

Brandon Valley School District
Distance Learning Plans
March 8-12, 2021

Grade 3



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Understanding Area

SUBJECT/GRADE: 3rd Math

DATES: March 8th-12th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (3/8): Area of Rectangles

- Use daily instructional video and math workbook pages 785-786 as instructions and examples to learn about **area of rectangles**. (3.MD.5) (3.MD.7)
- Complete **Independent Practice pages 787-788 (problems 3-10)** from your math workbook. (3.MD.5) (3.MD.7)

Tuesday (3/9): Area and the Distributive Property

- Use daily instructional video and math workbook pages 791-792 as instructions and examples to learn about using the **Distributive Property** to find the **area of rectangles**. (3.MD.5) (3.MD.7)
- Complete **Independent Practice pages 793-794 (problems 3-11)** from your math workbook. (3.MD.5) (3.MD.7)

Wednesday (3/10): Area of Composite Figures

- Use daily instructional video and math workbook pages 797-798 as instructions and examples to learn about finding the **area of composite figures**. (3.MD.5) (3.MD.7)
- Complete **Independent Practice pages 799-800 (problems 2-10)** from your math workbook. (3.MD.5) (3.MD.7)

Thursday (3/11): Check My Progress

- Watch daily instructional video and complete **Check My Progress pages 803-804 (problems 1-7)** located in your math workbook. (3.MD.5) (3.MD.7) (3.MD.8)

Friday (3/12): Area and Perimeter

- Use daily instructional video and math workbook pages 805-806 as instructions and examples to review **area and perimeter**. (3.MD.5) (3.MD.7) (3.MD.8)
- Complete **Independent Practice pages 807-808 (problems 2-8)** from your math workbook. (3.MD.5) (3.MD.7) (3.MD.8)

What do students need to submit?

How can students submit their work?

Submit the Following:

- Independent Practice pages 787-788 (problems 3-10) from math workbook
- Check My Progress pages 803-804 (problems 1-7) from math workbook

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?	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter Given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
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"> • Math Workbook <p>Extra Resources:</p> <ul style="list-style-type: none"> • Scratch paper to show work • Online Geoboard https://apps.mathlearningcenter.org/geoboard/
What can students do if they finish early?	<ul style="list-style-type: none"> • Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)
Who can we contact if we have questions?	<p><u>Brandon Elementary</u></p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@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. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@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. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@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. Abens- lindsey.abens@k12.sd.us</p>
Notes: Remember to continue practicing your multiplication and division facts at home!	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Good-Bye, 382 Shin Dang Dong

SUBJECT/GRADE: 3rd Grade Reading

DATES: March 8th-12th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (3/8): Phonics - Vowel Patterns a, au, aw, al, augh, ough; Sequence

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 256-257 to learn about words with the **vowel sound in ball** as in *small, because, lawn, talk, taught, and cough*. (3.L.2) (3.RF.3)
- Complete **Vowel Patterns (a, au, aw, al, augh, ough) page 338 (numbers 1-15)** located in the handouts. (3.L.2)
- Using your Reading Street textbook, read pages 258-259 to learn about **Sequence**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RL.1) (3.RL.3) (3.RF.4)

Tuesday (3/9): Compound Words and Vocabulary

- Use daily instructional video and page 260 in your Reading Street textbook to learn about **compound words**. Then read "How to Do a Move" on page 261. (3.L.4) (3.RF.3)
- Look for your weekly **vocabulary words** listed below in the story. You can look them up in the glossary found in the back of the reading book. (3.L.4) (3.RF.3)
- Complete the **Vocabulary page 345 (numbers 1-5)** located in your handouts. (3.L.1) (3.L.4)

Vocabulary Words: homesick, raindrops, farewell, described, airport, memories, curious, delicious, cellar

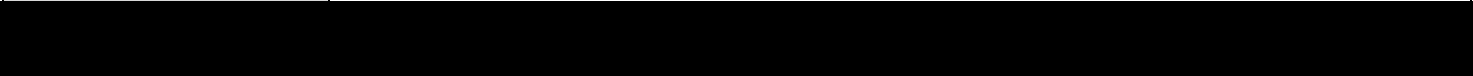
Wednesday (3/10): Comprehension

- Watch daily instructional video and read aloud "**Good-Bye, 382 Shin Dang Dong**" pages **262-279** from Reading Street textbook. (3.RL.1) (3.RL.3) (3.RF.3) (3.RF.4)
- Discuss the **Think Critically (questions 1-4)** on page 280 in your Reading Street textbook with someone at home. (3.RL.1) (3.RL.3)

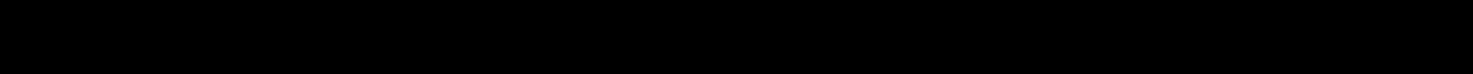
Thursday (3/11): Adverbs and Written Response

- Use daily instructional video and Page 1 in your handouts to learn about adverbs. Complete **Adverbs page 314** located in your handouts. (3.L.1)
- Complete the **Written Response to the Selection** (pages 137-138) located in the **handouts**. You will need to look back in the story "Good-Bye, 382 Shin Dang Dong" in

	<p>your Reading Street textbook to complete this assignment. <u>Use the checkboxes on handout page 137 to help you with your written response. You must check all boxes before you submit.</u> (3.RL.1) (3.L.1) (3.L.2) (3.W.10)</p> <p><input type="checkbox"/> “The Coffee Bean for Kids” Connection: Think back to “The Coffee Bean for Kids” when Mrs. Spring said, “When I look at you, I don’t see a carrot, and I don’t see an egg. I see a coffee bean who will overcome challenges and change the world.” Think of a challenge you have overcome by acting like a coffee bean. Complete the Lesson 4 Resource A “Being a Coffee Bean” page located in the handouts. Use what we’ve learned about adjectives and adverbs while working on this assignment. Discuss with someone at home. (3.L.1) (3.W.10)</p> <p>Friday (3/12): Vocabulary, Word Study, Comprehension</p> <p><input type="checkbox"/> Complete the Reading Test “Good-Bye, 382 Shin Dang Dong”. The reading test is located in the handouts section in Seesaw or in the printed packet. Reminder: This test should be completed independently. (3.RL.1)(3.RL.3) (3.L.4) (3.RF.3) (3.RF.4)</p> <p><input type="checkbox"/> “The Coffee Bean for Kids” Connection: In the story “Good-Bye, 382 Shin Dang Dong” the main character, Jangmi, had to overcome a difficult situation. Think of ways you can help others overcome challenges. Complete the Lesson 5 Resource A “Rule #1 - Help Others” page located in the handouts. Discuss with someone at home. (3.L.1) (3.W.10)</p>
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<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following: located in handouts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vowel Patterns (a, au, aw, al, augh, ough) page 338 (numbers 1-15) <input type="checkbox"/> Vocabulary page 345 (numbers 1-5) <input type="checkbox"/> Adverbs page 314 <input type="checkbox"/> Written Response to the Selection (pages 137-138) <input type="checkbox"/> Reading Test “Good-Bye, 382 Shin Dang Dong” <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>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension. (4.b)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1.a.)</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.f.)</p> <p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>
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	<p>3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>
<p>What materials do students need? 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"> ● Reading Street textbook ● Handouts for the week from Seesaw or printed packet <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://drive.google.com/file/d/1SI3_vQIF9FD0ZdF5_U9FrOeFyeyjT3YS/view?usp=sharing - The Coffee Bean for Kids (read aloud) ● Savvas Realize Online: https://www.savvasrealize.com/index.html#/
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Explore resources on Savvas Realize website ● Freckle - www.freckle.com ● Epic! - www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens - lindsey.abens@k12.sd.us</p>
<p>Notes: Keep reading for 20 minutes every night!</p>	

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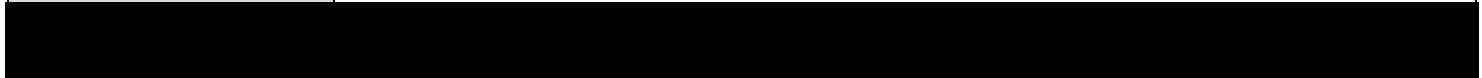
LESSON/UNIT: Invisible Forces/U.S. Government

SUBJECT/GRADE: SS/Science/3rd Grade

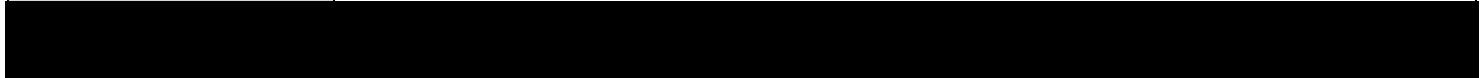
DATES: March 8th-12th



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video</p>	<p>Monday (3/8): Social Studies - U.S. Government</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Read the Pebble Go article “Declaration of Independence” located in your handouts. Explain the importance of The Declaration of Independence in your own words to someone at home. (3.C.2.1) <p>Tuesday (3/9): Science - Invisible Forces</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Exploration portion of the “How can you unlock a door using a magnet?” Mystery Science video OR read transcripts located in the handouts. Discuss the questions throughout the online video/transcripts with someone at home. (3-PS2-3) <p>Wednesday (3/10): Social Studies - U.S. Government</p> <ul style="list-style-type: none"><input type="checkbox"/> Read the Pebble Go article “U.S. Constitution” located in your handouts. Explain the importance of The U.S. Constitution in your own words to someone at home. (3.C.2.1) <p>Thursday (3/11): Science - Invisible Forces</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Hands-On Activity portion of the “How can you unlock a door using a magnet?” Mystery Science video OR read transcripts located in handouts. Complete the Hands-On Activity (Steps 1-18) as described in the video/transcripts. (3-PS2-3) (3-PS2-4) <p>Friday (3/12): Social Studies/Science - Review and Extend</p> <ul style="list-style-type: none"><input type="checkbox"/> Use this day to get caught up on your Social Studies and Science work from the week. You can review pages in your “How America Works” magazine or watch the Wrap-Up/Anchor Connection portions of the Mystery Science video. You can also check out the “What do I do if I finish early?” section for more ideas.
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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"/> No required assignments this week <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 teacher3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution.</p> <p>3-PS2-3 Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>
<p>What materials do students need? 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"> ● Handouts for the week ● Mystery Science Supplies - cardstock, dot stickers, index cards, paper clips, fastener, ring-magnet
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● NGSS aligned experiments: https://www.hookedonscience.org/nextgenerationsciencestandards.html ● Read/listen to books on Epic! related to social studies/science www.getepic.com ● Explore the website www.wonderopolis.org
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
<p>Notes: The longest serving senator was in office for more than 51 years! You can check out more facts on Epic! Go to www.getepic.com and search: Weird-but-True Facts about U.S. History.</p>	

Brandon Valley School District Distance Learning Plan

COUNSELING LESSON: Seeking Attention; Disappointment; Patience; Empathy; Lynx Way – Responsibility WEEK: 3/8/2020 – 3/12/2020

What do students need to do?

[Link to BV Counseling instructional video](#)

Monday (3/8): Seeking Attention

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- **Negative Ways Children get Attention**
 - Tattle
 - Interrupt
 - Temper Tantrum
 - Inappropriate Words
 - Act Out
 - Loud Voice
- **Positive Ways to Get Attention**
 - Raising Hand (school)
 - Using Manners
 - Being Respectful
 - Giving Compliments
 - Being helpful
 - Smiling
 - Starting friendly conversations
- **Discuss the strategies the students use to get attention at home and at school.**
- **Recommended Reading:**
 - [Decibella and her 6 Inch Voice](#) – Julia Cook
<https://www.youtube.com/watch?v=T5fpfEn4u9g>

Tuesday (3/12): Disappointment

- **What is disappointment?**
 - Sadness or displeasure caused by nonfulfillment of one's hopes or expectations
- **How does one handle disappointment?**
 - Take a breath
 - Feel the feeling
 - Say, "I can handle this."
- **Identify personal events that caused students to feel disappointed, the strategy they used when the disappointment occurred and the outcome or results.**
- **Recommended Reading:**
 - [You Get What You Get](#) - Julie Grassman and Sarah Horne
<https://www.youtube.com/watch?v=wbzWm6F-Ls>

Wednesday (3/10): Patience

- **What is patience?**

- The capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset.
- Waiting
- **Activity - Discuss**
 - *When do you need to be patient?*
 - *Tell of a time when it was difficult for you to be patient.*
 - *What are some strategies you can use when you need to be patient?*
 - *Why is it important to have patience?*
- **Recommended Reading:**
 - Waiting Is Not Easy - Mo Willems
https://www.youtube.com/watch?v=HTS_ohuhhPA

Thursday (3/11): Empathy

- **What is Empathy?**
 - The ability to understand and share the feelings of others.
 - Empathy is important because it helps us understand how others are feeling so we can respond appropriately to the situation.
 - We teach empathy by explaining our emotions during significant events.
- **Recommended Reading:**
 - Stand in My Shoes - Bob Sornson
<https://www.youtube.com/watch?v=pS4p-7JVs00>

Friday (1/15): Lynx Way - Responsibility

- **Responsibility**
 - Taking care of something or someone
 - Accepting the results of our decisions
 - Being trustworthy, reliable and accountable
- **What responsibilities do students have?**
 - Chores
 - School work
 - Friendship
 - Family
- **What happens when we do not fulfill our responsibilities?**
 - We may harm or endanger others
 - People lose trust in us
 - You could cause damage to property
 - You may hurt your ability to achieve your goals
- **Activity:**
 - *Make a list of your responsibilities and what would happen if you failed to be responsible.*
- **Recommended Reading:**
 - What If Everybody Did That? Colleen M. Madden
<https://www.youtube.com/watch?v=SD0apYFz5gg>

What do students need to submit?

Submit the Following (Optional):

- 1. Nothing to Submit

How can students submit their work?	Submit Work Via: <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
What standards do the lessons cover?	American School Counselor Association (ASCA) Standards for Students: PS: A1.1 - develop positive attitudes toward self as a unique and worthy person PS: A1.2 - identify values, attitudes and beliefs PS: A1.5 - Identify and express feelings PS: A1.6 - distinguish between appropriate and inappropriate behavior PS: A1.8 - understand the need for self-control and how to practice it PS: A1.10 - identify personal strengths and assets PS: A2.1 - recognize that everyone has rights and responsibilities PS: A2. 6 - use effective communication skills PS: B1.2 - understand consequences of decisions and choices PS: B1.4 - develop effective coping skills for dealing with problems PS: B1.6 - know how to apply conflict resolution skills
What materials do students need? What extra resources can students use?	Required Materials: <ul style="list-style-type: none"> • N/A Extra Resources: <ul style="list-style-type: none"> • N/A
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?	Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Mrs. Kolb- Vickie.Kolb@k12.sd.us Robert Bennis Elementary Building Principal: Mrs. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Mrs. Osheim- Tammy.Osheim@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Mrs. Nelson- Angie.Nelson@k12.sd.us Valley Springs Elementary Building Principal: Mrs. Palmer- Tanya.Palmer@k12.sd.us Counselor: Mrs. Palmer- Tanya.Palmer@k12.sd.us
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District