

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

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 4

SUBJECT/GRADE: Math / Kindergarten

DATES: February 1-5

What do students need to do?

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

Monday (2/1): Introduction to Chapter 4

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can we show a number in other ways? (Chapter 4)*
- Today we are starting a new chapter! Throughout the next few weeks, we are going to be learning how to compose (make) and decompose (take apart) numbers to 10.** Get your math workbook out. Have an adult help you find pages 251-251. Complete the "Am I ready?" activity. K.NBT.1
- Complete My Foldable on pages 255-256 in your math workbook. Make sure to follow the directions closely when completing this activity. K.NBT.1
- Practice reading your new sight words- one, two, three, four, five. It'll be very important to practice these throughout the week as we compose and decompose some of those numbers. (K.RF.3)

Tuesday (2/2): Lesson 1- Make 4 and 5

- Today we are going to make numbers 4 and 5.** Get your math workbook out. Have an adult help you find pages 257-260. Complete Lesson 1: Make 4 and 5. K.NBT.1

Wednesday (2/3):

- Practice counting 100 objects (cereal, beans, popcorn, beads, coins, ect.) (K.CC.A.1)
- Complete Lesson 1- My Homework on pages 261-262 in your math workbook. K.NBT.1

Thursday (2/4): Lesson 2- Take Apart 4 and 5

- Today we are going to take apart numbers 4 and 5.** Get your math workbook out. Have an adult help you find pages 263-266. Complete Lesson 2: Take Apart 4 and 5. K.NBT.1

Friday (2/5):

- Using objects, make groups of 10's to get to 100! (You should have 10 groups of 10.) (K.CC.A.1)
- Complete Lesson 2- My Homework on pages 267-268 in your math workbook. K.NBT.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"> <input type="checkbox"/> Lesson 1 (Guided Practice + Independent Practice) <input type="checkbox"/> Lesson 2 (Guided Practice + Independent Practice) <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>K.NBT Work with numbers 11 – 19 to gain foundations for place value.</p> <ol style="list-style-type: none"> 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <p>K.CC.A.1 Count to 100 by ones and by tens.</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"> ● Math Workbook- Volume 1
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Go to the seesaw activity and click on the link Fun Brain: https://www.funbrain.com/ ● Write Numbers 1-20 ● Number Flashcards
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p>

Teacher:

Ms. Rasmussen- 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

SUBJECT/GRADE: Kindergarten

DATES: February 1-5

What do students need to do?

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

Monday (2/1): Letter G, Sight Words- one, two, three, four, five

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Gg! 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 Gg flashcard. Tell your student letter G is a consonant and makes the sound /g/. Ask your student "What sounds does letter G make?" (K.RF.3)
- Brainstorm and write a list of words that begin with letter G (Examples: love, live, let, long) (K.RF.3)
- Complete Handwriting page 277** in the handouts. (K.L.1)
- Create a flashcard for the new sight words- one, two, three, four, five. 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. We will be reading and using these words during our math lessons as well. (K.RF.3)
- Choose ONE of the following ways to practice the new sight words:** (K.RF.3)
 - Sight Word Hop! For this activity you will need to print a copy of the sight word cards and place them down onto the floor in two separate rows (if you do not want to print them, you can make your own with flashcards.) Have your student hop down the words as they state each. Mix up the new sight words so they aren't in numerical order. (12 sight words total)
 - Sight Word Memory! For this routine you will need two sets of sight word cards. Select the words you will want to practice and have two copies of each. Lay down the sight words cards face down on a table of the floor. Have your student turn over two cards, read the words, and decide if they match. (12 sight words total)
- Read the decodable 'How Many?' 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)
 - What is the title of the story? (K.RL.6)

Tuesday (2/2): Isolate /g/, blend and segment

- Read the decodable 'How Many?' to yourself. How many g's can you find within the story? (K.L.1) (K.RF.3)
- We are going to play a sound game! As a parent, say a word and tell your child if the word begins with /g/, to raise their hand but if the word does not begin with /g/, do not raise your hand. Say the following words: guess (raise hand), boy (do not raise

hand), go (raise hand). Continue with these words: gate, window, flag, gallop, guppy, moon. (K.RF.3) (K.L.1)

- Complete Phonics page 278 in the handouts.** (K.RF.3) (K.L.1)
- Write the letter g on a piece of paper or whiteboard. Ask “What is the sound for this letter? The sound is /g/. Say it with me: /g/ /g/ /g/. When you see this letter in a word, what sound will you say?” (K.RF.3) (K.L.1)
- Step 1: Write got on the board. Touch under the letter g: What is the sound for this letter? Say it with me: /g/ /g/ /g/. Repeat the routine, touching under o and t. (K.RF.2D)
- Step 2: Let’s blend the sounds together. Listen as I blend the sounds: /g/ /o/ /t/. Say it with me: got. Now say it without me. (K.RF.2D)
- Complete steps 1 and 2 for the following words- gab, gas, gap, gob, glad. (K.RF.2D)
- Complete Crack the Code 2 in the handouts.** (K.RF.2D)

Wednesday (2/3): Sequence + High Frequency Words

- Have your child read the following sentences. (Sentences can also be found in the handouts.) (K.RF.3)
- 1. We can grab one bat.
- 2. Two hits land on the grass!
- 3. Brad got three hits.
- 4. Gil got four hits.
- 5. Gram can clap five claps.
- Practice reading your sight word using your flash cards! **Complete High Frequency Words page 281 in the handouts.** (K.RF.3) (K.L.1)
- Today we are going to review and practice sequencing! Remember that we use words like first, then, next and finally to tell the sequence or order of a story. Listen/read “Goldilocks and The Three Bears.” Link to Read Aloud- <https://www.youtube.com/watch?v=WCxHYwI5tJ8>
- Complete Goldilocks and The Three Bears sequencing activity in the handouts.** (K.RL.3)

Thursday (2/4): Informative Sentences

- Complete Phonics page 283 in the handouts.
- Today we are going to write about a character to tell information about it! Think back to yesterday’s read aloud of Goldilocks and the Three Bears (I would recommend rereading/listening to the story again.) What did the father bear look like? What did the mother bear look like? What did the baby bear look like? How are all three of these characters connected in the story? (K.RL.1) (K.RL.2)
 - Remind your child if they can’t remember or don’t know, ask an adult for help. (K.SL.3)

	<ul style="list-style-type: none"> <input type="checkbox"/> Write a sentence (or use a combination of drawing and dictating) to describe one of the following characters from the story- the father bear, mother bear, or baby bear. Incorporate details from the words and the pictures found in the book. (K.W.3) <input type="checkbox"/> Complete this activity on the handwriting sheet in the handouts. <p>Friday (2/5): Review Day (Your child's classroom teacher may have other activities planned.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ketchup and Mustard/Review Day! Use today to catch up on things that need to be done. <input type="checkbox"/> Distance Learning Cohort- You will have an activity sent to you from your teacher!
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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"/> Handwriting page 277 <input type="checkbox"/> High Frequency Words page 281 <input type="checkbox"/> Phonics page 283 <input type="checkbox"/> Crack the Code 2 <input type="checkbox"/> Goldilocks Sequencing <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>	<ul style="list-style-type: none"> ● K.SL.1 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. ● K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● K.RF.3 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. ● K.L.1 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/. ● K.L.2 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). ● K.RF.2 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/.) ● K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ● K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. ● K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
---------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ● K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<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"> ● Handwriting page 277 ● Phonics page 278 ● Decodeable “How Many?” ● High Frequency Words page 281 ● Phonics page 283 ● Crack the Code 2 ● Goldilocks Sequencing ● Sight Word Cards ● Sight Word Sentences
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Sight Word Flashcards ● Alphabet Flashcards- Letter recognition and sound ● Epic: https://www.getepic.com/ (Ask your teacher for your class code) ● Read a book! ● Write a story!
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</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: Feb. 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.
- Today we are going to learn about what plants need.** Watch the Mystery Science Video “How do plants and trees grow?” The link is in your handouts OR watch the video through the instructional video in Seesaw. (K-LS1-1)
- Traditional Students: you will complete the activity within Mystery 5. (K-LS1-1)
- Distance Learning Cohort- Instead of completing the activity within Mystery 5, you will complete the following activity: Click on the following link to complete the activity- <http://www.mainegardenideas.com/how-to-grow-herbs-in-sponges.html> (Handouts for this link will be provided in the handouts.) (K-LS1-1)

Tuesday (2/2):

- Today we are going to start a plant journal! Each day you are going to do a journal entry about your plant and any changes that you see. You can do this through drawing a picture or using words. Using a journal page from the handouts, write today’s date (2-2-21) at the top of your paper. (You’ll need to print 3 journal pages for this week. There’s a copy in the handouts.)
- Observe the seeds that you planted yesterday. Answer the following questions verbally- Where did you place your cup/sponge? Are there any changes today? Did you have to give your plant more water? After answering these questions, draw a picture of what your plant looks like. (K-LS1-1)
- Distance Learning Cohort - Optional: Send a picture of your cup/sponge to your teacher!

Wednesday (2/3):

- Complete Mystery 5 Assessment in the handouts. (K-LS1-1)
- Add another entry to your plant journal today! Today’s date is 2-3-21. Remember you are looking for changes within your plant. Keep in mind that there may not be any changes yet. It’s still very early! (K-LS1-1)

Thursday (2/4):

- Add another entry to your plant journal today! Today’s date is 2-4-21. Remember you are looking for changes within your plant. Keep in mind that there may not be any changes yet. It’s still very early! (K-LS1-1)

	<p>Friday (2/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add another entry to your plant journal today! Today's date is 2-5-21. Remember you are looking for changes within your plant. Keep in mind that there may not be any changes yet. It's still very early! (K-LS1-1)
<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"> <input type="checkbox"/> Mystery 5 Assessment <input type="checkbox"/> Optional - Picture of where you placed your plant/herb garden <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>	<ul style="list-style-type: none"> ● Science- K.LS1.1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
<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"> ● Mystery Science Link ● Mystery 5 Assessment ● My Plant Journal (Choose a day to share with your classroom teacher)
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/ ● Observe different animals through a nature walk or watching videos of animals.
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us</p>

Valley Springs Elementary

Building Principal:

Ms. Palmer- tanya.palmer@k12.sd.us

Teacher:

Ms. Rasmussen- 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: Friendship Stories

SUBJECT/GRADE: Library/K

Dates: Feb. 1 - 5

What do students need to do?

<https://drive.google.com/file/d/1nvNW3XJNjJKGtyz1vOGJZzdSguPjzvF/view>

Monday (2/1):

- Watch the Library instructional video (link can be found in the upper left corner of this document).
- Read and listen to *Peanut Butter and Cupcake* by Terry Porter
<https://www.youtube.com/watch?v=z7k3-yTeU-A>
- Complete the Friendly Cupcake activity page

Tuesday (2/2):

- Read and listen to the story *Enemy Pie* by Derek Munson
<https://www.storylineonline.net/books/enemy-pie/>
- Complete the Friendship Pie activity page

Wednesday (2/3):

- Read and listen to the story *Best Friend Trouble* by Frances Itani
<https://www.youtube.com/watch?v=AEznrcS4xk4>
- Complete the Friendship coloring page

Thursday (2/4):

- Read and listen to *Stick and Stone* by Beth Ferry
<https://www.youtube.com/watch?v=XTYfji4YiSO>
- Read and listen to *A Sick Day for Amos* by Philip C. Stead
<https://www.youtube.com/watch?v=Lzrc-5apZ74>

Friday (2/5):

- Read and listen to *The Rainbow Fish* by Marcus Pfister
<https://www.youtube.com/watch?v=r9mryuEKkKc>
- Complete the Character Traits activity page

What do students need to submit?
How can students submit their work?

Submit the Following (Optional):

- Friendly Cupcake activity page
- Character Traits activity page

Submit Work Via:

	<ol style="list-style-type: none"> 1. Email one of the District librarians: mary.erickson@k12.sd.us or pamela.klenner@k12.sd.us 2. Drop off at school
What standards do the lessons cover?	KG.LIB.TL.1.5 - Explore reading to make connections with self and the world KG.LIB.TL.2 Read, listen, and view for recreation and personal growth
What materials do students need?	Required Materials: <ul style="list-style-type: none"> • pencil • crayons
What can students do if they finish early?	Typing Club Jungle Junior https://www.typingclub.com/login.html Storyline Online www.storylineonline.com Epic Stories www.getepic.com
Who can we contact if we have questions?	District Librarians: Ms. Erickson: Mary.Erickson@k12.sd.us Ms. Klenner: Pamela.Klenner@k12.sd.us Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District