pg. 267. (4.L.2)
<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. 260 <input type="checkbox"/> 2. Final Syllable Pattern worksheet, pg. 193 <input type="checkbox"/> 3. Kinds of Pronouns, pg. 261 <input type="checkbox"/> 3. Comic Strip: Practicing Point of View <input type="checkbox"/> 4. Written Response to Selection, pg. 101-102 <input type="checkbox"/> 5. Weekly Reading Assessment, pg. 97-100 <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.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely</p> <p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.</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=QVYoeD2xg94&t=3s - Compare and Contrast ● https://www.youtube.com/watch?v=OdXukHHAaSE - Subject and Object Pronouns
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.softschools.com/language_arts/grammar/pronoun/balloon_game/ - Pronoun Practice ● https://www.quia.com/rr/1081198.html - Point of View Rags to Riches ● 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

Who can we contact if we have questions?

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

Notes:

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Government

SUBJECT/GRADE: Science/Social SS - 4th

DATES: January 25-29



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (01/25): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Read the transcript or watch the video: What makes roller coasters go so fast?<input type="checkbox"/> We will continue looking at energy and how energy can be transferred. In this lesson, we will explore how energy can be stored as height. <p>Tuesday (01/26): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will build paper roller coasters and release marbles down the roller coaster track to understand height energy and energy transfer.<input type="checkbox"/> Watch the video for the Bumper Coaster activity: Mystery (activity video).<input type="checkbox"/> Use the mystery handouts and complete the Bumper Coasters activity. As you build your bumper coaster, complete the 'Distance and Height Experiments' worksheet to record observations in height energy and energy transfer. (4-PS3-1) (4-PS3-3) <p>Wednesday (01/27): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Today, we will focus on the state government, looking at the roles and responsibilities within South Dakota's government.<input type="checkbox"/> Read the handout, 'Government of South Dakota: Facts for Kids'. Find a partner and discuss how the three branches of government work within the state. (4.C.3.2) After reading the handout, look at the 'Thinking Questions'. Post a response on the class jamboard.<input type="checkbox"/> Jamboard URL: shorturl.at/mrzR7 <p>Thursday (01/28): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will look further into how we can make a difference within our community, city, and/or state. Think about the reading and jamboard posts from Wednesday, as you complete 'Make a Difference'. <p>Friday (01/29): No Assignment</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:</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Distance and Height Experiments<input type="checkbox"/> 2. Make a Difference <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
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	3. Drop off at school
What standards do the lessons cover?	<p>4-PS3-1 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3 - Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4.C.3.2 Discuss South Dakota's government and the roles of the three branches.</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> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Access to videos ● Mystery Science Transcript / Activity ● Mystery Handouts ● Government of South Dakota: Facts for Kids ● Make a Difference <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=F9IC3w8IAQ - Energy Transfer for Kids ● https://www.youtube.com/watch?v=eR0kdgWcU_A - Local and State Government
What can students do if they finish early?	<ul style="list-style-type: none"> ● https://www.physicsclassroom.com/Physics-Interactives/Work-and-Energy/Roller-Coaster-Model/Roller-Coaster-Model-Interactive - Roller Coaster Simulator ● https://kids-clerk.house.gov/ - Kids in the House ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
Who can we contact if we have questions?	<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</p> <p>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</p> <p>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</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Band Instruments

SUBJECT/GRADE: 4th Grade Music

DATES: Feb 1-5 2020

What do students need to do?

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

Monday (2/5):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Read the first 2 pages of the Instrument Families, including the Introduction and Woodwind Instruments
- Find and listen to some examples for each woodwind instrument. Need ideas? Try these links:
 - <https://www.classicsforkids.com/music/instruments.php?family=Woodwind>
 - https://www.ducksters.com/musicforkids/woodwind_instruments.php

Tuesday (2/6):

- Brass instruments: Read about the brass instrument family.
- Find & listen to some examples for each instrument. Need ideas? Try these links:
 - <https://www.classicsforkids.com/music/instruments.php?family=Brass>
 - https://www.ducksters.com/musicforkids/brass_instruments.php

Wednesday (2/7):

- Percussion instruments: Read about the percussion family
- Find & listen to some examples for each instrument. Need ideas? Try these links:
 - <https://www.classicsforkids.com/music/instruments.php?family=Percussion>

Thursday (2/8):

- Review the band instruments. What are the 3 instrument families in the band? Listen to instrument demonstrations for each instrument.
- Need ideas? Try this link: <https://www.youtube.com/watch?v=CCTeSjpDsIs&t=8s>

Friday (2/9):

- Which instrument family is your favorite and why? Email your answer to your teacher.

<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. Friday's assignment: Which instrument family is your favorite and why? Email your answer to your teacher. <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>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.Re.9.1.a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. 4.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 4.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● Instrument Families sheet (included) <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Listening Examples or Youtube suggested links provided.
<p>What can students do if they finish early?</p>	<p>EduTyping https://www.edutyping.com/student</p>
<p>Who can we contact if we have questions?</p>	<p>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</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District