

Brandon Valley School District
Distance Learning Plans
February 15-19, 2021

Grade 2



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 7: Subtract Three Digit Numbers

SUBJECT/GRADE: Math / 2nd

DATES: February 15-19

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p><u>Chapter 7 Learning Target: I can subtract three digit numbers with regrouping.</u></p> <p>Monday (2/15): No School</p> <p>Tuesday (2/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Regroup Tens workbook pages 434-436. (2.NBT.7, 2.NBT.9) <p>Wednesday (2/17):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Regroup Hundreds workbook pages 440-442. (2.NBT.7, 2.NBT.9) <p>Thursday (2/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Subtract Three-Digit Numbers workbook pages 446-448. (2.NBT.7, 2.NBT.9) <p>Friday (2/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Subtract Three-Digit Numbers workbook pages 449-450. (2.NBT.7, 2.NBT.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. Subtract Three-Digit Numbers workbook pages 446-450 <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.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.</p> <p>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 any of the chapter 7 lessons already covered
<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>
<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: Fire Fighter!

SUBJECT/GRADE: Reading / 2nd

DATES: February 15-19

What do students need to do?

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

Monday (2/15): No School

Tuesday (2/16):

- Watch the BV Week at a Glance instructional video.
- To practice applying your Fact and Opinion and Important Idea (Main Idea) skills** read “Fire Fighter!” in your Reading Street book pages 198-211. As you read, discuss how the images in the text help you to more clearly understand what the author is trying to teach you. Then, answer the comprehension questions from page 212 using complete sentences on a blank sheet of paper or verbally with a guardian or other adult. (2.RI.1, 2.RI.6, 2.RF.3, 2.RF.4, 2.L.1, 2.L.2, 2.L.4, 2.SL.1, 2.SL.2)
- Writing:** Students will watch the Walk to Read instructional video labeled “What If You Had Animal Teeth?” Then brainstorm which type of animal teeth (of those listed in the book) that you would like to have and why. You will use these thoughts to write an opinion paragraph. (2.W.3, 2.L.1, 2.L.2)

Wednesday (2/17):

- Review Author’s Purpose:** Complete page 236: Comprehension: Author’s Purpose Review (in your handouts packet). (2.RI.6)
- Writing:** Use the brainstorming about which animal teeth you would want and the reasons why that you worked on yesterday to form the body of your opinion paragraph. Then add an introduction and conclusion statement. (2.W.3, 2.L.1, 2.L.2, 2.SL.5)

Thursday (2/18):

- Spelling:** Complete page 237 OR 236 (in your handouts packet) to practice using the Suffixes: -ly, -ful, -er, and -or. For a challenge, complete both spelling practice pages. (2.RF.3)
- Writing:** Use the editing checklist to evaluate your animal teeth 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 paragraph in your neatest handwriting (include the fixes you made to the rough draft). If you so choose, upload a picture of your writing and record yourself reading your creation with expression to the SeeSaw class blog. (2.W.3, 2.L.1, 2.L.2, 2.SL.5)

Friday (2/19):

	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar: Complete page 239 OR 240 (in your handouts packet) to practice using Pronouns. (2.L.2) <input type="checkbox"/> Assessment: Complete the Fire Fighter! weekly assessment (found in your handouts packet).
<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 Animal Teeth Opinion Writing <input type="checkbox"/> 2. Fire Fighter! 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
<p>What standards do the lessons cover?</p>	<p>2.RI.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.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p>2.RI.9 Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (b, d)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2.W.3 Write narratives (e.g. a story or poetry)</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.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c)</p> <p>2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p> <p>2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express thoughts, or feelings.</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"> ● Reading Street book, worksheets, pencil ● Rough draft paper, Editing Checklist and Marks pages, Final copy paper
<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>

Who can we contact if we have questions?

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

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Emoji Science / North America

SUBJECT/GRADE: SS/2nd grade

DATES: February 15-19

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 this week.

Monday (2/15): No School

Science Learning Target: I can design an emoji in a way that will make someone like my artwork. (I can be a Coffee Bean and make people smile when they see my artwork.)

Tuesday (2/16): Science Introduction

- Watch the BV Week at a Glance instructional video.
- Watch the video presentation (by using the link found in the handouts packet OR by viewing the Tuesday Science instructional video found on the DL template) titled: **How Were Emojis Created?**

Wednesday (2/17): Science Exploration

- You will need a blank sheet of paper and a pencil to complete this activity.
- Follow the activity instructions in the video presentation of **How Were Emojis Created?** to design an emoji that will “trick” everyone into liking your artwork!

Social Studies Learning Targets:

1. I can make and tell about a map that includes directions, labels, and a key.
2. I can tell how my community is alike and different from other communities by comparing their physical (also known as natural) and man-made characteristics.
3. I can explain how local communities are part of a larger region.

Thursday (2/18):

- In your North America magazine, read pages 12-13: Seasons and Climate. When you're done reading, *find South Dakota on the map of North America and tell which two types of climates are present. Then, find another state to compare and contrast the climate with. Brainstorm the types of weather each state would have based on what you learned.* (2.G.1.1, 2.G.3.1)

Friday (2/19):

- In your North America magazine, read pages 14-15: What Grows There? When you're done reading, *find South Dakota and tell which type of plant region it is in. Then, look to see how many / which other states are also in that plant region. If you know what types of crops grow locally, how can you use that information to know which crops grow in other parts of the region?* (2.G.1.2)

<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. Create an Emoji drawing <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-2-ETS1-2 Engineering Design: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function as needed to solve a given problem.</p> <p>2.G.1.1 Construct and explain a map that includes directions, labels, and a key.</p> <p>2.G.3.1 Compare the physical and man-made characteristics of the local community with those of another community.</p> <p>2.G.1.2 Explain how local communities are part of a larger region</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"> ● Blank sheet of paper and a pencil ● North America 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>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</p>

	Teacher:
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	Ms. Bertsch- Megan.Bertsch@k12.sd.us
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Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 2

SUBJECT/GRADE: Physical Education/2nd Grade

DATES: 2/15-2/19



<p>What do students need to do?</p> <p>Link to BV PE instructional video.</p>	<p>Monday (2/15): NO SCHOOL!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the PE instructional video (link can be found in the upper left corner of this document). <p>Tuesday (2/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kicking for Accuracy <p>Wednesday (2/17):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Going to the Zoo! <li style="padding-left: 40px;"><input type="checkbox"/> Practicing locomotor movements <p>Thursday (2/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dribbling Soccer Style <li style="padding-left: 40px;"><input type="checkbox"/> Eye-foot coordination <p>Friday (2/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> ABC Fitness <li style="padding-left: 40px;"><input type="checkbox"/> *See Handout
<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 videos/pictures performing activities and send to your school's PE teacher. <input type="checkbox"/> 2.Answer the questions under Closure <input type="checkbox"/> 3.Take a picture/video introducing yourself. We would love to meet you! :) <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern. (S1.E21.2), Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K),, Taps a ball using the inside of the foot, sending it forward. (S1.E18.K), Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K), Demonstrates traveling in proximity to self, other people, and other objects safely. (S2.E4.K)</p>

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • See Documents <p>Extra Resources:</p> <ul style="list-style-type: none"> • At Home Activities: https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us PE: Mr. Duncanson- Jeff.Duncanson@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us PE: Mr. Scholten- Kory.Scholten@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us PE: Ms. Brummels- Julie.Brummels@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us PE: Ms. Fitzgerald- Bailey.Fitzgerald@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District