

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

Grade 3



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Represent and Interpret Data

SUBJECT/GRADE: Math 3rd Grade

DATES: February 15th-19th



<p>What do students need to do?</p> <p>Link to BV Week at a Glance Instructional Video</p>	<p>Monday (2/15): No School</p> <p>Tuesday (2/16): Draw and Analyze Line Plots</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 715-716 as instructions and examples to learn about drawing and analyzing line plots.<input type="checkbox"/> Complete Independent Practice pages 717-718 (problems 2-6) from your math workbook. (3.MD.4) <p>Wednesday (2/17): Measure to Halves and Fourths of an Inch</p> <ul style="list-style-type: none"><input type="checkbox"/> Use daily instructional video and math workbook pages 723-724 as instructions and examples to learn about measuring to halves and fourths of an inch.<input type="checkbox"/> Complete Independent Practice page 725-726 (problems 2-10) from math workbook. (3.MD.4) <p>Thursday (2/18): Collect and Display Measurement Data</p> <ul style="list-style-type: none"><input type="checkbox"/> Use daily instructional video and math workbook pages 729-730 as instructions and examples to learn about how to collect and display data.<input type="checkbox"/> Complete Independent Practice page 731-732 (problems 7-11) from math workbook. (3.MD.3) (3.MD.4) <p>Friday (2/19): Problem Solving Investigation: Solve a Simpler Problem</p> <ul style="list-style-type: none"><input type="checkbox"/> Use daily instructional video and math workbook pages 735-736 as instructions and examples to learn a problem solving strategy that involves solving a simpler problem.<input type="checkbox"/> Complete Independent Practice page 737-738 (problems 1-2) from math workbook. (3.MD.3)
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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 pages 717-718 (problems 2-6) from math workbook<input type="checkbox"/> Independent Practice page 737-738 (problems 1-2) 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 teacher3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>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.</p> <p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
<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"> ● Math Workbook ● Pencil ● Ruler (located in handouts) <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Scratch paper to show work
<p>What can students do if they finish early?</p>	<p>Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)</p>
<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 <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 <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 <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 practicing your multiplication and division facts for 10 minutes each day!</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Informative Writing

SUBJECT/GRADE: ELA 3rd Grade

DATES: February 15th-19th

What do students need to do?

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

Monday (2/15): No School

Tuesday(2/16): Informational Writing - What Is It? and Choosing a Topic

- Watch the BV Week at a Glance instructional video.
- Watch the video or read the transcripts located in your handouts for “**Informational Writing for Kids - Episode 1: What Is It?**” (*Video: 1 minute*) (3.W.4)
- Watch the video or read the transcripts located in your handouts for “**Informational Writing for Kids - Episode 2: Brainstorming and Choosing a Topic**” (*Video: 1 minute 46 seconds*) (3.W.4)
- Complete the **Brainstorming Graphic Organizer** located in the handouts. This step will take about 5 minutes. You can set a timer if you’d like. **Discuss** your graphic organizer with someone at home. Choose one topic for your writing. (3.W.4) (3.W.5) (3.SL.1)
- After you have chosen a topic, watch the video or read the transcripts located in your handouts for “**Informational Writing for Kids - Episode 3: Making a Plan**” (*Video: 1 minute 31 seconds*) (3.W.4)
- Complete the **Subtopic Graphic Organizer** to help create your plan. Remember you need to be able to explain each subtopic using a lot of exciting details. Discuss your graphic organizer with someone at home. Talk about ways you could make it even better! (3.W.4) (3.W.5) (3.SL.1)

Wednesday (2/17): Informational Writing - Writing an Introduction and Draft

- Watch the video or read the transcripts located in your handouts for “**Informational Writing - Episode 4: Writing an Introduction**” (*Video: 2 minutes 2 seconds*) (3.W.2) (3.W.4)
- Write your introduction on the **Introduction page** in your handouts. (3.W.2) (3.W.4) (3.W.5)
- Watch the video or read the transcripts located in your handouts for “**Informational Writing for Kids - Episode 5: Writing a Draft**” (*Video: 2 minutes 21 seconds*) (3.W.2) (3.W.4)
- Use the **Subtopic pages** located in the handouts to begin writing a draft. (After about 20 minutes of writing, you can take a break.) Read your writing aloud to someone at home. Discuss ways you can improve your writing. (3.W.2) (3.W.4) (3.W.5) (3.SL.1)

Thursday (2/18): Informational Writing - Continue Writing Draft and a Closing

- Continue working on your informational writing draft from yesterday. Use your **Subtopic Graphic Organizer** to help build each paragraph in your draft. You should be able to write one paragraph for each subtopic. (3.W.2) (3.W.4) (3.W.5) (3.W.10)
- Watch the video or read the transcripts located in your handouts for “**Informational Writing - Episode 6: Writing a Closing**” (*Video: 1 minutes 12 seconds*) (3.W.2) (3.W.4)
- Add a closing to your writing using the **Closing page** located in the handouts. Read aloud your closing to someone at home and discuss ways to improve your writing. (3.W.2) (3.W.5) (3.W.10) (3.SL.1)

Friday (2/19): Informational Writing - Final Copy

- Use your draft pages to create a final copy of your informational writing! Complete the **Informational Writing Checklist** located in the handouts. Remember to check all boxes before submitting your final copy. (3.W.4)
- Record yourself reading your informational writing piece in Seesaw or read it aloud to someone at home. Submit your final informational writing piece** (handwritten or typed) to your teacher when you are finished. (3.SL.4) (3.SL.6) (3.L.6) (3.W.6)

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

Submit the Following:

- Informational Writing Piece (handwritten or typed)

Submit Work Via:

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?

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.

3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly. (1.a,1.b.)

3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking clearly at an understandable pace.

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

<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. Required Materials:</p> <ul style="list-style-type: none"> ● Video Links and Transcripts (in handouts) ● Informational Writing handouts <p>What extra resources can students use?</p> <ul style="list-style-type: none"> ● You can go on the Savvas Realize website to review skills from Units 4 https://www.savvasrealize.com
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Independently read books ● Freckle ELA www.freckle.com ● Read books on Epic! www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books ● Write another informative writing piece
<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 <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 <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 <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. Have fun!</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: STEM/Role of Citizens

SUBJECT/GRADE: Science/SS/3rd Grade

DATES: February 15th - 19th

<p>What do students need to do?</p> <p>Link to BV Week at a Glance Instructional Video</p>	<p>Monday (2/15): No School</p> <p>Tuesday (2/16) STEM Activity - Forces and Motion</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 as instructions and examples to learn about the Alaskan Iditarod Race and the sleds they use. Complete the Think, Notice, Wonder page located in the handouts.<input type="checkbox"/> Then complete the Iditarod Sled STEM Challenge (Steps 1-3) located in the handouts. (3-PS2-1) <p>Wednesday (2/17) STEM Activity - Forces and Motion</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the daily instructional video and Iditarod Sled STEM Challenge (Steps 4-6) located in the handouts to create your sled prototype. You will have until Friday to complete this activity - be creative! (3-PS2-1) <p>Thursday (2/18): Social Studies- Role of Citizens/Continue Iditarod STEM</p> <ul style="list-style-type: none"><input type="checkbox"/> In the Social Studies “Role of Citizens” magazine, read pages 10-13. Discuss the following questions with someone at home: How does the Statue of Liberty symbolize the rights and responsibilities of citizenship? Think of a responsibility you have in your daily life. What is a consequence of not meeting your responsibility? Use the text to help support your answers. (3.C.4.3)<input type="checkbox"/> Continue working on the Iditarod Sled STEM Challenge (3-PS2-1) <p>Friday (2/19):Social Studies - Role of Citizens/Continue Iditarod STEM</p> <ul style="list-style-type: none"><input type="checkbox"/> In the Social Studies “Role of Citizens” magazine, read pages 14-17. Complete the Role of Citizens Assessment located in the handouts. You can use the Role of Citizens magazine to help support your answers. (3.C.4.3)<input type="checkbox"/> Complete and submit the Iditarod Sled STEM Challenge (Steps 1-6). (3-PS2-1)
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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"/> Science - Iditarod Sled STEM Challenge (Steps 1-6) <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
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What standards do the lessons cover?	<p>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.</p> <p>3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities</p>
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"> ● Social Studies Magazine ● STEM handouts ● Note cards, paper clips, rubber bands, string, tape, straws, popsicle sticks, toothpicks (these items will be available for pickup in BVIS entryway for DL students)
What can students do if they finish early?	<ul style="list-style-type: none"> ● Read/listen to books on Epic! related to social studies/science www.getepic.com ● Explore the website www.wonderopolis.org ● Learn more about the Iditarod Race - https://iditarod.com/# ● Complete this Iditarod Scavenger Hunt: https://drive.google.com/file/d/17G-8yJcCWRmgAa_4mtzP1tdbEnYMACcG/view ● Here is a list of the 2021 Iditarod Mushers: https://iditarod.com/race/2021/mushers/
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: 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</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
<p>Notes: Did you know the first Iditarod Race took place in 1973 and took about 20 days to complete? Since then, race times have gotten about twice as fast! In 2019, Pete Kaiser completed the race in just 9 days, 12 hours, 39 minutes!</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Safety; Manners; Assertiveness

SUBJECT/GRADE: Counseling

WEEK: Two

What do students need to do?

[Link to BV Counseling instructional video](#)

Monday: No School

Tuesday: Safety (E. Maintenance of Standards: a.b.c.)

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- Safe Touch/Unsafe Touch
 - Private Parts - The part of your body that is covered by a bathing suit (front and back).
- What if someone touches you in a way you do not like?
 - tickles
 - hugs too hard
 - kisses
 - rubs head
 - Protect Yourself Rules - Safe Touch / Unsafe Touch video
 - <https://www.youtube.com/watch?v=zNTUMNKSJwk>
- What to do if someone touches you and you feel uncomfortable
 - Say "no"
 - Run away
 - Tell someone
 - Keep telling until someone believes you.

Wednesday: Manners (Responsibilities to Students: 1. Supporting Student Development)

- Please/thank you
- May I?
- Excuse Me
- Greetings - Hello and Goodbye
- Politely ask to pass an item
- Wait your turn to speak
- Holding the door open
- Asking to help carry items
- Reading recommendation:
 - [Emily's Everyday Manners](#) - Peggy Post & Cindy Post Senning
 - YouTube - <https://www.youtube.com/watch?v=9h8zaVaZXQE>

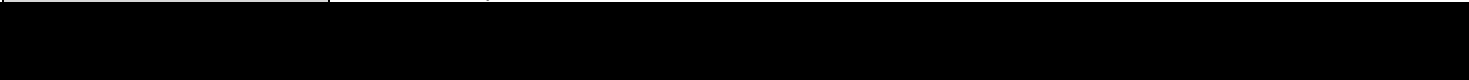
Thursday: Assertiveness (B. Responsibilities to Parents, Guardians, School, and Self: 3. Responsibilities to Self)

- Definition - Being assertive means being direct about what you need, want, feel, or believe in a way that is respectful of the views of others.
- Characteristics of an assertive person
 - You can give an opinion or say how you feel.
 - You can ask for what you want or need.

	<ul style="list-style-type: none"> <input type="checkbox"/> You can disagree respectfully. <input type="checkbox"/> You can offer your ideas and suggestions. <input type="checkbox"/> You can say no without feeling guilty. <input type="checkbox"/> You can speak up for someone else. <ul style="list-style-type: none"> <input type="checkbox"/> Assertive Body Language <ul style="list-style-type: none"> <input type="checkbox"/> Walk steadily and hold your back straight and your head up. Try to speak slowly, audibly, and calmly. <input type="checkbox"/> Make direct eye contact <input type="checkbox"/> Have a posture that is still and relaxed, upright, with straight shoulders. <input type="checkbox"/> Have a smiling mouth when it is appropriate. <input type="checkbox"/> Have a firm and warm voice. <input type="checkbox"/> Respect personal space <input type="checkbox"/> Reading recommendation: https://www.youtube.com/watch?v=cFEwrd-TqYc <p>Friday: Weekly review; Finish lessons that required more time</p>
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ol style="list-style-type: none"> 1. There is nothing to submit. <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>American School Counseling Association (ASCA) Standards:</p> <p>A. Responsibilities to Students: 1. Supporting Student Development</p> <p>B. Responsibilities to Parents, Guardians, School, and Self: 3. Responsibilities to Self</p> <p>E. Maintenance of Standards: a.b.c.</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, please contact us.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● None <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Monday: No School ● Tuesday: https://www.teacherspayteachers.com/Product/Social-Skills-Scripted-Task-Cards-for-The-Next-Steps-To-A-Friendship ● Wednesday: https://www.teacherspayteachers.com/Product/KindnessRules-FREE-Friendship-Differentiated-Journals ● Thursday: https://www.teacherspayteachers.com/Product/The-Zax-and-Kelsos-choices ● Friday: https://www.teacherspayteachers.com/FreeDownload/Managing-Tattle-Tails-with-Kelsos-Choices
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<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
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Who can we contact if we have questions?

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

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District