

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

Kindergarten

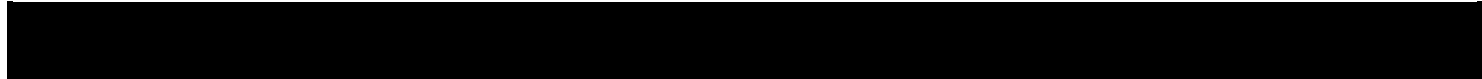


# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 5

SUBJECT/GRADE: Math / Kindergarten

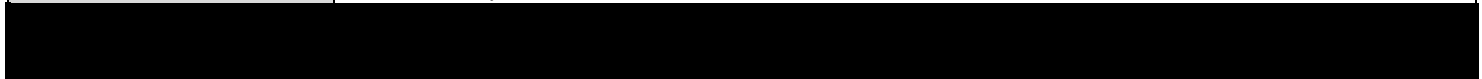
DATES: March 1-5



<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video</a></p>	<p><b>Monday (3/1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li> <li><input type="checkbox"/> <i>Essential Question: How can I use objects to add? (Chapter 5)</i></li> <li><input type="checkbox"/> Complete Am I Ready? on pages 319-320 in your math workbook (Volume 1.)</li> </ul> <p><b>Tuesday (3/2):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Lesson 1: Addition Stories on pages 325-328 in your math workbook (Volume 1.) (K.OA.1, K.OA.2)</li> </ul> <p><b>Wednesday (3/3):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete My Homework (Lesson 1) on pages 329-330 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2)</li> </ul> <p><b>Thursday (3/4):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Lesson 2: Use Objects to Add on pages 331-334 in your math workbook (Volume 1.) (K.OA.1, K.OA.2)</li> </ul> <p><b>Friday (3/5):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete My Homework (Lesson 2) on pages 335-336 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2)</li> </ul>
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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"> <li><input type="checkbox"/> Lesson 1 (Guided Practice + Independent Practice)</li> <li><input type="checkbox"/> Lesson 2 (Guided Practice + Independent Practice)</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>K.OA.</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p><b>1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)</p> <p><b>2.</b> Solve addition and subtraction word problems. a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total</p>
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	<p>unknown, and put together/take apart addend unknown, e.g., using objects or drawings to represent the problem. (see appendix for K-2 Common Addition and Subtraction Situations)</p> <p>b. Add and subtract within 10, eg., by using objects or drawings to represent the problem.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Fluently add and subtract within 5.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Math Workbook- Volume 1</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Go to the seesaw activity and click on the link Fun Brain: <a href="https://www.funbrain.com/">https://www.funbrain.com/</a></li> <li>● Write Numbers 1-20</li> <li>● Number Flashcards</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a> Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a></p> <p><b>Teacher:</b> Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading  
1-5

SUBJECT/GRADE: Kindergarten

DATES: March

What do students need to do?

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

## Monday (3/1): Letter Xx, Sight Word- what

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Xx! We will be able to recognize it, say the sounds it makes, isolate it in a word and write it! We are also going to be able to recognize, write and read the sight word, what.**
- Create a letter Xx flashcard. Tell your student letter X is a consonant and makes the sounds /ks/. Ask them, "What sound does X make?" (K.RF.3)
- Complete Handwriting page 333 in the handouts.** (K.L.1)
- Complete Phonics page 334 in the handouts.** (Determine the final sound /ks/ of the picture)
- Create a flashcard for the new sight word, what. (K.RF.3)
- Choose ONE of the following activities to practice the new sight word, what.** (K.RF.3)
  - Sight Word Sticky Note Match-** Write 10-12 sight words on a whiteboard or piece of paper. On 10-12 sticky notes, write the same sight words. Have your child match the sticky note to the correct sight word on the whiteboard or paper.
  - Write your sight words in **playdough** using a toothpick!
  - Make a **sight word parking lot**. Draw tiny parking spots on a piece of poster board, and write a sight word in each one. As you name the words, have your child park a toy car in each spot.
  - Mess Free Sight Word Painting-**  
<https://www.scribbledoodleanddraw.com/2012/12/squeezing-in-some-fun.html?m=1>
- Read the Decodeable Max in the handouts. (K.RF.3)
- Optional: Listen to or read The Sleep Book by Dr. Seuss.

## Tuesday (3/2):

- Read the following list of words and have your student jump if the word begins with the sound /j/ and wave if the word begins with the sound /w/.
- Words to Read: water, jungle, juice, winter, wig, jealous, jam, what, where, jelly.**
- Determine if the following CVC words are real or nonsense words. Write ALL of the CVC words down on a piece of paper. Circle the real words and cross out the

nonsense words. **CVC Words to Write: big, dup, lip, fub, cat, kit, pat, pif, fat, tap, muf** (K.RF.2)

- Complete Phonics pg. 339 in the handouts.** (Write the CVC word and determine which words end with /ks/.) (K.RF.2)
- Optional: Listen to or read Oh the Places You'll Go by Dr. Suess.

### Wednesday (3/3): Realism/Fantasy

- Today we are going to review what realism and fantasy are! Realism means something can happen or it's real. Fantasy means it cannot happen or it's make-believe.
- Choose ONE of the following options to practice this skill: (K.RI. 10)
- 1. Choose between Realism and Fantasy and create a story based on what you chose. For example, if I choose fantasy, my story might be about a talking cow who lives on the moon. If I chose realism, my story might be facts about different kinds of ice cream. **Use the writing sheet in the handouts to complete this activity.**
- 2. Complete **Could That Really Happen?** after reading or listening to a book of your choice.
- Optional: Listen to or read Wacky Wednesday by Dr. Suess.

### Thursday (3/4): Questions

- Watch the following video on questions marks-  
<https://www.youtube.com/watch?v=TcVPNBG2bJw>
- Complete Conventions page 341 in the handouts.** (K.L.1)
- Complete Daily Fix-It in the handouts.** Before completing this activity, remember that every sentence begins with a capital letter and ends with some sort of punctuation mark. Today you are going to practice how to use a question mark. (K.L.1, K.L.2)
- Optional: Listen to or read The Cat in the Hat by Dr. Suess

### Friday (3/5):

- Complete **Unit 5 Week 2 Reading Assessment** in the handouts. Please complete this with your child. (K.W.8, K.RI.1, K.SL.5,)
- DL COHORT ONLY:** Complete the Unit 5 Week 2 Assessment during your class Zoom call.
- Optional: Listen to or read The Lorax by Dr. Suess.

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

Submit the Following:

- Handwriting
- CVC Words- Real or Nonsense Words
- Phonics pg. 339
- Daily Fix-it
- 1 Realism/Fantasy Activity
- Unit 5 Week 2 Reading Assessment

Submit Work Via:

	<ol style="list-style-type: none"> <li>1. Electronically via <a href="#">SeeSaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> <li>● <b>K.SL.1</b> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.</li> <li>● <b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● <b>K.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight.</li> <li>● <b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/.</li> <li>● <b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>● <b>K.RF.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>● <b>K.RL.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>● <b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>● <b>K.RL.3</b> With prompting and support, describe characters, settings and major events in a story.</li> <li>● <b>K.RI.1</b> With prompting and support, ask and answer questions about key details in a text</li> <li>● <b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>● <b>K.RI. 10</b> Actively engage in group reading activities with purpose and understanding.</li> </ul>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Handwriting pg. 333</li> <li>● Phonics pg. 334</li> <li>● Decodable- Max</li> <li>● Conventions pg. 341</li> <li>● Phonics pg. 339</li> <li>● Daily Fix-It</li> <li>● Unit 5 Week 2 Reading Assessment</li> <li>● Could That Really Happen?</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Sight Word Flashcards</li> <li>● Alphabet Flashcards- Letter recognition and sound</li> <li>● Epic: <a href="https://www.getepic.com/">https://www.getepic.com/</a> (Ask your teacher for your class code)</li> <li>● Read a book!</li> <li>● Write a story!</li> </ul>

Who can we contact if we have questions?

**Brandon Elementary**

**Building Principal:**

Mr. Horst- [merle.horst@k12.sd.us](mailto:merle.horst@k12.sd.us)

**Teachers:**

Ms. Karl- [Erica.Karl@k12.sd.us](mailto:Erica.Karl@k12.sd.us)

Ms. Osheim- [Laryssa.Osheim@k12.sd.us](mailto:Laryssa.Osheim@k12.sd.us)

Ms. Moots- [Kimberly.Moots@k12.sd.us](mailto:Kimberly.Moots@k12.sd.us)

Ms. Rasmussen- [Jessica.Rasmussen@k12.sd.us](mailto:Jessica.Rasmussen@k12.sd.us)

Mr. Van Sloten- [Jerrid.VanSloten@k12.sd.us](mailto:Jerrid.VanSloten@k12.sd.us)

**Robert Bennis Elementary**

**Building Principal:**

Ms. Hofkamp- [kristin.hofkamp@k12.sd.us](mailto:kristin.hofkamp@k12.sd.us)

**Teachers:**

Ms. Boscaljon- [Marcel.Boscaljon@k12.sd.us](mailto:Marcel.Boscaljon@k12.sd.us)

Ms. Ernste- [Amber.Ernste@k12.sd.us](mailto:Amber.Ernste@k12.sd.us)

Ms. Huber- [Paula.Huber@k12.sd.us](mailto:Paula.Huber@k12.sd.us)

Ms. Sandager- [Emily.Sandager@k12.sd.us](mailto:Emily.Sandager@k12.sd.us)

Ms. Uithoven- [Cassie.Uithoven@k12.sd.us](mailto:Cassie.Uithoven@k12.sd.us)

**Fred Assam Elementary**

**Building Principal:**

Ms. Foster- [susan.foster@k12.sd.us](mailto:susan.foster@k12.sd.us)

**Teachers:**

Ms. Becker- [Kimberly.Becker@k12.sd.us](mailto:Kimberly.Becker@k12.sd.us)

Ms. Feenstra- [Tina.Feenstra@k12.sd.us](mailto:Tina.Feenstra@k12.sd.us)

Ms. Kroger- [Chelsea.Kroger@k12.sd.us](mailto:Chelsea.Kroger@k12.sd.us)

Ms. Nuebel- [Jill.Nuebel@k12.sd.us](mailto:Jill.Nuebel@k12.sd.us)

Ms. Williamson- [Leah.Williamson@k12.sd.us](mailto:Leah.Williamson@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:**

Ms. Palmer- [tanya.palmer@k12.sd.us](mailto:tanya.palmer@k12.sd.us)

**Teacher:**

Ms. Rasmussen- [Emily.Rasmussen@k12.sd.us](mailto:Emily.Rasmussen@k12.sd.us)

**Notes: You are a rock star!**



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Social Studies (Jobs)

SUBJECT/GRADE: Kindergarten

DATES: March 1-5

What do students need to do?

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

## Monday (3/1):

- Watch the BV Week at a Glance instructional video.
- Play career BINGO with someone in your house (materials found in the handouts.) After a card is called and IF it is on your card, explain a duty that person might do. (*Three BINGO cards to choose from.*)(K.G.6.1)
- DL COHORT: Play Community Helpers Bingo on Zoom or use the calling cards to determine who the community worker is.** (K.G.6.1)

## Tuesday (3/2):

- Listen to or read "Oh the Places You'll Go!" (<https://www.youtube.com/watch?v=3U60jboHHFs>)
- Career Day- Dress up as what you want to be when you get older and do something that worker would do. (Ideas: Dress up as a mail carrier and get the mail today. Dress up as a teacher and read a book to someone at home.) (K.G.6.1)
- DL COHORT: Send a picture to your teacher dressed up as a community worker!** (Share it in the class blog) (K.G.6.1)

## Wednesday (3/3):

- Complete the Jobs Assessment in the handouts. (K.G.6.1)

## Thursday (3/4):

- No Assignment!

## Friday (3/5):

- Ketchup and Mustard Day!

What do students need to submit?

How can students submit their work?

Submit the Following:

- Jobs Assessment
- Participation in BINGO
- Picture from Occupation Day

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?	<ul style="list-style-type: none"> <li>● <b>Social Studies- K.G.6.1</b> Describe ways people rely on the environment to meet human needs and wants.</li> </ul>
What materials do students need? What extra resources can students use?	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Career BINGO Card</li> <li>● Career Calling Cards</li> <li>● Jobs Assessment</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● PebbleGo: <a href="https://pebblego.com/">https://pebblego.com/</a></li> <li>● Observe different animals through a nature walk or watching videos of animals.</li> </ul>
Who can we contact if we have questions?	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a> Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a></p> <p><b>Teacher:</b> Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>
<p><b>Notes: We are so proud of you! Keep up the hard work.</b></p>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Our 4 Voices

SUBJECT/GRADE: Kindergarten Music

DATES: Mar 1-5, 2021

What do students need to do?

[Link to BV Music instructional video.](#)

## Monday (3/1): We have 4 different voices. Practice using your 4 voices

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Practice our rhyme using the 4 voices. You can watch the video and practice them along with me, or have an adult help you with the words below.
- Practice the rhyme 3 times in a row, make sure your voice matches the words below.
- This is my speaking voice. I use it every day. This is my whisper voice. It's quieter that way. This is my shouting voice. It sounds like a fight. This is my singing voice, it sounds just right.*
- If you have technology available use this link to watch this song about the 4 voices:



<https://www.quavermusic.com/QR/TH594C>

## Tuesday (3/2): vocal qualities

- Practice singing the ABC's.
- Do the ABC's again but this time have someone in your house choose which voice type you will use. Speaking, whisper, shouting, or singing voice
- Switch roles, and you tell them what voice to use while they do the ABC's

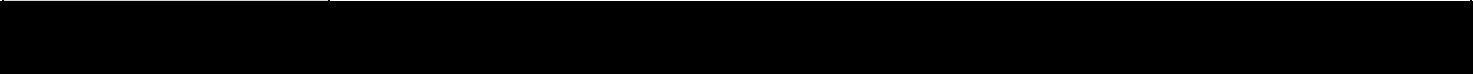
## Wednesday (3/3): our four voices

- Practice our 4 voices rhyme from day 1 again.
- Then tell someone else in your home when or where you would use each voice type---speaking, whisper, shouting and singing. (For example, you might use your shouting voice outside at recess.)

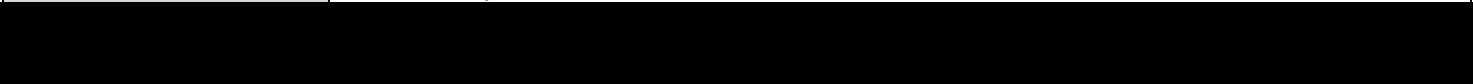
## Thursday (3/4): Use your singing voice

- Today we will practice using our singing voice. You will need to find several of your stuffed animals. If you do not have any animals, any objects would work.
- Put your stuffed animals in a circle on the floor. Choose one animal to start with and you will use your singing voice like this (use the tune to Twinkle Little star) .... **Pink**

	<p><b>pig, Pink pig what do you see? I see a purple bear looking at me.</b> Continue using your singing voice to name the different stuffed animals that you have out. * watch the video above of Mrs. Verburg demonstrating how to play this singing game.]</p> <p><input type="checkbox"/> <b>Assignment to Submit –have someone take your picture while you are singing with your stuffed animals!</b></p> <p><b>Friday (3/5): Use your singing voice.</b></p> <p><input type="checkbox"/> Play the singing game again from yesterday using your stuffed animals.</p> <p><input type="checkbox"/> See if you can find someone in your house to play it with you</p> <p><input type="checkbox"/> You could play the game again, but this time try using your speaking or whisper voice instead of your singing voice.</p> <p><input type="checkbox"/> If you have technology available use the link below to listen to a song on YouTube about our 4 voices (<i>Sing, Speak, Whisper, Shout - A song about different voices</i> )</p> <p><input type="checkbox"/> <a href="https://www.youtube.com/watch?v=HsTu_dYexUI">https://www.youtube.com/watch?v=HsTu_dYexUI</a></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> <p><input type="checkbox"/> 1. A picture of you while you are singing with your stuffed animals</p> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Email it to the teacher</li> <li>2. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>K.MU.Re.8.1.a</b> With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators’/performers’ expressive intent.</p> <p><b>K.MU.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</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"> <li>• Several stuffed animals</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• Youtube Links (see suggestions provided)</li> </ul>
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<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a></p>
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Who can we contact if we have questions?

**Brandon Elementary**

**Building Principal:** Mr. Horst- [Merle.Horst@k12.sd.us](mailto:Merle.Horst@k12.sd.us)

**Music:** Ms. Fode- [Rachael.Fode@k12.sd.us](mailto:Rachael.Fode@k12.sd.us)

**Robert Bennis Elementary**

**Building Principal:** Ms. Hofkamp- [Kristin.Hofkamp@k12.sd.us](mailto:Kristin.Hofkamp@k12.sd.us)

**Music:** Mr. Fode- [Jeff.Fode@k12.sd.us](mailto:Jeff.Fode@k12.sd.us)

**Fred Assam Elementary**

**Building Principal:** Ms. Foster- [Susan.Foster@k12.sd.us](mailto:Susan.Foster@k12.sd.us)

**Music:** Ms. Verberg- [April.Verburg@k12.sd.us](mailto:April.Verburg@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:** Ms. Palmer- [Tanya.Palmer@k12.sd.us](mailto:Tanya.Palmer@k12.sd.us)

**Music:** Ms. Ackerman- [Jodi.Ackerman@k12.sd.us](mailto:Jodi.Ackerman@k12.sd.us)

**Notes:**

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*