

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

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 3

SUBJECT/GRADE: Math / Kindergarten

DATES: January 25-29

What do students need to do?

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

\*Traditional teachers will plan review activities specific to their students' needs.

## Monday (1/25): Lesson 9- Count to 100 by ones

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I show numbers beyond 10? (Chapter 3)*
- Today we are going to count to 100 by ones.** Get your math workbook out. Have an adult help you find pages 231-234. Complete Lesson 9: Count to 100 by ones. (K.C.C.1, K.C.C.2, K.C.C.3)
- Optional: My Homework (pages 235-236) (K.C.C.1, K.C.C.2, K.C.C.3)

## Tuesday (1/26): Lesson 10- Count to 100 by tens

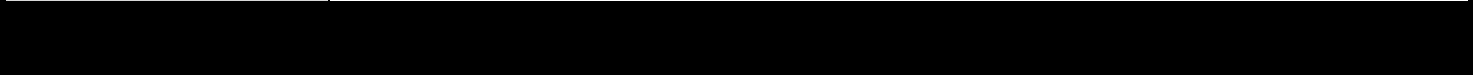
- Today we are going to count to 100 by tens.** Get your math workbook out. Have an adult help you find pages 237-240. Complete Lesson 10: Count to 100 by tens. (K.C.C.1, K.C.C.2, K.C.C.3)
- Optional: My Homework (pages 241-242) (K.C.C.1, K.C.C.2, K.C.C.3)

## Wednesday (1/27): Chapter 3 Review

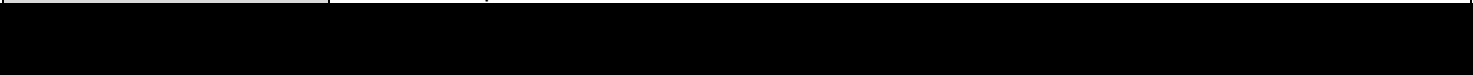
- Today we are going to play a game of I Spy!** Use the "I Spy" activity in the handouts and follow these directions. (K.C.C.4)
  - Color ALL 10's gray
  - Color ALL 11's yellow
  - Color ALL 12's blue
  - Color ALL 13's green
  - Color ALL 14's red
  - Color ALL 15's purple
  - Color ALL 16's brown
  - Color ALL 17's black
  - Color ALL 18's orange
  - Color ALL 19's pink
- It's VERY important to pay attention when you are coloring in the teen numbers. It's also VERY important to take your time and color nicely. There shouldn't be any white spaces left in the circle.

## Thursday (1/28): Chapter 3 Review

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Today we are going to practice writing numbers 11-20 and recognizing them!</b> Get your math workbook out. Have an adult help you find pages 243-244. Complete Fluency Practice in a pencil. (K.C.C.3)</li> <li><input type="checkbox"/> Use the Roll and Read page in the handouts to practice reading teen numbers. You will need a dice for this activity. If you do not have a dice, create flashcards with numbers 1-6 and use those to determine which row of numbers to read. Practice this skill for 8-minutes! (K.C.C.2)</li> </ul> <p><b>Friday (1/29): Chapter 3 Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To begin, complete Teen Numbers- Ten Frames in the handouts.</li> <li><input type="checkbox"/> <b>Today we are going to practice recognizing and counting to 100!</b> There are two ways to play this game. You can play by yourself or you can play with a partner. In the handouts, you will find 4 pages with different “what number is missing?” cards. (K.C.C.2, K.C.C.3)</li> <li><input type="checkbox"/> If you are playing <b>By Yourself</b>- Solve each problem. See how many problems you can get correct! (K.C.C.2, K.C.C.3)</li> <li><input type="checkbox"/> If you are playing <b>With a Partner</b>- Pull one card from the can and solve it. If you get the problem correct, keep the card. If you get the problem wrong, the other player can steal the card by trying to answer it correctly. If you pull an “I Can” card, add it to your pile as a bonus card and pull another card. The player with the most cards, WINS! (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? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 9 (Guided Practice + Independent Practice)</li> <li><input type="checkbox"/> Lesson 10 (Guided Practice + Independent Practice)</li> <li><input type="checkbox"/> I Spy! (traditional teacher may require a different review assignment)</li> <li><input type="checkbox"/> Fluency Practice (traditional teacher may require a different review assignment)</li> <li><input type="checkbox"/> Teen Numbers- Ten Frames (traditional teacher may require a different review assignment)</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). 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>
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	<p><b>K.CC.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.CC.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.CC.5.</b> Count to answer “how many?”</p>
<p>What materials do students need? 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> <li>● I Spy! Activity</li> <li>● Roll and Read</li> <li>● Ten Frames- Teen Numbers</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><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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a>  Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a>  Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a>  Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a>  Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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>  Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a>  Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a>  Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a>  Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a>  Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@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. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a>  Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a>  Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a>  Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a>  Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@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></p>

**Teacher:**

Ms. Rasmussen- [Emily.Rasmussen@k12.sd.us](mailto:Emily.Rasmussen@k12.sd.us)

**Notes:**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading (Unit 4 Week 2)

SUBJECT/GRADE: Kindergarten

DATES: Jan. 25-29

What do students need to do?

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

## Monday (1/25): Letter L + that, do

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter LI! 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 two new sight words: that, do.**
- Create a letter LI flashcard. Tell your student letter L is a consonant and makes the sound /l/. Ask your student "What sounds does letter L make?" (K.RF.3)
- Brainstorm and write a list of words that begin with letter L (Examples: love, live, let, long) (K.RF.3)
- Complete Handwriting page 253** in the handouts. (K.L.1)
- Create a flashcard for the new sight words, that & do. 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 'Lad and Me' 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)

## Tuesday (1/26): Isolate /l/, blend and segment

- Today we are going to listen to sets of words and decide if they begin with the same sound!** Listen to these sets of words. *If the words begin with the same sound, clap your hands. If the words begin with different sounds, stomp your foot.* Listen carefully: leaf, list (clap); moon, socks (stomp); lemon, line (clap); ten, sun (stomp); ladder, look (clap). (K.RF.2D)

- Now we are going to review some sounds. Say “tell me the first sound in each word. Listen to this word: lion. What is the first sound in lion?” Continue with these words: fog, mat, nap, leg, pick, hike, lamp, duck, rock, tip, ball. (K.RF.2D)
- Complete Phonics page 254 in the handouts.** (K.RF.3) (K.L.1)
- Write *lap* on a piece of paper or whiteboard. Touch under each letter and ask “what is the sound for this letter?” Do this step for all the letters in the word. Once they say all the letter sounds, show them how to blend the letters together by saying the word. (K.RF.2D)
- Complete the previous step for the following words- *lad, cat, can, sit, in, lot, hop, on, lid.*
- Complete Crack the Code 1 in the handouts.** (K.RF.2D)

### Wednesday (1/27): Cause and Effect

- Practice reading your sight words! You can choose how you want to complete this. (Examples- playdough, letter magnets, whiteboard, letter cards) (K.RF.3)
- Suggested Activity- Searching for pom-poms under sight word cups. You will need ten cups that you can write one. Use the new sight words that and do and choose 8 other sight words (previously taught.) Write those words on the bottom of the cup (one word per cup.) Place 2-3 pom-poms or small objects under random cups. The goal is to find the hidden objects under the cup but the only way to lift the cup is by reading the sight word! (K.RF.3)
- Today we are going to review cause and effect by listening to the story “If You Give a Mouse a Cookie.”** Remember that the cause is why or the reason something happens with the effect is what happens. (K.RI.3)
- Listen to or read “If You Give a Mouse a Cookie.” Link- <https://www.youtube.com/watch?v=bzw0pDLAf7k>
- You are going to put yourself in the story! The new story is called “If You Give (insert your name) a Cookie.” Using pictures or words, create a story of what the effects of giving \_\_\_\_\_ a cookie would be. Example: If you give Miss Lewis a cookie, she’s going to dip it in milk. (I might draw myself dunking a cookie in a glass of milk.) (K.RI.3)

### Thursday (1/28): Predicates (Action Parts)

- Today we are going to talk about predicates.** A predicate is what the subject does or is. For example, the dog ate. The word ate tells us what the dog did. (K.W.1)
- Listen to the following sentences and say what the subject is doing.
  - The boy is sleeping. What is the boy doing?
  - The teacher read a story. What did the teacher do?
  - The students played soccer at recess. What did the students do?
- Complete Conventions page 264 in the handouts.** (K.W.1)

### Friday (1/29): Review (Your child's classroom teacher may have other activities planned.)

- Letter Recognition/Sounds- Mystery Bag! Place three objects beginning with the same letter in a bag (such as ball, bug, and button for B). Have your child pull each

	<p>item out of the bag and name each item. Have them guess the “mystery letter.” If you don’t know what the object is, ask for help! (Complete this activity for letters- L, H, B, D, F, A) (K.SL.1, K.SL.3)</p> <p><input type="checkbox"/> Sight Words- Choose any sight word game to play today! (See Monday or Tuesday for examples.) (K.RF.3)</p> <p><input type="checkbox"/> Read- Read any book you have at home. Before you read, identify the author and the title of the story. After you read, verbally answer the following questions. <i>Who are the characters? What is the setting? What was your favorite part of the story?</i> (K.SL.6, K.RL.6)</p>
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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"> <li><input type="checkbox"/> Handwriting</li> <li><input type="checkbox"/> Phonics pg. 254</li> <li><input type="checkbox"/> Crack the Code</li> <li><input type="checkbox"/> If You Give _____ a Cookie Story</li> <li><input type="checkbox"/> Conventions pg. 264</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. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>● <b>K.RL.10</b> By the end of the year, read and comprehends a variety of informational text (a,b)</li> <li>● <b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>● <b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.\</li> </ul>
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	<ul style="list-style-type: none"> <li>● K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>● <b>K.W.1</b> With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</li> </ul>
<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></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Handwriting pg. 253</li> <li>● Decodeable “Lad and Me”</li> <li>● Phonics pg. 254</li> <li>● Crack the Code 1</li> <li>● Conventions Pg. 264</li> </ul> <p>Optional Materials:</p> <ul style="list-style-type: none"> <li>● Cups</li> <li>● Pom-poms</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>Brandon Elementary</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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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>Teachers:</b> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@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>Teachers:</b> Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a> Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@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>Teacher:</b> Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>

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

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

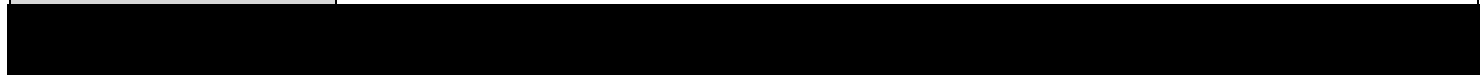
LESSON/UNIT: Science

SUBJECT/GRADE: Kindergarten

DATES: Jan. 25-29



<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 (1/25):</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 animals and changing the environment.</b> Watch the Mystery Science Video “How do animals make their homes in the forest?” The link is in your handouts OR watch the video through the instructional video in Seesaw. (K-LS1-1)</li></ul> <p><b>Tuesday (1/26):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete Mystery 4 Assessment in the handouts. (K-LS1-1)</li></ul> <p><b>Wednesday (1/27):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Today we are headed to the San Diego Zoo!</b> We are going to be looking at different animals in their homes through live cameras! Use the following link and observe at least 3 animals. Link- <a href="https://zoo.sandiegozoo.org/live-cams">https://zoo.sandiegozoo.org/live-cams</a> (K.LS1.1.)<ul style="list-style-type: none"><li><input type="checkbox"/> Which animal was your favorite?</li></ul></li><li><input type="checkbox"/> Write down the three animals that you observed and draw a picture of their home <b>OR</b> record a video telling your teacher about the three animals you observed and what their homes looked like. (K.LS1.1.)</li></ul> <p><b>Thursday (1/28):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Today we are going to build a home for an animal of our choice!</b> Think back to earlier in this week. We watched a mystery science video about how animals make their homes in the forest and we visited the San Diego Zoo to observe what some of the zoo animals' homes look like. Through observation, we are able to recognize that different animals have different homes. (K.LS1.1.)</li><li><input type="checkbox"/> The only guidelines you have for this activity are to choose an animal and build a home for it. Be creative and think outside the box! (K.LS1.1.)</li></ul> <p><b>Friday (1/29):</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?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Mystery 4 Assessment</li><li><input type="checkbox"/> Picture of Animal Home</li></ul>
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How can students submit their work?	Submit Work Via: <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>
What standards do the lessons cover?	<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> </ul>
What materials do students need? What extra resources can students use?	<b>If you do not have access to the required materials, contact your teacher.</b> Required Materials: <ul style="list-style-type: none"> <li>● Mystery Science Link</li> <li>● Mystery 4 Assessment</li> </ul>
What can students do if they finish early?	<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>
Who can we contact if we have questions?	<p><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>Teachers:</b>          Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a>          Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a>          Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a>          Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a>          Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><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>Teachers:</b>          Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a>          Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a>          Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a>          Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a>          Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><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>Teachers:</b>          Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a>          Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a>          Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a>          Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a>          Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a></p> <p><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>Teacher:</b>          Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>
<b>Notes:</b>	

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

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Eric Carle Author Study

SUBJECT/GRADE: Library/K

Dates: Jan. 25-29

What do students need to do?

## Library Instructional Video

### Monday, 1/25:

- Watch the Library instructional video (link can be found in the upper left corner of this document).
- Introduction to Eric Carle. Go to Pebble Go and search Eric Carle for biography information on this author and illustrator. [www.pebblego.com](http://www.pebblego.com) Username: rbe1234 Password: 1234
- Read and listen to Brown Bear, Brown Bear What Do You See? <https://www.youtube.com/watch?v=uGfUjtg2XE>
- Complete and submit the Brown Bear, Brown Bear, What Do you See? Coloring page

### Tuesday, 1/26:

- Read and listen to The Very Hungry Caterpillar by Eric Carle <https://www.youtube.com/watch?v=btFctMhF3il>
- Read and listen to The Grouchy Ladybug <https://www.youtube.com/watch?v=vlhucZKcALK>

### Wednesday, 1/27:

- Read and Listen to Slowly, Slowly, Slowly, Said the Sloth <https://www.youtube.com/watch?v=gDsYTyUBfAY>
- Complete the Sloth Dot to Dot and color

### Thursday, 1/28:

- Read and listen to Pancakes, Pancakes <https://www.youtube.com/watch?v=MjKUEJBpA4s&t=11s>
- Walter the Baker <https://www.youtube.com/watch?v=IU30tReUPp8>

### Friday, 1/29:

- Read and listen to The Mixed-up Chameleon <https://www.youtube.com/watch?v=02i3akeNLnc>
- Complete and submit the Be Myself Chameleon worksheet

<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"> <li><input type="checkbox"/> Brown Bear, Brown Bear, What Do you See Coloring page</li> <li><input type="checkbox"/> Be Myself Chameleon worksheet</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Email one of the District librarians: mary.erickson@k12.sd.us or pamela.klenner@k12.sd.us</li> <li>2. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p>KG.LIB.TL.1.4 - Begin to develop a personal affinity for particular authors, illustrators, series, and genres KG.LIB.TL.2 Read, listen, and view for recreation and personal growth</p>
<p>What materials do students need?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● crayons</li> </ul> <p>Extra Materials:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a> Storyline Online <a href="http://www.storylineonline.com">www.storylineonline.com</a> Epic Stories <a href="http://www.getepic.com">www.getepic.com</a></p>
<p>Who can we contact if we have questions?</p>	<p><b><u>District Librarians:</u></b>  <b>Ms. Erickson:</b> <a href="mailto:Mary.Erickson@k12.sd.us">Mary.Erickson@k12.sd.us</a>  <b>Ms. Klenner:</b> <a href="mailto:Pamela.Klenner@k12.sd.us">Pamela.Klenner@k12.sd.us</a>  <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><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><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><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></p>
<p><b><u>Notes:</u></b></p>	

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

*Brandon Valley School District*