

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 9: Operations with Fractions

SUBJECT/GRADE: Math

DATES: February 16-19



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (02/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School <p>Tuesday (02/16): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we are in Chapter 9, Lesson 9: Multiply Fractions by Whole Numbers. We will understand how to use models and equations to multiply a fraction by a whole number. <input type="checkbox"/> Use pg. 613-614 as a teaching guide, as you complete pg. 617-618. (4.NF.4) <p>Wednesday (02/17): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will continue to multiply a fraction by a whole number, using a variety of strategies. <input type="checkbox"/> Use the note handout provided to complete the ‘Multiplying fractions by whole numbers’ worksheet. (4.NF.4) <p>Thursday (02/18): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today’s lesson, we will review adding and subtracting fractions and mixed numbers, as well as multiplying a fraction by a whole number as we complete the Chapter 9 Review, pg. 619-621. (4.NF.3) (4.NF.4) <p>Friday (02/19): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will demonstrate our understanding of adding and subtracting fractions and mixed numbers, as well as multiplying a fraction by a whole number, as we complete the Chapter 9 Assessment. (4.NF.3) (4.NF.4)
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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. Chapter 9, Lesson 9, pg. 617-618 <input type="checkbox"/> 2. Chapter 9 Review, pg. 619-621 <input type="checkbox"/> 3. Chapter 9 Assessment <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.NF.3-C and D. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent</p>
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	<p>the problem.</p> <p>4.NF.4- Apply and extend previous understandings of multiplication to multiply a fraction by whole number.</p>
<p>What materials do students need?</p> <p>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 ● ‘Multiplying Fractions by Whole #'s’ Handout ● ‘Multiplying fractions by whole numbers’ worksheet <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=gPxHxMuXmSk - Multiplying Fractions by Whole Numbers ● https://www.khanacademy.org/math/cc-fifth-grade-math/5th-multiply-fractions/imp-multiplying-fractions-and-whole-numbers/e/understanding-multiplying-fractions-and-whole-numbers-2 - Khan Academy - Visually Multiply Fractions and Whole Numbers
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Complete pg. 615-616 in your math workbook. ● https://www.mathgames.com/skill/4.67-multiply-fractions-by-whole-numbers - Multiply Fraction by Whole Number ● 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
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u></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><u>Fred Assam Elementary</u></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><u>Robert Bennis Elementary</u></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><u>Valley Springs Elementary</u></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 Distance Learning Plan

LESSON/UNIT: Novel/Informational Writing

SUBJECT/GRADE: Reading/4th

DATES: February 16-19

What do students need to do?

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

Monday (02/15):

- No School

Tuesday (02/16): Watch the daily instructional video.

- This week, we will begin reading a classroom novel. Read in your classroom novel, according to the pacing guide provided by your teacher.
- We will also begin an informational writing project. Today, we will choose a famous African American from history, using the list provided.
- As you begin your research, complete the first page of the 'Notable African American Graphic Organizer'. Be sure to **use a variety of resources, such as epic and pebblego, as you research and take notes.** (4.W.5) (4.W.8)
 - Make sure to list your resources on the handout provided.

Wednesday (02/17): Watch the daily instructional video.

- Continue to read in your classroom novel. Use the pacing guide provided by your teacher.
- Following your novel reading, you will complete 'Story Elements Reading Response', **focusing on the literary element of setting. Remember that setting includes both time and place.** (4.RL.3)
- As you continue to research your notable African American, complete the second page of the graphic organizer.

Thursday (02/18): Watch the daily instructional video.

- Read in your classroom novel. Complete the required daily reading, using the pacing guide provided by your teacher. Based on the main character within your novel, **use the text as well as your own thoughts and experiences, as you complete 'Inferring Reading Response'.** (4.RL.3) (4.RL.3)
- Today, for your informational writing task, you will begin to plan your essay.
- Watch the following video on writing an introduction: [Writing an Introduction](#)
 - URL: shorturl.at/dkBS7

	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure to use appropriate capitalization and punctuation, as well as spelling and grammar, as you complete the Introduction and 2nd Paragraph portion of the handout. (4.L.2) (4.W.5) <p>Friday (02/19): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow the pacing guide provided by your teacher, and read in your classroom novel. After your reading, provide a summary, including key details from the text in sequential order. Complete ‘Summarizing Reading Response’. (4.RL.2) <input type="checkbox"/> Continue with your informational writing, as you complete the third and fourth paragraphs, and conclusion portions of the rough draft. (4.L.2) (4.W.5)
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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. Story Elements Reading Response <input type="checkbox"/> 2. Inferring Reading Response <input type="checkbox"/> 3. Summarizing Reading Response <input type="checkbox"/> 3. Notable African American Graphic Organizer <input type="checkbox"/> 4. Notable African American Rough Draft
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.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</p> <p>4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</p> <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.8 Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (editing)</p>
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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"> ● Pencil ● Reading handouts <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=xqKuTW6EWsg - Researching (Powtoon) ● https://www.youtube.com/watch?v=ehzBzAo3h44 - Making a Plan (Writing)
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.quia.com/ba/41785.html - Inference Battleship ● 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>Brandon Elementary 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 Fred Assam Elementary 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 Robert Bennis Elementary 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 Valley Springs Elementary 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 16-19



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (2/15):</p> <ul style="list-style-type: none"><input type="checkbox"/> No School <p>Tuesday (02/16): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will use our understanding of energy, as we add hills to our Bumper Coasters and experiment to build a deeper understanding of hills and energy.<input type="checkbox"/> Watch the video/read the transcript for the Mystery Science Activity: Why is the first hill of a rollercoaster always the highest?<input type="checkbox"/> Complete the Mystery Science Activity, using the provided handouts and the video. Reach out to your classroom teacher if you are in need of tracks from the previous lesson. (4-PS3-3) <p>Wednesday (02/17): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Today, we will apply our learning and experiences with energy, as we complete the Mystery 3: End of Mystery Assessment. (4-PS3-1) <p>Thursday (02/18): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> We will begin by reading the article, “What Do They Do? 3 Branches of Government”.<input type="checkbox"/> Demonstrate your understanding of the duties of each branch, the members of each branch, and the checks and balances of power, as you complete ‘Government Assessment’. (4.C.3.1) <p>Friday (02/19): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will apply what we have learned about the duties and responsibilities of each branch, as we complete various assigned duties of each branch in the activity, ‘You be the Government’. (4.C.3.1)
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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. Mystery 3: End of Mystery Assessment<input type="checkbox"/> 2. Government 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 teacher3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>4-PS3-1 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3 - Ask questions and predict outcomes about the changes in energy that occur when objects collide</p> <p>4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms</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"> ● Mystery Science Lesson 3 video/transcript ● Mystery 3 Handouts ● What Do They Do? 3 Branches of Government ● Government Assessment ● You be the Government <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=6AzHwNLxl_4&t=7s - Roller Coaster Forces Explained ● https://www.youtube.com/watch?v=OvwIRTYvU8o - Kids Academy - Government
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.funderstanding.com/educators/coaster/ - Funderstanding Roller Coaster ● https://bensguide.gpo.gov/games - Branch-O-Mania ● 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 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 Fred Assam Elementary 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 Robert Bennis Elementary 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 Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us 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: Line/ Composition

SUBJECT/GRADE: Art/ 4th Grade

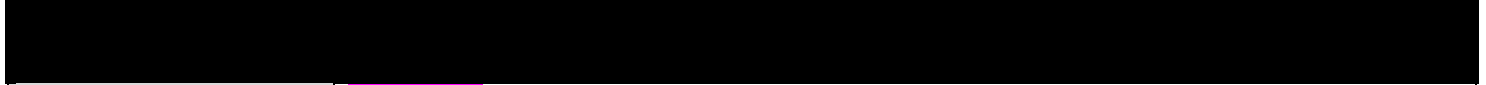
DATES: 2/15-2/19



<p>What do students need to do?</p> <p><u>Link to BV Art instructional video.</u></p>	<p>Monday (2/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School <p>Tuesday (2/16):</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: Line: Do the Elements of Art: Line worksheet, use the word box to match the correct types of lines to their names. Do the Gallery of Gratitude, so I can get to know you a little better! <p>Wednesday (2/17):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 2: Line: Think of something that moves. It could be an animal, person, spaceship, anything that moves. Create a silhouette of your object (draw the outline and color black). <p>Thursday (2/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 3: Line: Create movement lines behind your object, the lines can be any type of line on your worksheet. <p>Friday (2/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Day 4: Line: Add color and pattern to and in between your movement line.
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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 Line Composition. <input type="checkbox"/> 2. Take a picture of your Line worksheet. <input type="checkbox"/> 3. Take a picture of your Gallery of Gratitude <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, black marker, 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