

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

Grade 4



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: Chapter 9: Operations with Fractions

SUBJECT/GRADE: Math

DATES: February 8-11



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (02/08):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we are in Chapter 9, Lesson 7: Subtract Mixed Numbers. We will recognize a mixed number as having a whole number and fraction piece, as we utilize strategies to subtract mixed numbers, with and without regrouping. <input type="checkbox"/> Complete pg. 601 (4.NF.3) <p>Tuesday (02/09):</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to subtract mixed numbers, recognizing when it is necessary to regroup. <input type="checkbox"/> Complete Fraction Subtraction. (4.NF.3) <p>Wednesday (02/10):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will demonstrate our understanding of adding and subtracting fractions with like denominators, adding and subtracting mixed numbers, and simplest form, as we complete Check My Progress, pg. 605-606. (4.NF.3) <p>Thursday (02/11): Today is <i>The Lynx Way Coffee Bean Day</i> across the BV Community!</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today's lesson, we will use our knowledge of adding and subtracting mixed numbers to solve for an important message. <input type="checkbox"/> Complete Be the Bean: Adding and Subtracting Mixed Numbers. (4.NF.3) <ul style="list-style-type: none"> <input type="checkbox"/> Optional: Practice 'Helping Others', as you work on today's lessons with classmates or family members. <input type="checkbox"/> DL Cohort: Take a picture, representing the coded message, and upload to Seesaw. <p>Friday (02/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School
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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. Check My Progress, pg. 605-606 <input type="checkbox"/> 2. Be the Bean <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>4.NF.3 A and B—Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. For example, $4/5 = 1/5 + 1/5 + 1/5 + 1/5$. Add and subtract of fractions e.g., joining and</p>
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	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 an equation. Justify decompositions, e.g., by using a visual fraction model.
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 ● Fraction Subtraction ● Be the Bean Extra Resources: <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=TQEG9dMIWfU - Subtracting Mixed Numbers ● https://www.youtube.com/watch?v=9Gt5MGlxCGQ - Adding Mixed Numbers ● https://www.calculatorsoup.com/calculators/math/mixednumbers.php - Calculator
What can students do if they finish early?	<ul style="list-style-type: none"> ● Complete pg. 603-604 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><u>Brandon Elementary</u> 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</p> <p><u>Fred Assam Elementary</u> 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</p> <p><u>Robert Bennis Elementary</u> 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</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us 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 5/Coffee Bean

SUBJECT/GRADE: Reading/4th

DATES: February 8-11

What do students need to do?

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

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 (02/08):

- Our weekly story, 'Encyclopedia Brown and the Case of the Slippery Salamander', is **realistic fiction, telling about events that could really happen, but did not actually occur.** Read the selection, pg. 146-155.
- The vocabulary strategy this week is synonyms and antonyms. **You will use context clues to determine the meaning of unfamiliar words, as the clue could be a synonym or antonym.** Complete 'Vocabulary' worksheet, pg. 293. (4.L.4)
- Each one of us has the potential to lead, influence, and make a positive impact. Listen to the read aloud, *The Coffee Bean for Kids*.

Tuesday (02/09):

- Today, **we will look at the prefixes un-, dis-, and in-. We will understand that when we add each prefix, there is no change to the base word.** Complete Prefixes un-, dis-, in-, pg. 220.
- This week, we will be writing a short story, based on the book, *The Coffee Bean for Kids*. Brainstorm a situation where you would use one of the simple rules to 'Be a Coffee Bean'.
 - Three simple rules: Help Others, Include Everybody, and Smile.
- Complete the Story Elements handout, including details to write your story. (4.RL.3)
- Use your Literary Elements graphic organizer, and begin to write your short story, demonstrating an example of how to "Be a Coffee Bean!" (4.W.4)

Wednesday (02/10):

- Today, **we will be reviewing contractions, the shortened form of two words, where an apostrophe takes the place of one or more letters.** Complete Contractions and Negatives, pg. 228. (4.L.2)

	<ul style="list-style-type: none"> <input type="checkbox"/> We will be doing a character analysis, in depth description, of the coffee bean. Recall details from the read aloud of <u>The Coffee Bean for Kids</u>, as you complete the Coffee Bean Selfie in the first box. In the second box, create a selfie for yourself, showing off your coffee bean traits! (4.RL.3) <input type="checkbox"/> Distance Learning Cohort: Following today's zoom meeting, you will create a flipgrid video demonstrating a way to help others! The code is: https://flipgrid.com/dl2021 <input type="checkbox"/> User name: first name last initial (no spaces) <p>Thursday (02/11): Today is <i>The Lynx Way Coffee Bean Day</i> across the BV Community!</p> <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. 115-118. <input type="checkbox"/> Use the guidelines below and proofread your short story (Tuesday). Make any necessary corrections and write a neat, clean copy for your final draft. (4.W.4) <ul style="list-style-type: none"> ● Story has a beginning, middle, and end, and uses time order words. ● Minimal errors in capitalization, punctuation, spelling, and grammar ● Successfully demonstrates an example of how to "Be a Coffee Bean" <p>Friday (02/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School
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What do students need to submit?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Vocabulary, pg. 293 <input type="checkbox"/> 2. Prefixes un-, dis-, in-, pg. 220 <input type="checkbox"/> 3. Pronouns and Antecedents, pg. 272 <input type="checkbox"/> 3. Coffee Bean Selfies <input type="checkbox"/> 4. Short Story: Coffee Bean Story (FINAL DRAFT) <input type="checkbox"/> 5. Weekly Reading Assessment, pg. 115-118
How can students submit their work?	<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



What standards do the lessons cover?	<p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</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.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Contractions & Negatives)</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>
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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"> ● Pencil ● Reading worksheets <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=OFWcSnRIAMc - Short Stories for Beginners ● https://www.youtube.com/watch?v=NxiiOXycvII - Literary Elements
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.quia.com/rr/482059.html - Literary Elements Rags to Riches ● https://www.roomrecess.com/mobile/GrammarPolice/play.html - Grammar Police ● 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
<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: 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 <u>Fred Assam Elementary</u> 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 <u>Robert Bennis Elementary</u> 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 <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Government

SUBJECT/GRADE: Science/Social SS - 4th

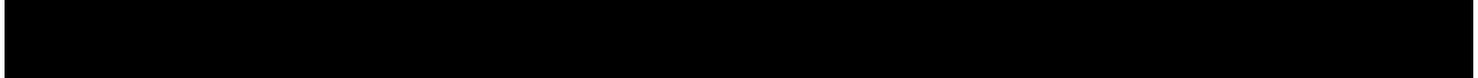
DATES: February 8-11



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (2/08): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> In this lesson, students will begin to explore how high the hills of a roller coaster can be, and build a deeper understanding of hills and energy. <input type="checkbox"/> Watch the video, or read the transcript for Lesson 3: Why is the first hill of a roller coaster always the highest? (4-PS3-2) <input type="checkbox"/> As you watch the video, complete the 'Video Discussion' handout. (4-PS3-2) <p>Tuesday (02/09): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> No assignment <p>Wednesday (02/10): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will review the roles of the three branches of our U.S. government. <input type="checkbox"/> We will understand how all three branches share power as we complete the handout, 'Checks and Balances'. (4.C.3.2) <p>Thursday (02/11): Social Studies</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"/> No Assignment <p>Friday (02/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School
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<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. Video discussion questions (Science) <input type="checkbox"/> 2. Checks and Balances (SS) <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>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.C.3.2 Discuss South Dakota's government and the roles of the three branches.</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"> ● Mystery Science Lesson 3 video/transcript ● Video discussion questions ● Checks and Balances <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=zCKenikIH_c - Potential and Kinetic Energy ● https://www.youtube.com/watch?v=0bf3CwYCxXw - Checks and Balances 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.icivics.org/games/branches-power - Branches of Power ● 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</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>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Pop Art Hearts

SUBJECT/GRADE: Art/4th Grade

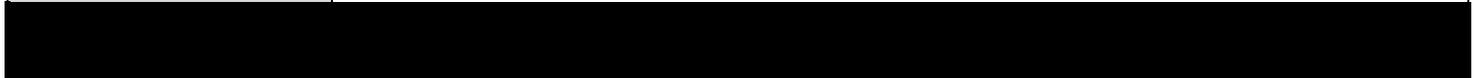
DATES: 2/8-2/12



<p>What do students need to do?</p> <p><u>Link to BV Art instructional video.</u></p>	<p>Monday (2/8):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document). <input type="checkbox"/> Day 1: Art Supply Survey: Look around your house for what type of art supplies you have available to you. <p>Tuesday (2/9):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 2: 3D Conversation Hearts: Trace at least 3 hearts onto your paper, follow the steps on the handout to make them look 3D. <p>Wednesday (2/10):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 3: 3D Conversation Hearts: Color your hearts in, I suggest using crayons if you have them. Traditionally the hearts are pink, orange, yellow, green, purple and blue; but you can color them any colors you wish. Color over top with a white crayon. <p>Thursday (2/11): The Lynx Way Coffee Bean Day!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 4: 3D Conversation Hearts: Think about the book your teacher read, <u>The Coffee Bean for Kids</u> and add encouraging and positive words to your hearts. The words are traditionally in red and in capital letters. <p>Friday (2/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School
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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. Take a picture of your supply survey <input type="checkbox"/> 2. Take a picture of your conversation hearts <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>4.VA.Cr.1.1 Brainstorm multiple approaches to a creative art or design problem.</p> <p>4.VA.Cr.1.2 Set goals and create artworks that are meaningful and have purpose to the makers.</p> <p>4.VA.Cr.2.1 Explore and invent art- making techniques and approaches</p> <p>4.VA.Cr.2.2 Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.</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"> ● paper, pencil, something to color with (crayons, markers, colored pencils) <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub
<p>What can students do if they finish early?</p>	<p>EduTyping https://www.edotyping.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 Art: Ms. Rieff- Erin.Rieff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District