

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 9: Operations with Fractions

SUBJECT/GRADE: Math

DATES: February 1-5



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (02/01):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we are in Chapter 9, Lesson 3: Use Models to Subtract Like Fractions. We will understand subtracting like fractions as separating parts that refer to the same whole. Use pg. 573-574 as a teaching guide, as you complete pg. 575-576. (4.NF.3) <p>Tuesday (02/02):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to subtract like fractions, writing each fraction difference in simplest form. <input type="checkbox"/> Complete pg. 583-584. (4.NF.3) <p>Wednesday (02/03):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will demonstrate our understanding of adding and subtracting like fractions, as we apply learned strategies to word problems. <input type="checkbox"/> Complete Adding and Subtracting Like Fractions - word problems. (4.NF.3) <p>Thursday (02/04):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today's lesson, we will move into Lesson 6: Add Mixed Numbers. We are able to decompose mixed numbers to add them, or use the associative property to group the whole numbers and fractions together. <input type="checkbox"/> Use pg. 593-594 as a teaching guide, as you complete pg. 598. (4.NF.3) <p>Friday (02/05):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to add mixed numbers, working with problems that need regrouping. <input type="checkbox"/> Complete Adding Mixed Numbers - with regrouping. (4.NF.3)
<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. Subtract Like Fractions, pg. 583-584 (Tuesday) <input type="checkbox"/> 2. Add Mixed Numbers, pg. 598 (Thursday) <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.NF.3 A and B-- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. For example, $4/5 = 1/5 + 1/5 + 1/5 + 1/5$ 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</p>

	an equation. Justify decompositions, e.g., by using a visual fraction model.
What materials do students need? What extra resources can students use?	<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 ● Adding and Subtracting Like Fractions - word problems ● Adding Mixed Numbers - with regrouping <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=pxX07gUblQQ - Adding Mixed Numbers Intro ● https://www.youtube.com/watch?v=9Gt5MGlxGgQ - Adding Mixed Numbers
What can students do if they finish early?	<ul style="list-style-type: none"> ● Complete pg. 578 in your math workbook. ● https://www.mathgametime.com/games/speedway-add-subtract-fractions - Add and Subtract Fractions (racing game) ● 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
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>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: Unit 4: Lesson 3/ STEM

SUBJECT/GRADE: Reading/4th

DATES: February 1-5

What do students need to do?

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

Monday (02/01):

- Our weekly story, 'Navajo Code Talkers', 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. 88-103.
- The vocabulary strategy this week is unknown words. **You will use context clues in your reading to determine the meaning of unknown words.** Use the Lesson Vocabulary handout to complete 'Vocabulary' worksheet, pg. 271. (4.L.4)

Tuesday (02/02):

- Today, in our weekly spelling skill, **we will look at the digraph /sh/ and how it can be spelled si, ti, and ci.** Complete Consonant Digraph /sh/, pg. 202.
- Read the article, 'Wonderopolis: Who Were the Navajo Code Talkers?' and complete the 'Navajo Code Talkers Seminar Ticket'. Distance Learners will bring this ticket for discussion in today's zoom meeting. (4.SL.3)

Wednesday (02/03):

- Today, **we will look at how a pronoun takes the place of a noun, and that an antecedent is the noun to which the pronoun refers.** Complete Pronouns and Antecedents, pg. 272. (4.L.1)
- Recall that sequence refers to the order in which events happen in a selection.** Use your knowledge of time order words, as you complete Sequence, pg. 205. (4.RI.3)

Thursday (02/04):

- Today, **we will reflect on the equipment used to send and receive messages during WWII. We will identify problems with their technology, and offer solutions as we create our own codes and prototypes to send and receive messages.**
- Complete the 'Navajo Code Talkers' worksheet, creating your own code. Reflecting on the problems with the WWII military radios, create your improved prototype to send and receive your coded message. (3-5-ETS1-3)
- Read 'Creating the Code' and describe the sequence of steps the Navajos used in creating the Navajo code. (4.RI.3)

Friday (02/05):

	<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. 103-106. <input type="checkbox"/> Use your textbook, pg. 100-101, in order to form a well-developed paragraph in the Written Response assignment, pg. 107-108. (4.W.4) (4.SL.3) <i>Make sure you:</i> <ol style="list-style-type: none"> 1. describe the character of the Navajo code talkers during World War II 2. write a beginning sentence that clearly states your main idea 3. use specific details from the text to show the reader exactly what you mean 4. try to use correct spelling, capitalization, punctuation, grammar, and sentences
<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. 271 <input type="checkbox"/> 2. Consonant Digraph /sh/, pg. 202 <input type="checkbox"/> 3. Pronouns and Antecedents, pg. 272 <input type="checkbox"/> 3. Creating the Code (Thursday) <input type="checkbox"/> 4. Written Response to Selection, pg. 107-108 <input type="checkbox"/> 5. Weekly Reading Assessment, pg. 103-106 <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.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Pronouns & Antecedents)</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>3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</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=TyGICBuREdk - Finding Sequence in a Story ● https://www.youtube.com/watch?v=MzTrtMR4n44 - Pronoun Antecedent Agreement
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.roomrecess.com/mobile/SolarSequence/play.html - Solar Sequence ● https://jeopardylabs.com/play/pronoun-antecedent-agreement - Pronoun Antecedent Jeopardy ● 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: February 1-5

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (2/01): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> We will use what we learned about height energy and energy transfer in our Bumper Coaster activity, to complete the End of Mystery Assessment. (4-PS3-1) <p>Tuesday (02/02): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will predict, demonstrate, and observe the way energy transfers from one object to another.<input type="checkbox"/> Complete the Energy Activity: Moving Pennies. (4-PS3-2) (4-PS3-3) <p>Wednesday (02/03): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Today, we will look at how the economic needs of South Dakotans are met. We will also compare our economic needs to those of other regions in the United States. (4.E.5.1)<input type="checkbox"/> Read the handout, 'South Dakota Economy'. (4.RI.2)<input type="checkbox"/> Read the handout, 'The United States Economy'. (4.RI.2) <p>Thursday (02/04): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> We will continue looking at the economic needs of South Dakotans, as well as those of the other regions of the United States.<input type="checkbox"/> Use the handouts from Wednesday, to complete 'United States Economy: Compare and Contrast the Regions'. (4.E.5.1) <p>Friday (02/05): No Assignment</p>
<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. End of Mystery Assessment<input type="checkbox"/> 2. United States Economy: Compare and Contrast the Regions <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school

<p>What standards do the lessons cover?</p>	<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-PS3-2 - Make observations to provide evidence for how energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3 - Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4.E.5.1 Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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"> ● End of Mystery Assessment ● Energy Activity: Moving Pennies ● South Dakota Economy & The United States Economy ● United States Economy: Compare and Contrast the Regions <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=xIUwPPID8A&t=56s - SD for Kids
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://phet.colorado.edu/en/simulation/energy-skate-park-basics - Skate Park ● https://www.50states.com/southdakota.htm - South Dakota Facts & Trivia ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<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

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