

Brandon Valley School District
Distance Learning Plans
March 1-5, 2021

Grade 2



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 8: Money

SUBJECT/GRADE: Math / 2nd

DATES: March 1-5

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p><u>Chapter 8 Learning Target: I can count coins and bills, then use that knowledge to solve word problems involving money.</u></p> <p>Monday (3/1):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Pennies, Nickels, and Dimes workbook pages 484-486. (2.MD.8) <p>Tuesday (3/2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Pennies, Nickels, and Dimes workbook pages 487-488. (2.MD.8) <p>Wednesday (3/3):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quarters workbook pages 490-492. (2.MD.8) <p>Thursday (3/4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quarters workbook pages 493-494. (2.MD.8) <p>Friday (3/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Count Coins workbook pages 496-498. (2.MD.8)
<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. Count Coins workbook pages 496-498 <input type="checkbox"/> 2. You may submit other workbook pages to be checked if you would like :) <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.MD.8 Identify and count coins and bills and apply that understanding to solve word problems.</p> <ol style="list-style-type: none"> a. Recognize and know the value of coins up to one dollar. b. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
<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 ● Practice counting coins and dollar bills with money you have at home
<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: Review Week

SUBJECT/GRADE: Reading / 2nd

DATES: March 1-5

What do students need to do?

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

*Traditional classroom teachers will have different review activities planned based on the needs of their individual classroom.

Monday (3/1):

- Watch the BV Week at a Glance instructional video.
- Review Cause and Effect:** Read the Find the Evidence passage titled: Biography: Dr. Seuss and complete the comprehension questions that go along with the text. Then, find and write or discuss with a guardian three examples of cause and effect that can be found in the text. (2.RL.1, 2.RL.7, 2.RF.3, 2.RF.4, 2.L.1, 2.L.4)

Tuesday (3/2):

- Review Visualizing:** Read the Find the Evidence passage titled: A Trip to the Dentist and complete the comprehension questions that go along with the text. Then, draw a picture of what you visualized happening as you read. If you'd like, you may upload it to the SeeSaw class blog to share with others. (2.RL.1, 2.RL.7, 2.RF.3, 2.RF.4)
- Writing:** Students will brainstorm an imaginative and incredible new animal, then draw a detailed picture of it and its habitat to use as inspiration for this week's writing project. (2.W.3)

Wednesday (3/3):

- Review Facts and Details:** Read the Find the Evidence passage titled: Iditarod and complete the comprehension questions that go along with the text. Then, write or tell a guardian at least three facts you learned about the Iditarod and include supporting details. (2.RL.1, 2.RL.7, 2.RF.3, 2.RF.4, 2.L.1, 2.L.4)
- Writing:** Use the animal you created yesterday to brainstorm a five sentence paragraph. You may go in one of two directions:
 - 1. You may write an informational five sentence paragraph (introduction, three details, conclusion) describing your animal and its habitat.
 - 2. You may write a persuasive five sentence paragraph (introduction, three details, conclusion) telling people why they should have your animal as a pet.
- (2.W.3, 2.W.5, 2.L.1, 2.L.2)

Thursday (3/4):

- Review Facts and Opinions:** Read the Find the Evidence passage titled: How to Care for Your Teeth and complete the comprehension questions that go along with the text. Then, write or discuss with a guardian at least two facts you learned about

	<p>caring for your teeth and two opinions you have about the text, teeth, or visiting the dentist. (2.RL.1, 2.RL.7, 2.RF.3, 2.RF.4, 2.L.1, 2.L.4)</p> <p><input type="checkbox"/> Writing: Use the editing checklist to evaluate your Create an Animal 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). (2.W.3, 2.W.5, 2.L.1, 2.L.2)</p> <p>Friday (3/5):</p> <p><input type="checkbox"/> Review Sequencing: Read the Find the Evidence passage titled: Women’s History Month: Women’s Suffrage in the United States and complete the comprehension questions that go along with the text. Then, sequence four of the important events from the text by writing them on a separate sheet of paper or by discussing them with a guardian. (2.RL.1, 2.RL.7, 2.RF.3, 2.RF.4, 2.L.1, 2.L.4)</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"/> 1. Final Copy of Create an Animal Writing <input type="checkbox"/> 2. One (your choice) of the Find the Evidence review activities <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>2.RL.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.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p>2.W.3 Write narratives (e.g., story, poetry).</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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.(a)</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"> ● Find the Evidence Passages: Dr Seuss, A Trip to the Dentist, Iditarod, How to Care for Your Teeth, Women’s Suffrage in the United States ● Rough draft paper, Editing Checklist, Editing Marks page, Final Copy paper
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<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>
<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>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Plant Adventures / North America

SUBJECT/GRADE: Science/SS/2nd grade

DATES: March 1-5

What do students need to do?

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

*Traditional students have the same learning targets but their teachers may have different Science and Social Studies activities planned this week.

Science Learning Targets:

1. I can make observations about plants and animals to compare the diversity of life in different habitats.
2. I can develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Monday (3/1): Science Introduction

- Watch the BV Week at a Glance instructional video.
- View the video presentation OR read the transcript provided for Plant Adventures Mystery #1: Seed Dispersal: How did a tree travel halfway around the world? (2-LS4-1, L-LS2-2)

Tuesday (3/2): Science Exploration

- You have been provided three worksheets, each with instructions on how to build a model of a particular type of seed. In a class, we suggest giving students a choice of which seed type they'd like to construct. If students would like, you can have them construct multiple seed models. This activity works best if the seed models are dropped from a significant height. We suggest that the student carefully stands on a chair to drop the seeds.
- In the video presentation OR transcript provided, rewatch the slides labeled "activity" for Science Doug to walk you through how to complete the activity. (2-LS4-1, L-LS2-2)

Wednesday (3/3): Science: Text Connection

- Read the article (in your handouts packet or on PebbleGO) titled: Fruits and Seeds to learn more about how seeds travel and why they are so important. (2-LS4-1, L-LS2-2)

Social Studies Learning Target:

1. 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.

Thursday (3/4): Social Studies: Comparing and Contrasting Communities

- Read the article (in your handouts packet or on PebbleGO) titled: Italy. Then, complete a Venn Diagram or discuss with a guardian how your community and country is similar to and different from Italy. (2.G.3.1)

	<p>Friday (3/5): Social Studies: Comparing and Contrasting Communities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the article (in your handouts packet or on PebbleGO) titled: Ethiopia. Then, complete a Venn Diagram or discuss with a guardian how your community and country is similar to and different from Ethiopia. (2.G.3.1)
<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. Picture or video of you completing the Seed Dispersal activity <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-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p>2.G.3.1 Compare the <u>physical</u> and man-made characteristics of the local community with those of another community.</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"> ● Plant Adventures Mystery #1: How did the tree travel halfway around the world? video link or transcript ● Seed templates ● Fruits and Seeds article ● Italy article ● Ethiopia article
<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</p> <p>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</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us</p>

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: Week 4

SUBJECT/GRADE: Physical Education/ 2nd Grade

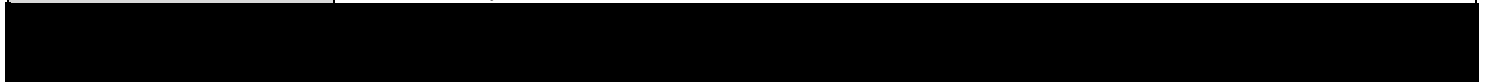
DATES: 3/1-3/5



<p>What do students need to do?</p> <p>Link to BV PE instructional video.</p>	<p>Monday (3/1):</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). <input type="checkbox"/> Unicorn Yoga <p>Tuesday (3/2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Underhand Throwing Challenges <input type="checkbox"/> Catching Activities <ul style="list-style-type: none"> <input type="checkbox"/> Eye-hand Coordination <p>Wednesday (3/3):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kids HIIT Workout <p>Thursday (3/4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Underhand Throwing - Skill <input type="checkbox"/> Bouncing and Catching Activities <p>Friday (3/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Body Weight Partner Activities
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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. Take videos/pictures performing activities and send to your school's PE teacher. 2. Answer the questions under Closure 3. Take a picture/video introducing yourself. We would love to meet you! :) <p>Submit Work Via:</p> <ol style="list-style-type: none"> 4. Electronically via Seesaw (preferred, if possible) 5. Email it to the teacher 6. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb), Catches a large ball tossed by a skilled thrower. (S1.E16.Kb) *K and 1 catch includes cradling/trapping, Recognizes technology or other resources that affect fitness. (S2.E6.K), Identifies active play opportunities outside physical education class. (S3.E1.K), Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. (S4.E2.Kb), Throws underhand with opposite</p>
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	foot forward., Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
What materials do students need? What extra resources can students use?	Required Materials: <ul style="list-style-type: none"> ● See Documents Extra Resources: <ul style="list-style-type: none"> ● At Home Activities: https://openphased.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf
What can students do if they finish early?	Typing Club Jungle Junior https://www.typingclub.com/login.html
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> 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</p> <p><u>Robert Bennis Elementary</u> 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</p> <p><u>Fred Assam Elementary</u> 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</p> <p><u>Valley Springs Elementary</u> 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>
<u>Notes:</u>	

Instructional materials are posted below (if applicable)

Brandon Valley School District