

Brandon Valley School District
Distance Learning Plans
February 1-5, 2021

Grade 2

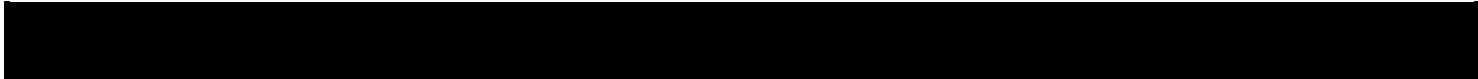


Brandon Valley School District Distance Learning Plan

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

SUBJECT/GRADE: Math / 2nd

DATES: February 1-5



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p><u>Chapter 6 Learning Target: I can add three digit numbers with regrouping.</u></p> <p>Monday (2/1):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Add Three-Digit Numbers workbook pages 384-386. (2.NBT.7-9) <p>Tuesday (2/2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Add Three-Digit Numbers workbook pages 387-388. (2.NBT.7-9) <p>Wednesday (2/3):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Rewrite Three-Digit Addition workbook pages 390-392. (2.NBT.7-9) <p>Thursday (2/4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving: Guess, Check, and Revise workbook pages 396-400. (2.NBT.7-9) <p>Friday (2/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete My Review workbook pages 401-404. (2.NBT.7-9)
<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. My Review workbook pages 401-404 <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 6.7 and 6.8 ● Real World Problem Solving workbook pages 404PT1-404PT2
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> 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 <u>Robert Bennis Elementary</u> 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 <u>Fred Assam Elementary</u> 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 <u>Valley Springs Elementary:</u> 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 First Tortilla

SUBJECT/GRADE: Reading / 2nd

DATES: February 1-5

What do students need to do?

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

Monday (2/1):

- Watch the BV Week at a Glance instructional video.
- Review Main Ideas and Supporting Details:** Complete page 218: Comprehension: Main Ideas and Supporting Details Review (in your handouts packet). (2.RF.3-4)

Tuesday (2/2):

- Demonstrate understanding of Plot, Theme, and Monitoring / Clarifying:** Read “The First Tortilla” in your Reading Street book pages 162-177. Many words in our language are related. As you read, look for words that are related and can be used interchangeably (e.g., brave and courageous, scared and frightened). Then, answer the comprehension questions from page 178 on a piece of paper or verbally with a guardian. Finally, tell your guardian or a peer a story about a time when you were courageous; make sure to give them enough details so they aren’t left with any questions about your story. (2.RL.2, 2.RL.5, 2.RL.7, 2.RF.3, 2.L.1, 2.L.4, 2.SL.4)
- Students will watch the Walk to Read instructional video labeled “Snowman Directed Drawing” to create the picture they’ll be using to complete this week’s writing assignment.

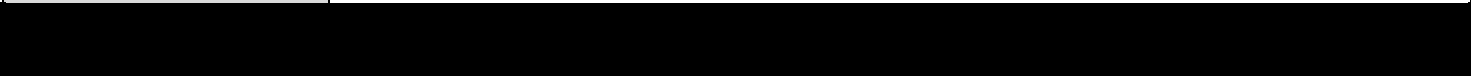
Wednesday (2/3):

- Spelling:** Students may choose to complete either page 219 **OR** 220 (in your handouts packet): Vowel Digraphs: oo, ue, ew, ui. If they would like a challenge, they may complete both spelling practice pages. (2.RF.3, 2.L.2)
- Writing:** Students will use the snowman drawing they created to write an opinion paragraph telling why their snowman is the best / worst / kindest / meanest / (other superlative adjective). They will brainstorm an introductory sentence using the adjective they’ve chosen, three sentences with supporting details, then a concluding statement. (2.W.1, 2.W.3, 2.W.5, 2.L.1, 2.L.2, 2.L.6)

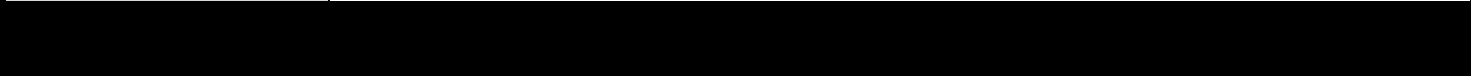
Thursday (2/4):

- Grammar:** Students may choose to complete either page 221 **OR** 222 (in your handouts packet) Conventions: Adverbs for How. If they would like a challenge, they may complete both practice pages. (2.L.6)
- Writing:** Use the editing checklist to evaluate your snowman opinion 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

	<p>paragraph in your neatest handwriting (include the fixes you made to the rough draft). (2.W.1, 2.W.3, 2.W.5, 2.L.1, 2.L.2, 2.L.6)</p> <p>Friday (2/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics Review: Complete page 217 (in your handouts packet) Spelling: Syllable Review. (2.RF.3) <input type="checkbox"/> Assessment: Complete the “The First Tortilla” weekly assessment. (2.RL.1, 2.RL.2, 2.RL.3, 2.RL.7, 2.RF.3, 2.W.1, 2.L.1, 2.L.2, 2.L.3, 2.L.4)
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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. Final Copy of Snowman Opinion writing <input type="checkbox"/> 2. The First Tortilla weekly 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>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.1 Write opinion pieces.</p> <p>2.W.3 Write narratives (e.g., story, poetry).</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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>
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<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"> ● Reading Street book, worksheets, pencil
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<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login Read for 20 minutes every day. https://www.getepic.com/sign-in https://www.storylineonline.net/</p>
<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>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Winter Mystery / Why People Work

SUBJECT/GRADE: Science/SS/2nd grade

DATES: February 1-5

What do students need to do?

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

*Traditional classroom teachers may have a different Science activity planned.

Science Learning Target: I can make observations about plants and animals to compare the diversity of life in different habitats.

Monday (2/1): Science Introduction

- Watch the BV Week at a Glance instructional video.
- View the video presentation OR watch the Science Instructional video for the Winter Mystery about Adaptations and Habitats titled: How do polar animals survive the cold? (2-LS4-1)

Tuesday (2/2): Science Exploration: Building

- You will need three pieces of paper to complete this activity.
- In the video presentation OR science instructional video, rewatch the slides labeled “activity” for Science Doug to walk you through how to build a tiny winter home that will help keep you warm in a very cold environment. (2-LS4-1)

Wednesday (2/3): Science Exploration: Compare and Contrast Habitats

- Choose to read either the PebbleGo article about Deserts or Rainforests, then compare and contrast that habitat (and animals found in it) with what you learned about the Polar habitat. (2-LS4-1)
 - You may discuss your answers with a guardian or peer, use a venn diagram, or illustrate the similarities and differences between the two habitats.

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

Thursday (2/4): Social Studies: Why People Work

- In your Why People Work magazine, read pages 16-17: Buying and Selling Across the World. When you’re done reading, discuss: *Why do countries trade with each other? Do you think local communities trade with each other too? What are some goods that our community would trade with a community in California?* (2.E.1.1)

Friday (2/5): Social Studies: Why People Work

- In your Why People Work magazine, read pages 18-19: Activities. When you’re done reading, choose to complete either the “Make a Poster” or “Ideas for Income” activity. (2.E.1.1)

<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"> ❑ 1. Tiny Winter Home <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"> ● Winter Mystery: How do polar animals survive the cold? link ● 3 pieces of paper to complete Tiny Winter Home activity ● 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><u>Brandon Elementary</u> 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 <u>Robert Bennis Elementary</u> 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 <u>Fred Assam Elementary</u> 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 <u>Valley Springs Elementary:</u> Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 8

SUBJECT/GRADE: Counseling / Grade 2

DATES: Feb. 1-5

What do students need to do?

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

Monday (2/1): Assertiveness

- Definition - Being assertive means being direct about what you need, want, feel or believe in a way that's respectful of the views of others.
- Characteristics of an assertive person
 - You can give an opinion or say how you feel.
 - You can ask for what you want or need.
 - You can disagree respectfully.
 - You can offer your ideas and suggestions.
 - You can say no without feeling guilty.
 - You can speak up for someone else.
- Assertive Body Language
 - Walk steadily, holding your back straight and your head up. Try to speak slowly, audibly and calmly.
 - Eye Contact Comfortable direct eye contact
 - Posture Open body, still and relaxed, upright posture, straight shoulders
 - Mouth Smiling when appropriate
 - Voice Appropriately firm/warm
 - Gestures Hand gestures when talking, to emphasise words
 - Distance & Touching Respecting personal space, being aware with no inappropriate touching contact
- Recommended books
 - Stand Tall Molly Lou Mellon - <https://www.youtube.com/watch?v=cFEwrd-TqYc>
 - Speak Up Molly Lou Mellon - <https://www.youtube.com/watch?v=WH9pu1V4mII>
 - Shubert's Big Voice - Dr. Becky Bailey <https://www.youtube.com/watch?v=sZ-KWK4hCYA>
 - The Recess Queen <https://www.youtube.com/watch?v=Mp3bKxYtnMM&t=64s>

Tuesday (2/2): Take and Give "No"

- No is a relational boundary word
- No helps us learn limits
- We need to learn how to give a "No" and accept a "No."
- Another word for "No" is STOP
- Children who can't hear a "no" will: whine, throw a tantrum, pout or beg until he/she gets his/her way.
- Why we fear giving a "No"
 - Fear rejection
 - We might disappoint someone
 - We might make someone angry

- We might hurt someone's feelings
- We think the other person will stop liking us
- We think it is not nice
- Why do some people refuse to take "No."
 - They want their way
 - They are having fun
 - They want control
- When we give a "No" to another person we need to be assertive by using, firm eyes, firm voice and firm face
- When someone gives us a "No." We must stop what we are doing to them.
- Recommended books
 - I Just Don't Like the Sound of No!
<https://www.youtube.com/watch?v=kgzlkhA6ZtE>
 - Let's Talk About Accepting No -
<https://www.youtube.com/watch?v=f7TgWgS7RDQ>

Wednesday (2/3): Self Talk - Self-talk is the inner voice that goes on inside our heads throughout our waking hours.

- There are 2 kinds of self-talk
 - positive - the talking that encourages us
 - negative - the talking that discourages us
- The difference between positive and negative self talk
 - Positive self-talk makes you feel good about yourself and the things that are going on in your life. It's like having an optimistic voice in your head that always looks on the bright side.
 - Negative self-talk makes you feel pretty bad about yourself and the things that are going on. It can put a downer on anything, even something good.
- Why should I practice positive self talk?
 - self-talk is a huge part of our self-esteem and confidence.
 - By working on replacing negative self-talk with more positive self-talk, you're more likely to feel in control of the things that are going on in your life and to achieve your goals.
- What to do if you have negative self-talk
 - Stop the thought
 - Challenge your thinking -
 - Replace the thoughts with something positive
 - Use Affirmations

Book Recommendations:

- Tiger Tiger Is It True? Byron Katie
<https://www.youtube.com/watch?v=FBdHSQUtMb4&t=44s>
- The Things In Your Mind - Kimberly Johnson

Videos

- A guide to self talk - <https://www.youtube.com/watch?v=AJ2YQp3judg>
- The reflection in me - <https://www.youtube.com/watch?v=AJ2YQp3judg>

- Positive Self Talk - <https://www.youtube.com/watch?v=AJ2YQp3judg>

Thursday (2/4): Honesty - Telling the Truth vs Lying

- Telling the Truth
 - The real fact about something
- Why is truth telling important?
 - It builds trust and cooperation
 - It is a measure of respect
 - Develop a deeper connection with people
 - You feel more confident
 - Feel better about yourself
- Lying
 - statements that are untrue
- How does lying affect us?
 - It takes energy to lie
 - It triggers the stress hormones
 - It destroys trust
 - You live in fear of being found out
 - It destroys relationships
 - It can become a habit.
- Why do people lie?
 - To avoid consequences
 - They don't want to disappoint someone
 - To get people to do something or not do something
- Different forms of lie:
 - Telling a falsehood
 - Lies of omission
 - Fact stacking
- Book recommendations:
 - Ruthie and the (Not So) Teeny Tiny Lie - <https://www.youtube.com/watch?v=qrxibscgKI>
 - The Boy Who Cried Wolf - Laura Rankin <https://www.youtube.com/watch?v=bUGmiGx9gPM>
 - The Lying King - Alex Beard <https://www.youtube.com/watch?v=pLwfMnSReyE>
 - Pinocchio - <https://www.youtube.com/watch?v=pLwfMnSReyE>

Friday: (2/5): Wrap Up

- Feelings - sensations we have in our body created by our thoughts
- The importance of friendships - life is more interesting and fun when we have friends
 - To make and keep friends we need to:
 - Avoid tattling - do report on serious issues
 - Learn to take "No" and "Stop"
 - Apologize - if you hurt someone tell them you are sorry
 - Stay in your bubble
 - Need empathy to understand the situations of people and what he/she might be feeling

	<ul style="list-style-type: none"> ■ Manners - when we have good manners, people want to be around us ● Become good decision makers - keeps us safe ● Bullying - being mean hurts friendship <ul style="list-style-type: none"> ○ Most bullying is done in the home ○ We are all bullies - not just the other person ○ Avoid name calling <ul style="list-style-type: none"> ■ Don't believe the names people call you ■ If you believe the names you allow the other person to control you ● Anger - learn to handle anger and disappointment <ul style="list-style-type: none"> ○ Breathe ○ Say to yourself - "I can handle this." ○ Go with the flow ● The Shark and the Goldfish Story
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<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
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<p>What standards do the lessons cover?</p>	<p>ASCA Standards: 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>
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<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● none required <p>Extra Resources:</p> <ul style="list-style-type: none"> ● recommended books and videos
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<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
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<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>
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<p>Notes:</p>	
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