

Brandon Valley School District
Distance Learning Plans
February 8-12, 2021

Grade 3



One District. One Book.



Week of February 8-11, 2021

The Coffee Bean

By: Jon Gordon & Damon West

Our “One District. One Book.” initiative promotes the importance of reading, creates connectedness, fosters a positive common message, and engages students, staff, families, and our community in a unified way. During the week of February 8-11, 2021 all students will read and/or listen to The Coffee Bean and teachers will utilize the book when designing lessons and planning fun learning activities. #BVCoffeeBean

Monday, February 8

- Message from Superintendent Larson
 - Classroom Activities
 - School Activities
 - “The Coffee Bean” books sent home with BVHS students.
 - District Activities
 - Message from “The Coffee Bean” co-author Damon West.
- [Click here to view the video message.](#)

Tuesday, February 9

- Classroom Activities
- School Activities
- District Activities
- Optional activities sent home for families to do and discuss.

Wednesday, February 10

- Classroom message from “The Coffee Bean” co-author Damon West.
- Community message on Alliance Lynx TV Wednesday evening to kick-off The Lynx Way Coffee Bean Day (6pm, 7pm, 8pm, & 9pm).
- Local Newspaper Articles / Flyer

Thursday, February 11

- Proclamation: **The Lynx Way Coffee Bean Day!**
- On this day of giving back and creating transformational change, a portion of the proceeds from Scooter's Coffee, KingBird Coffee, and Sunshine Foods will be donated to the Brandon Community Foundation.

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Represent and Interpret Data

SUBJECT/GRADE: Math 3rd Grade

DATES: February 8th - 12th



<p>What do students need to do?</p> <p>Link to BV Week at a Glance Instructional Video</p>	<p>Monday (2/8): Collect and Record Data</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Use daily instructional video and math workbook pages 691-692 as instructions and examples to learn about collecting and recording data.<input type="checkbox"/> Complete Independent Practice pages 693-694 (problems 2-8) from your math workbook. (Preparation for 3.MD.3) <p>Tuesday (2/9): Draw Scaled Picture Graphs</p> <ul style="list-style-type: none"><input type="checkbox"/> Use daily instructional video and math workbook pages 697-698 as instructions and examples to learn about how to draw scaled picture graphs.<input type="checkbox"/> Complete Independent Practice page 699-700 (problems 2-6) from math workbook. (3.MD.3) <p>Wednesday (2/10): Draw Scaled Bar Graphs</p> <ul style="list-style-type: none"><input type="checkbox"/> Use daily instructional video and math workbook pages 703-704 as instructions and examples to learn about how to draw scaled bar graphs.<input type="checkbox"/> Complete Independent Practice page 705-706 (problems 2-10) from math workbook. (3.MD.3) <p>Thursday (2/11): Relate Bar Graphs to Scaled Picture Graphs</p> <ul style="list-style-type: none"><input type="checkbox"/> Today is <i>The Lynx Way Coffee Bean Day</i> across the BV Community!<input type="checkbox"/> Use daily instructional video and math workbook pages 709-710 as instructions and examples to learn how to relate bar graphs to scaled picture graphs.<input type="checkbox"/> Complete Independent Practice page 711-712 (problems 2-6) from math workbook. (3.MD.3) <p>Friday (2/12): No School</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"><input type="checkbox"/> Independent Practice page 699-700 (problems 2-6) from math workbook<input type="checkbox"/> Independent Practice page 711-712 (problems 2-6) from math workbook <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher
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	3. Drop off at school
What standards do the lessons cover?	3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
What materials do students need? What extra resources can students use?	If you do not have access to the materials you need, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● Math Workbook ● Pencil Extra Resources: <ul style="list-style-type: none"> ● Scratch paper to show work
What can students do if they finish early?	Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
Notes: Keep practicing your multiplication and division facts for 10 minutes each day!	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Fly, Eagle, Fly!/Unit 4

SUBJECT/GRADE: 3rd Grade Reading

DATES: February 8th - 12th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Temporary Distance Learners:

Your classroom teacher may be providing additional materials/activities for this week.

One District. One Book. This week our school district is reading [The Coffee Bean for Kids](#). This book teaches us that each one of us has the potential to lead, influence, and make a positive impact on others and the world. No matter how difficult the environment, you have the power inside you to help change it, if you remember these three simple rules: help others, include everybody, and smile. Throughout the week we will be completing different activities to learn and practice the three coffee bean rules.

Monday (2/8): Syllable Patterns

- Watch the BV Week at a Glance instructional video.
- DL Cohort:** Listen to **“The Coffee Bean for Kids”** read aloud. (Video link in Seesaw/PDF). As you listen, write down any words you don’t know and look them up in a dictionary! Discuss with someone at home what you learned from the story.
- Use daily instructional video and Reading Street textbook pages 152-153 to learn about decoding multisyllabic words. Complete **Syllables VCCCV page 310 (numbers 1-15)** located in the handouts. (3.RF.3)

Tuesday (2/9): Vocabulary and Comprehension

- Use daily instructional video and page 156 in your Reading Street textbook to learn about using a dictionary/glossary to find the meaning, syllable division, and pronunciation of an **unknown word**. Then read **“Eagle Watching”** on page 157. (3.L.4)
- Read **“Fly, Eagle, Fly!” pages 158-171** from your Reading Street textbook. Discuss the **Think Critically (questions 1-4)** on page 172 with someone at home. (3.RL.1) (3.RL.2) (3.RL.4) (3.RL.6) (3.RF.3)
- Look for your weekly **vocabulary words** listed below in the story. You can look them up in the glossary found in the back of the reading book. (3.L.4)

Vocabulary Words: clutched, echoed, gully, reeds, scrambled, thatch, valley

Wednesday (2/10): Prepositions and Written Response to the Selection

- Use daily instructional video and Page 1 in your handouts to learn about prepositions. Complete **Prepositions page 262** located in your handouts. (3.L.1) (3.L.3)
- Complete the **Written Response to the Selection** (pages 119-120) located in the handouts. You will need to look back in the story **“Fly, Eagle, Fly!”** in your Reading Street textbook to complete this assignment. Use the checkboxes on page 119 to

	<p><u>help you with your written response. You must check all boxes before you submit.</u> (3.RL.1) (3.RL.2) (3.L.1.) (3.L.3) (3.W.1)</p> <p>Thursday (2/11): Vocabulary, Word Study, Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today is The Lynx Way Coffee Bean Day across the BV Community! <input type="checkbox"/> Complete the Reading Test “Fly, Eagle, Fly!”. The reading test is located in the handouts section in Seesaw or in the printed packet. Reminder: This test should be completed independently. (3.RL.1) (3.RL.2) (3.RL.4) (3.RL.6) (3.RF.3) (3.L.4) <p>Friday (1/22): No School</p>
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: located in handouts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllables VCCCV page 310 (numbers 1-15) <input type="checkbox"/> Prepositions page 262 <input type="checkbox"/> Written Response to the Selection (pages 119-120) <input type="checkbox"/> Reading Test “Fly, Eagle, Fly!” <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (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>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.6 Distinguish the student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (3c)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases (4a) (4d)</p> <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (1b) Provide reasons that support the opinion.</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 materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Reading Street textbook ● Handouts for the week from Seesaw or printed packet ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Savvas Realize Online: https://www.savvasrealize.com/index.html#/
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Explore resources on Savvas Realize website ● Freckle - www.freckle.com ● Epic! - www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books
<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. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens - lindsey.abens@k12.sd.us</p>
<p>Notes: Keep reading for 20 minutes every night!</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Invisible Forces/Role of Citizens

SUBJECT/GRADE: SS/Science/3rd Grade

DATES: February 8th - 12th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (2/4): Social Studies - Role of Citizens

- Watch the BV Week at a Glance instructional video.
- In the Social Studies “**Role of Citizens**” magazine, read pages 2-5. Discuss the following questions with someone at home: **What are some things that good citizens do? What do you think is the most important thing you can do to be a good citizen? Why? What rights are protected by the Bill of Rights, and why are they important?** Use the text to help support your answers. (3.C.4.3)

Tuesday (2/5) Science - Invisible Forces

- Rewatch the Mystery Science Lesson:** “What makes bridges so strong?” Complete the **End of Mystery 2 Assessment**. Video link and transcripts located in handouts. Remember to use evidence from “What makes bridges so strong?” to help support your answers. (3-PS2-1)

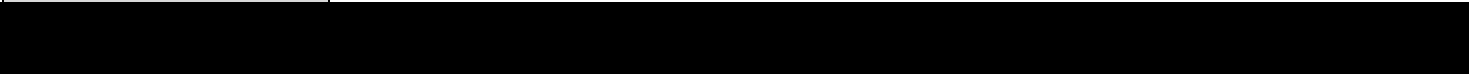
Wednesday (2/6) Social Studies - Role of Citizens

- In the Social Studies “**Role of Citizens**” magazine, read pages 6-9. Discuss the following question with someone at home: **What qualities or characteristics do the eight Americans discussed on pages 6-7 share? What are some of the important duties, or responsibilities, of citizens? Which of these are required by law?** Use the text to help support your answers. (3.C.4.3)
- DL Cohort:** How can you connect what you’ve learned about the rights and responsibilities you have in your community to our **One District. One Book. - The Coffee Bean for Kids?** **Create a “Ways to be a Good Citizen” poster** that showcases different ways people can be good citizens in our community. We will display these around our community for people to see, so please try your best! Look for **details in our weekly newsletter**. (Poster paper will be available for DL Cohort students in BVIS entryway).
- Temporary Distance Learners:** Your classroom teacher may provide alternative materials or activities during this week.

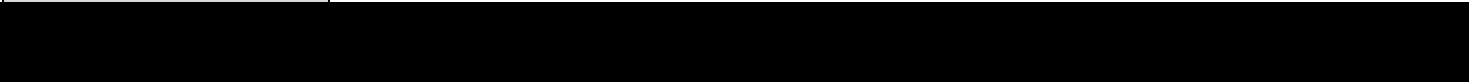
Thursday (2/7): Social Studies/Science - Review and Extend

- Today is **The Lynx Way Coffee Bean Day** across the BV Community!
- DL Cohort:** Did you see any of our “Ways to be a Good Citizen” posters around town? If so, take pictures, upload them to our Seesaw blog, and tell us where you found them!

	<input type="checkbox"/> Use this day to get caught up on your Social Studies and Science work from the week. You can also check out the <i>“What do I do if I finish early?”</i> section for more ideas. Friday (2/8): No School
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What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <input type="checkbox"/> Science - End of Mystery 2 Assessment <input type="checkbox"/> DL Cohort: Social Studies - (Optional) Ways to be a Good Citizen Poster <input type="checkbox"/> DL Cohort: Social Studies - (Optional) Photos of any “Ways to be a Good Citizen” posters you found in our community. Submit Work Via: <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
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What standards do the lessons cover?	3.C.4.3 Identify the rights and responsibilities of citizenship in students’ own communities 3-PS2-1 Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
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What materials do students need? What extra resources can students use?	If you do not have access to the materials you need, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● Social Studies Magazine ● Mystery Science handouts ● DL Cohort - Poster paper (BVIS entryway)
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What can students do if they finish early?	<ul style="list-style-type: none"> ● Read or listen to books on Epic! related to communities or bridges www.getepic.com ● Visit the online Golden Gate Bridge exhibition: https://www.goldengate.org/exhibits/ ● Experiment with bridge building online: http://www.pbs.org/wgbh/buildingbig/bridge/index.html ● Explore bridges with the website www.wonderopolis.org ● Learn about an incredible bridge constructed from paper: https://recyclenation.com/2010/06/bridge-paper/
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Who can we contact if we have questions?	Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us Fred Assam Elementary Building Principal:
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Teachers:

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Ms. Jones- Deb.Jones@k12.sd.us

Ms. Kieffer- Michelle.Kieffer@k12.sd.us

Ms. Van Leur- Chelsea.Vanleur@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Abens- lindsey.abens@k12.sd.us

Notes: Did you know that The Golden Gate Bridge is wide enough for six lanes of cars? Check out the “What can students do if they finish early?” section to explore more about bridges this week!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Introduction; The Lynx Way; The Coffee Bean; Mindfulness SUBJECT/GRADE: Counseling DATES: February 8-11

What do students need to do?

[Link to BV Counseling instructional video](#)

Monday:

- Watch the Counseling instructional video (the link can be found in the upper left corner of this document).
- Counselor Introduction
 - Introduction of the counselor and their roles
 - Explanation of how counseling class will be run

Tuesday:

- Rules
 - School rules
 - Classroom rules
 - The importance of rules

Book suggestions: [The School with No Rules](#) (link below)

Wednesday:

- **The Lynx Way - Respectful, Responsible, Safe, Kind, Active Learner**
 - What does the Lynx Way look like? What will we see in the classroom, halls, playground, and lunch? What will parents/guardians see at home during distance learning?

Book suggestion: [Ordinary Mary's Extraordinary Day](#) (link below)

- **The Coffee Bean for Kids - Help Others, Include Everybody, Smile**

“Coffee Beans and Children’s Dreams” activity – Write a kind note on the handout provided. Color the note and then put a smile on your face and give it to someone. Spend time visiting with them about their hopes and dreams.

Thursday:

- **Mindfulness**
 - Introduce Mindfulness
 - What does mindfulness mean?
 - Activity - Butterfly breath; draw a picture while practice mindful breathing to soft music

Book Suggestion: [What Does It Mean to Be Present?](#) (link below)

Friday: No School

<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. There is nothing to submit. <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to your counselor. 2. Drop it off at school.
<p>What standards do the lessons cover?</p>	<p>American School Counseling Association (ASCA) Standards:</p> <ul style="list-style-type: none"> A. Responsibilities to Students B. Responsibilities to Parents, Guardians, School, and Self E. Maintenance of Standards F. Ethical Decision Making
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • None <p>Extra Resources:</p> <ul style="list-style-type: none"> • Monday - none • Tuesday - https://www.youtube.com/watch?v=PUC7BSATLf4 – <u>The School With No Rules</u> • Wednesday - https://www.youtube.com/watch?v=k965-YGcL4I - <u>Ordinary Mary’s Extraordinary Deed</u> Kind Acts Bingo - https://www.pbs.org/parents/printables/kindness-bingo • Thursday - https://www.youtube.com/watch?v=aY4A1L4T-jY – <u>What Does It Mean to Be Present?</u> https://www.youtube.com/watch?v=tLb3OV6LO_s - Butterfly Breath • Friday – No School
<p>What can students do if they finish early?</p>	<p>Dance Mat Typing - https://www.dancemattypingguide.com/</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Mrs. Kolb- Vickie.Kolb@k12.sd.us Robert Bennis Elementary Building Principal: Mrs. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Mrs. Osheim- Tammy.Osheim@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Mrs. Nelson- Angie.Nelson@k12.sd.us Valley Springs Elementary Building Principal: Mrs. Palmer- Tanya.Palmer@k12.sd.us Counselor: Mrs. Palmer- Tanya.Palmer@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District