Brandon Valley School District

Distance Learning Plans

March 1-5, 2021

Grade 4

LESSON/UNIT: Chapter 10: Fractions and Decimals   **SUBJECT/GRADE:** Math   **DATES:** March 1-5

What do students need to do? **Link to BV Week at a Glance instructional video.**	**Monday (03/01):** ❏ This week, we will continue in Chapter 10, with Lesson 6: Use Place Value and Models to Add. **We will express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this strategy to add two fractions with denominators 10 and 100**. ❏ Use pg. 663-664 as a guide, as you complete pg. 665. (4.NF.5) **Tuesday (03/02):** Watch the daily instructional video. ❏ Today, we will move into Lesson 7: Compare and Order Decimals. **We will use a number line, as well as our knowledge of place value, as we compare and order decimals.** ❏ Use pg. 669-670 as a guide, as you complete pg. 671. (4.NF.7) **Wednesday (03/03):** Watch the daily instructional video. ❏ We will continue in Lesson 7, **using strategies to compare and order decimals**. Complete pg. 673-674 in your math workbook. (4.NF.7) **Thursday (03/04):** Watch the daily instructional video. ❏ Today, **we will demonstrate our understanding of the relationship between fractions and decimals, as well as comparing and ordering decimals**, as we complete the Chapter 10 Review, pg. 681-683. (4.NF.6) (4.NF.5) (4.NF.7) **Friday (03/05):** Watch the daily instructional video. ❏ We will show our understanding of learned concepts within Chapter 10, as we complete our Chapter 10 Assessment: Fractions and Decimals. Make sure to show work for each problem. (4.NF.6) (4.NF.5) (4.NF.7)
What do students need to submit? **How can students submit their work?**	Submit the Following: ❏ 1. Lesson 6, pg. 665 ❏ 2. Lesson 7, pg. 671 ❏ 3. Chapter 10 Assessment 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?	**4.NF.6-**Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line. **4.NF.5-**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective

	denominators 10 and 100. **4.NF.7-**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, <, or =, and justify the conclusions.
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: ● Math Workbook ● Chapter 10 Assessment Extra Resources: ● https://www.youtube.com/watch?v=oBinUkH_s2g - Adding Fractions with Denominators 10 and 100 ● https://www.youtube.com/watch?v=pfDGFsrqjvI - Compare Decimals
What can students do if they finish early?	● Complete pg. 661-662 and 667-668 in your math workbook. ● https://www.turtlediary.com/quiz/equivalent-fractions-with-denominators-of-10-100-and-1000.html - Quiz - Equivalent fractions with denominators of 10,100,1000 ● http://www.decimalsquares.com/dsGames/BeatTheClock/index.htm? - Decimals Beat the Clock ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
Who can we contact if we have questions?	**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
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District Distance Learning Plan

| What do students need to do?

Link to BV Week at a Glance instructional video. | **Monday (03/01):** Watch the daily instructional video.

❑ Our weekly story, 'Smokejumpers', **is an expository text, giving information about real people and events.** Read the selection, pg. 178-191.

❑ The vocabulary strategy this week is homographs. **Recall that homographs are words that are spelled the same, but have different meanings and pronunciations**. Complete Vocabulary worksheet, pg. 318. (4.L.4)

Tuesday (03/02): Watch the daily instructional video.

❑ **Recall that the author's purpose refers to the reason the author has for writing, whether it be to persuade, inform, entertain, or express ideas.** Complete Author's Purpose, pg. 252. (4.RI.8)

❑ Today, **we will focus on multisyllabic words. Remember that multisyllabic words are words with more than one syllable. Use your knowledge of syllables, prefixes, and suffixes to write each word.** Complete Multisyllabic Words, pg. 320.

Wednesday (03/03): Watch the daily instructional video.

❑ In today's lesson, we will look at adjectives and articles. **An adjective is a word that describes a noun or pronoun. We will also learn that 'a', 'an', and 'the' are referred to as articles**. Complete Adjectives and Articles, pg. 319 and 253. (4.L.1)

❑ We will work, once again, with the author's purpose. **Use details within the passage to determine the author's reason for writing**. Complete Author's Purpose, pg. 248. (4.RI.8)

Thursday (03/04): Watch the daily instructional video.

❑ Use your textbook, pg. 180-182, in order to form a well-developed paragraph in the Written Response assignment, pg. 125-126. (4.W.4) (4.SL.3) ***Make sure you:***

1. explain whether or not "Extreme Risk" would be a good title for the whole story
2. state your opinion at the beginning of your response and again at the end
3. support your opinion with facts and examples from the text
4. try to use correct spelling, capitalization, punctuation, grammar, and sentences

❑ Today, **we will use our knowledge of syllables, prefixes, and suffixes, as we proofread and spell our weekly words correctly.**

❑ Complete Multisyllabic Words, pg. 325. |

	Friday (03/05): Watch the daily instructional video. ❏ **Today, we will show our understanding of the weekly vocabulary and comprehension skill**, by completing the Weekly Reading Assessment, pg. 121-124. (4.L.4) (4.RI.8)

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What do students need to submit? How can students submit their work?	Submit the Following: ❏ 1. Vocabulary, pg. 318 ❏ 2. Adjectives and Articles, pg. 319 and 253 ❏ 3. Author's Purpose, pg. 248 ❏ 4. Written Response, pg. 125-126 ❏ 5. Multisyllabic Words, pg. 325 ❏ 6. Weekly Reading Assessment, pg. 121-124 Submit Work Via: 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school

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What standards do the lessons cover?	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. (Author's Purpose) 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.) 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Adjectives & Articles) 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. 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.
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: ● Pencil ● Reading handouts Extra Resources: ● https://www.youtube.com/watch?v=Pq0hxsE12_0 - Author's Purpose ● https://www.youtube.com/watch?v=orvKz8pAiBY - Adjectives and Articles

What can students do if they finish early?	● https://www.roomrecess.com/mobile/AuthorsPurpose/play.html - Room Recess Author's Purpose
	● https://www.abcya.com/games/parts_of_speech_quest_adjectives - Part of Speech Quest (Adjectives)
	● https://student.freckle.com/#/login -Activities assigned by teacher
	● Online books for read
	   ○ https://www.funbrain.com/books
	   ○ https://www.storylineonline.net/
	   ○ https://www.freechildrenstories.com/
	   ○ www.epic.com

Who can we contact if we have questions?	**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

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LESSON/UNIT: Energizing Everything/Chamberlain   **SUBJECT/GRADE:Science/Social SS - 4th**   **DATES: March 1-5**

What do students need to do? **Link to BV Week at a Glance instructional video.**	**Monday (03/01): Science** ❏ As we continue in the Energizing Everything Unit, **we will learn about storing, releasing, and transferring energy** in Lesson 5. ❏ Watch the video/read the transcript for Lesson 5: Can you build a chain reaction machine? As you watch the video, complete the Lesson 5 Mystery Assessment. (4-PS3-4) **Tuesday (03/02): Science** ❏ In today's activity, Build a Chain Reaction (Part 2), we will complete the chain-reaction machine that we started building in Energizing Everything Lesson 4. Watch the activity portion of the Lesson 5 video. ❏ Complete the Chain Reaction (Part 2) activity. (4-PS3-4) (3-5-ETS1-2) **Wednesday (03/03): Social Studies** ❏ We will continue our road trip through South Dakota, as we learn about Chamberlain. **We will look specifically at the Louisiana Purchase and how it contributed to the growth and expansion of our nation, as well as its place on the timeline of South Dakota becoming a state.** Read *Chamberlain,* pg. 8-10, and discuss the Louisiana Purchase with a family member. (4.H.4.2) **Thursday (03/04): Social Studies** ❏ Today, **we will continue to look at the significance and the impact of the Louisiana Purchase,** as we read Lewis and Clark's Timeline of Discovery and complete 'Growth and Expansion'. (4.H.4.2) (4.C.1.1) **Friday (03/05):** ❏ No Assignment
What do students need to submit? How can students submit their work?	Submit the Following: ❏ 1. Mystery 5 Assessment (Monday) ❏ 2. Growth and Expansion (Thursday) 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?	<mark>4-PS3-4 -</mark> Design, test, and refine a device that converts energy from one form to another. 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem <mark>4.H.4.2</mark> Explain factors affecting the growth and expansion of South Dakota. <mark>4.C.1.1</mark> Describe key events related to South Dakota's entry into statehood.
What materials do students need? What extra resources can students use?	**If you do not have access to the required materials, contact your teacher.** Required Materials: ● Mystery Science Lesson 5 video/transcript ● Mystery 5 Assessment and activity resources ● Chamberlain Travel Guide ● Lewis and Clark's Timeline of Discovery ● Growth and Expansion Extra Resources: ● https://video.link/w/Jp1b - Chain Reaction Tricks ● https://www.youtube.com/watch?v=TVoFn8w9aHU - Louisiana Purchase in 5 minutes
What can students do if they finish early?	● Challenge yourself to make another type of chain reaction machine! ● https://mrnussbaum.com/louisiana-purchase-label-me-quiz-online - Label states of the Louisiana Purchase and other activities ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
Who can we contact if we have questions?	**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
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LESSON/UNIT: Radial Symmetry   SUBJECT/GRADE: Art/4th Grade   DATES: 3/1-3/5

| What do students need to do? **Link to BV Art instructional video.** | **Monday (3/1):**

❏ Watch the Art instructional video (link can be found in the upper left corner of this document).

❏ **Day 1: Radial Symmetry:** Complete the Symmetry Assessment. For the part where you have to label the pictures from the board, use the paper with the 8 different pictures on it.

Tuesday (3/2):

❏ **Day 2: Radial Symmetry:** Create 6 different designs for your radial print. Have your designs go in a curve from each number to the same number on the bottom.   You can also fill in the spaces between your designs to add interest. Pick the design you like the best.

Wednesday (3/3):

❏ **Day 3: Radial Symmetry**: Pick your favorite design from your 6 and transfer to your foam square (4in x 4in).

Thursday (3/4):

❏ **Day 4: Radial Symmetry: Backgrounds**

Option 1: If you want to do a colored print, for your background leave it white.

Option 2: If you want to do a black print, color your background with crayons.

Friday (3/5):

❏ **Day 5: Radial Symmetry: Printing**

Option 1: Color your stamp with markers, using a different colored marker for each section. Get your paper wet with a paint brush and water. Make sure you have it lined up correctly in the corner. <u>Set your stamp down, DO NOT move your stamp after you set it down.</u>   Rub the back of your stamp to transfer the marker. Pull up the stamp and give your stamp a ¼ turn and repeat.

Option 2: Color your stamp with black markers.. Get your paper wet with a paint brush and water. Make sure you have it lined up correctly in the corner. <u>Set your stamp down, DO NOT move your stamp after you set it down.</u>   Rub the back of your stamp to transfer the marker. Pull up the stamp and give your stamp a ¼ turn and repeat. |

What do students need to submit? How can students submit their work?	Submit the Following (Optional): ❏ 1. Take a picture of your symmetry assessment ❏ 2. Take a picture of your radial print Submit Work Via: 1. Email it to the teacher 2. Drop off at school
What standards do the lessons cover?	4.VA.Cr.1.1 Brainstorm multiple approaches to a creative art or design problem. 4.VA.Cr.2.1 Explore and invent art- making techniques and approaches 4.VA.Cr.2.2 Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.
What materials do students need? What extra resources can students use?	Required Materials: ● paper, pencil, crayons, markers, paint brush Extra Resources: ● Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub ●
What can students do if they finish early?	EduTyping https://www.edutyping.com/student
Who can we contact if we have questions?	**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
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