

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

Junior Kindergarten



Brandon Valley School District Distance Learning Plan

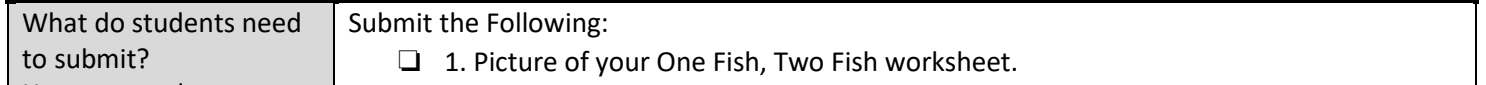
LESSON/UNIT: Math

SUBJECT/GRADE: Jr. Kindergarten

DATES: 3/1-3/5



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</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"/> Cat in the Hat Worksheet: (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d)<ul style="list-style-type: none"><input type="checkbox"/> Using the Cat in the Hat sheet provided, have your child trace the Cat in the Hat's hat starting at number 1 and ending on number 20. When they are done tracing they may color the Cat in the Hat. <p>Tuesday (3/2):</p> <ul style="list-style-type: none"><input type="checkbox"/> Counting Sheep Worksheet: (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d)<ul style="list-style-type: none"><input type="checkbox"/> Using the worksheet provided, have your child color in the correct number of boxes in the ten frame next to the sheep with the number inside of it. <p>Wednesday (3/3):</p> <ul style="list-style-type: none"><input type="checkbox"/> One Fish, Two Fish Worksheet/Character Counting Worksheet: (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d)<ul style="list-style-type: none"><input type="checkbox"/> Using the two worksheets provided, have your child count the fish on the One Fish, Two Fish worksheet and draw a circle around the correct number that matches what they counted and on the character worksheet, have your child count the characters and write the number on the line next to the characters. After they write all the numbers have them go back and circle the characters with the greater number of characters on each line. <p>Thursday (3/4):</p> <ul style="list-style-type: none"><input type="checkbox"/> Cat in the Hat Hat: (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d)<ul style="list-style-type: none"><input type="checkbox"/> Using the template provided, have your child paint or color the red and white pattern of the Cat in the Hat's Hat. <p>Friday (3/5):</p> <ul style="list-style-type: none"><input type="checkbox"/> Directed Drawing: (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d)<ul style="list-style-type: none"><input type="checkbox"/> Using the links provided, choose one directed drawing video to follow to create either the Cat in the Hat's Hat or Thing One and Thing Two.<input type="checkbox"/> Thing One and Thing Two:<ul style="list-style-type: none"><input type="checkbox"/> https://www.youtube.com/watch?v=KV1bL_KD9u4<input type="checkbox"/> Cat in the Hat:<ul style="list-style-type: none"><input type="checkbox"/> https://www.youtube.com/watch?v=tLANAbHBcag (Just the Hat)<input type="checkbox"/> https://www.youtube.com/watch?v=9byw9foMMac (Cat in the Hat)
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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. Picture of your One Fish, Two Fish worksheet.<input type="checkbox"/> 2. Picture of your Directed 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 teacher3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>CD-4a: Rote count by ones to 20 with increasing accuracy CD-6c: Sorting groups of up to 10 objects using two attributes. CD-8g: Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound) CD-6d: Arrange up to 5 objects in order according to characteristics or attributes, such as height CD-5b: Name basic shapes and describe their characteristics using descriptive geometric attributes. CD-5c: Recognize a shape remains the same shape when it changes positions. CD-4i: Use and understand the term “first” through “fifth” and “last” in their play and daily activities. CD-4h: Recognize numerals up to 10 and attempt to write them during play and daily activities. CD-4d: Count the number of items in a group of up to 10 objects and know that the last number tells how many. CD-7c: Use drawing and other concrete materials to represent an increasing variety of mathematical ideas. CD-6f: Identify, repeat, extend, and describe a simple pattern. HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers. HPD-5c: Draw and write figures with more detail (faces with features, letters, or letter-like forms).</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. Required Materials:</p> <ul style="list-style-type: none"> ● Pencil, pens, markers, crayons ● Worksheets ● Dice ● Objects around home <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Practice counting 1-20! (CD-4a) Fun Brain https://www.education.com/games/math/</p> <ul style="list-style-type: none"> ● Create and review shapes (CD-5b, CD-5c) ● Order Objects 1st, 2nd, 3rd, 4th, and 5th or by size/height (CD-6d, CD-4i) ● Create Patterns (CD-6f) ● Practice sorting into two groups. (CD-6c, CD-8g)
<p>Who can we contact if we have questions?</p>	<p>Building Principals: FAE: Ms. Foster- Susan.Foster@k12.sd.us RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us BE: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Harris - emily.harris@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: ELA

SUBJECT/GRADE: Jr. Kindergarten

DATES: 3/1-3/5

What do students need to do?

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

Monday (3/1): HAPPY READ ACROSS AMERICA WEEK!

- Watch the BV Week at a Glance instructional video.
- Read Book: The Cat in the Hat (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=-LL62u6-OjY>
- Questions to ask before & after listening to the read aloud-
 - Prior to reading the story, ask your child to make a prediction of what the story is about based on the cover of the book
 - What was your favorite part of the story and why?
 - Who are the characters in the story?
 - Where does the story take place (setting)?
- Heggerty Week 22 Lesson 1 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Letter Sound Search:(CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - Have your child go on a hunt for 5 objects around your home that start with the letter li sound.
- Letter Sounds Cut & Paste:(CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - After you are done searching for the 5 objects, have them cut out the pictures that start with the letter li sounds and glue them in the circle.

Tuesday (3/2):

- Read Book: Green Eggs and Ham (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=jd0tPwVJYzs>
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 22 Lesson 2 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Letter Writing:CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - First, using a hands on material, have your child use play dough, salt, sand, dirt, rice, tooth picks, pipe cleaners, or shaving cream to practice writing both uppercase and lowercase letter li. Pick a new material to use each week.
 - Next, using the worksheet provided, have your child write 10 uppercase and 10 lowercase letter li's.
- If you have questions on how to write the letters, please view the letter writing reference sheet provided last week.

Wednesday (3/3):

- Read Book: One Fish, Two Fish, Red Fish, Blue Fish (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=oLpZE32QG5g>
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 22 Lesson 3 (CLL-10d, CLL-8a, CLL-7d)

- Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Letter Sound Search:(CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - Have your child go on a hunt for 5 objects around your home that start with the letter Jj sound.
- Letter Sounds Cut & Paste:(CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - After you are done searching for the 5 objects, have them cut out the pictures that start with the letter Jj sound and glue them in the circle.

Thursday (3/4):

- Read Book: Oh, The Places You'll Go (CLL-5b, CLL-1a, CLL-7,CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=fmOCyP4VyP4>
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 22 Lesson 4 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Letter Writing:CLL-8b,HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)
 - First, using a hands on material, have your child use play dough, salt, sand, dirt, rice, tooth picks, pipe cleaners, or shaving cream to practice writing both uppercase and lowercase letter Jj. Pick a new material to use each week.
 - Next, using the worksheet provided, have your child write 10 uppercase and 10 lowercase letter Jj's.
- If you have questions on how to write the letters, please view the letter writing reference sheet.

Friday (3/5):

- Read Book: The Lorax (CLL-5b, CLL-1a, CLL-7,CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=EdWesdMfyd4>
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 22 Lesson 5 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Lorax Rhymes: Using the worksheet provided, have your child color the rhyming words that match.

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

Submit the Following:

- 1. A picture of your letter Jj handwriting.
- 2. A picture of your li cut and paste.

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?

- CLL-1a:** Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.
- CLL-6d:** Recognize your own first name in print and that of some friends.
- CLL-3a:** Use an increasing rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).

	<p>CLL-7f: Listen attentively to books and stories.</p> <p>CLL-8b: Recognize and name at least half of both upper and lowercase letters of the alphabet, including those in their own name and other words that are the most meaningful to them.</p> <p>CLL-6b: Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, and directionality of print).</p> <p>CLL-5h: Give a reasoning for liking, or not liking, a story or book</p> <p>HPD-5b: Display strength and control while using materials such as pencils, crayons, scissors, markers.</p> <p>CLL-5b: Make predictions of next steps in a story.</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.</p> <p>HPD-5c: Draw and write figures with more detail (faces with features, letters, or letter-like forms).</p> <p>CLL-9d: Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers, and other electronic devices.</p> <p>CLL-10c: Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).</p> <p>CLL-6a: Hold a book upright while turning pages one by one from front to back.</p> <p>CLL-4a: Engage in reading behaviors independently with increased focus for longer periods of time.</p> <p>CLL-10b: Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.</p> <p>CLL-9c: Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).</p> <p>CLL-10a: Use a variety of writing tools and materials with increasing precision.</p> <p>CLL-4c: Listen to and discuss increasingly complex story books, information books, and poetry.</p> <p>CLL-6c: Run their finger under or over print as they pretend to read text, with prompting and support from an adult.</p> <p>CLL-10d: Try to connect the sounds in spoken words with letters in the written word. (Write "M" and say, "This is Mommy").</p> <p>CLL-8a: Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.</p> <p>CLL-7d: Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.</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 required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Pencil, crayons, markers ● Glue/scissors ● Worksheets <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Practice writing your name!(CLL-6d,CLL-10c)</p> <p>Epic Digital Reading Platform https://www.getepic.com/students</p> <p>Practice holding and reading a book with the proper form. (CLL-6b,CLL-6a, CLL-4a, CLL-6c)</p>

Who can we contact if we have questions?

Building Principals:

FAC: Ms. Foster- Susan.Foster@k12.sd.us

RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us

BE: Mr. Horst- Merle.Horst@k12.sd.us

Teachers:

Ms. Schaffer- Beth.Schaffer@k12.sd.us

Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us

Ms. Emily Harris - emily.harris@k12.sd.us

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Motor

SUBJECT/GRADE: Jr. Kindergarten

DATES: 3/1-3/5

What do students need to do?

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

These exercises are an introduction to the activities we use in the classroom for our Boost Up program. You will notice that we are repeating the same exercises each day. To create success in this program, repetitive exercises are imperative. The activities only take a minute but you will notice over time, how your child becomes stronger and more balanced with repetitive instruction. We will continue to add more exercises every couple of weeks.

Monday (3/1):

- Watch the BV Week at a Glance instructional video.
- This week is a review week! Choose 2 exercises everyday to practice.**
- Helicopter Exercise:** Mark a 1 foot by 1 foot box on the floor. This box is their “launchpad” area. Encourage them to stay within their launchpad while spinning. Have your child practice helicopter spins. Arms shoulder length extended, looking at finger tips and turning in one direction for 15 seconds. After the first 15 seconds, have your child bend over and hold their knees while counting to 10. Then have them switch and spin the other way for another 15 seconds. (HPD-4a, HPD-2b)
- Balance Beam:** Walk on a balance beam, painters tape, or yard stick, and walk heel to toe for 6 feet. Practice walking while focusing on a visual target on the wall. Encourage your child to not look at their feet while walking on the balance beam. (HPD-4a)
- Superman Exercise:** Mark a 1 foot by 1 foot box on the floor. This box is their superman pad on the floor. This will help your student maintain their position on the floor. Lying flat on their stomach, have the student raise their chin off of the floor, bring her extended arms overhead close to her ears, and lift their straightened legs off the floor. Their body should be taut, only touching the floor at the stomach. Ask the student to hold this position for 20 seconds. Repeat 3 times. (HPD-4a, HPD-2b)
- Alligator Crawl:** Students will crawl on their stomach across the floor or a mat using the opposite arm and leg simultaneously. For example, the student would move the left arm and right leg and then the right arm and left leg. Make sure they keep their chin tucked and their hands flat on the ground while crawling.(HPD-4a, HPD-2b)
- Creep Track:** Have the student creep on hands and knees using the opposite arm and leg simultaneously. The students should move at a slow and even pace. Using the letter flashcards, place the uppercase and lowercase Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh cards on the ground and have your child name the letters as they creep past them. (HPD-4a, HPD-2b)
- Giraffe Stretch:** Have the student get down on the floor on their hands and knees. The knees should be directly below the hips, feet touching the floor in back, and the hands directly under the shoulders, making a nice square “cube” out of her body. Without moving their hands or knees on the ground have the student lean forward as far as they can go and then backward in a rocking motion. Repeat this for 1 minute. (HPD-4a, HPD-2b)
- Popcorn Exercise:** Have the student lay flat on their back and ask them to bring their knees to their chest, wrapping their arms around their legs. They should then lift their head, trying to keep their eyes close to their knees. Ask the student to hold this position for 20 seconds and repeat 3 times. For fun release movement, they may

	<p>POP out with their body straight and taut, feet together, and arms moving above their head to a flat position on the floor = “Popcorn”. (HPD-4a, HPD-2b)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cross Pattern Walking: Place a sticker or a dot using a marker on the top of your child’s right hand and left knee. Have the student slap the hand with the sticker or dot onto the knee with the sticker while they walk forward. Have the students lift their knees waist high and visually follow their hands. (HPD-4a, HPD-2b) <input type="checkbox"/> Holiday Hop Game: Using the action cards provided, have your child hop around to holiday music and when the music stops they have to perform the action that they land on. (HPD-2b, HPD-2d, HPD-4c) <input type="checkbox"/> Snowman Fine Motor Play: Using any plastic bottle with a wide opening, have your child pick up pom pom balls or cotton balls with tweezers or using their pointer finger and thumb, place the item in the plastic bottle (Bottle Examples: coffee creamer bottle, gatorade bottle, etc). (HPD-5a, HPD-5b) <input type="checkbox"/> Wagon Wheels: Using the wagon wheel worksheet. Place 4 sets of matching stickers around the wheel. Have your child cover one eye and use the other hand to trace from one sticker to the matching sticker. If you do not have stickers, you may draw matching colored dots around the wagon wheel worksheet. (HPD-5a) <input type="checkbox"/> Valentine Visual Tracking: Using the heart zig zag sheets provided, have your child close one eye and track from left to right (heart to heart). (HPD-5a) <input type="checkbox"/> Dental Health Exercise: Using a balance beam or tape on the group and toothpaste tubes and toothbrushes, have your child walk on the balance beam or tape and pick up toothpaste and toothbrushes off of the ground as they walk along balancing. (HPD-4a) <p>Tuesday (3/2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose TWO activities from those described above. <p>Wednesday (3/3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose TWO activities from those described above. <p>Thursday (3/4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose TWO activities from those described above. <p>Friday (3/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose TWO activities from those described above.
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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. One brief video of your child doing two exercises. <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>HPD-2b: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination</p> <p>HPD-2d: Develop strength and stamina by increasing their amount of play and activity using more muscles for longer periods of time</p> <p>HPD-4c: Move quickly through the environment and be able to both change directions and stop.</p> <p>HPD-4a: Demonstrate stability, flexibility, and balance while performing complex movements by turning and by balancing on beams.</p>
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	<p>HPD-4d: Show awareness of your own body in relation to other people and objects when moving through space. When asked can move in front of, beside, or behind someone or something else</p> <p>HPD-5a: Engage in complex hand-eye coordination activities and play with moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads)</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.</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"> ● Yardstick or painters tape for balance beam. ● Use the alphabet cards for the creep track. <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Play outside!</p> <p><u>Typing Club Jungle Junior</u> https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Building Principals:</p> <p>FAE: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers:</p> <p>Ms. Schaffer- Beth.Schaffer@k12.sd.us</p> <p>Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us</p> <p>Ms. Harris - emily.harris@k12.sd.us</p>
<p>Notes:</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Weekly Zoom Call

SUBJECT/GRADE: JK

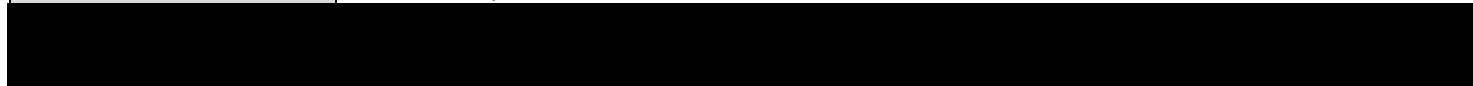
DATES: 3/1-3/5



What do students need to do?	<p>Activities to be completed during your weekly scheduled zoom call (Individual).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your teacher will read the story Fox in Socks to celebrate Dr. Seuss’s Birthday and Read Across America Week. After she is done reading the story, you will decorate a sock or two to hang up around your home. <input type="checkbox"/> During the story, your teacher will quiz you on rhyming words to help practice our rhymes.
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What do students need to submit? How can students submit their work?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Participation in zoom call <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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What standards do the lessons cover?	<p>SED-2b: Build and strengthen positive relationships with new teachers or caregivers over time.</p> <p>SED-2c: Use language effectively to converse with familiar adults, to ask for help, or to do something</p> <p>CD-12e: Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening and using musical instruments</p> <p>CLL-1a: Initiate and engage in conversation and discussions with adults and other children that include multiple back and forth exchanges</p> <p>CLL-7a: Show joy in playing with the sounds of language, repeating songs, poems, fingerplays, and rhymes, occasionally adding their own rhymes</p> <p>CLL-7c: Repeat familiar songs, rhymes, and phrases from favorite storybooks</p> <p>CLL-1b: Participate in a group discussion, making comments and asking questions related to the topic.</p> <p>CLL-2b: Speak clearly enough to be understood by most people, although may make some pronunciation errors.</p> <p>CLL-2c: Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.</p> <p>CLL-2a: Adapt their communication to meet social expectations (speak quietly in the library, speak politely to older relatives).</p> <p>CLL-1c: Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.</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 required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● none <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
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What can students do if they finish early?	https://www.indypl.org/blog/for-parents/free-video-read-alouds
Who can we contact if we have questions?	<p>Building Principals: FAE: Ms. Foster- Susan.Foster@k12.sd.us RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Harris - emily.harris@k12.sd.us</p>
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District