

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 11: Customary Measurement

SUBJECT/GRADE: Math

DATES: March 8-12

What do students need to do?

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

Monday (03/08):

- This week, we will move into Chapter 11: Customary Measurement. We will start in Lesson 1 and Lesson 2: Customary Units of Length and Converting Customary Units of Length, **recognizing and understanding the relative sizes of measurement units.**
- Use pg. 697-698 as a guide, as you complete pg. 701-702. (4.MD.1) (4.MD.2)
- Use the 'Customary Conversion Chart' and complete pg. 705.

Tuesday (03/09): Watch the daily instructional video.

- Today, we will focus on Lesson 3 and 4, Customary Units of Capacity and Converting Customary Units of Capacity, **recognizing that capacity is how much liquid a container can hold, and different units measure different amounts.**
- Use 'Gallon Man' and pg. 709-710 as a guide, as you complete 713 and 717. (4.MD.1)

Wednesday (03/10): Watch the daily instructional video.

- Weight refers to how heavy an object is, and the measurements for weight are ounce, pound, and ton.** Today, we will look at Lesson 5 and Lesson 6, as we look at the units of weight, as well as how to convert between units.
- Use the 'Customary Conversion Chart' as you complete pg. 725 and 731. (4.MD.1)

Thursday (03/11): Watch the daily instructional video.

- Today, **we will apply what we have learned in conversion to the units of time.**
- Use pg. 735-736 as a guide, as you complete pg. 737. (4.MD.1)

Friday (03/12): Watch the daily instructional video.

- In this lesson, **we will demonstrate our understanding of measurement through the use of a line plot. We will represent measurement data for fractions of a unit.**
- Use pg. 743-744 as a guide, as you complete pg. 744-745. (4.MD.4)

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

Submit the Following:

- 1. Lesson 2, pg. 705
- 2. Lesson 3 and 4, pg. 713 and 717
- 3. Lesson 6, pg. 731

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred method, if possible)
2. Email it to the teacher

	<p>3. Drop off at school</p>
<p>What standards do the lessons cover?</p>	<p>4.MD.1- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table</p> <p>4.MD.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale</p> <p>4.MD.4-- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots</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"> ● Math Workbook ● Customary Conversion Chart <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=9VKbD2oxHpk - Customary Conversion Length ● https://www.youtube.com/watch?v=RQc0adtgc60 - Customary Conversion Capacity
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Complete pg. 696, 721-722, 733-734 in your math workbook. ● https://www.mathgames.com/skill/4.7-compare-and-convert-customary-units - Compare and Convert Customary Units ● https://www.sheppardsoftware.com/mathgames/menus/measurement.htm - Measurement Games ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
<p>Who can we contact if we have questions?</p>	<p>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</p>

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

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 5 Lesson 3

SUBJECT/GRADE: Reading/4th

DATES: March 8-12

What do students need to do?

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

Monday (03/08): Watch the daily instructional video.

- Our weekly story, 'Cliffhanger', **a realistic fiction selection, is fictional writing with believable characters, setting, and events.** Read the selection, pg. 234-245.
- The vocabulary strategy this week is unfamiliar words. **Remember to use the strategy of context clues to determine the meaning of unfamiliar words.** (4.L.4)
- Complete Vocabulary, pg. 340.

Tuesday (03/09): Watch the daily instructional video.

- Recall that Literary Elements include the characters, setting, and events within a text. Use the details from the given selection as you complete Character, Plot, and Theme,** pg. 266. (4.RL.3)
- Today, **we will focus on Greek Word Parts. We will understand that the greek word parts have the following meanings: 'phon' - sound, 'graph' - write, 'meter' - measure, 'scop' - see, and 'micro' - small.** Complete Greek Word Parts, pg. 263.

Wednesday (03/10): Watch the daily instructional video.

- In today's lesson, we will continue to look at adjectives, as we recall the story 'The Coffee Bean for Kids'. **Remember that an adjective is a word used to describe a noun or pronoun.** In this case, you will sort adjectives that describe the character of the carrot, egg, and the coffee bean, as you complete Lesson 1: Adjectives. (4.L.3)
- We will demonstrate our understanding of rising action, climax, and resolution,** as we complete Character, Plot, and Theme, pg. 270

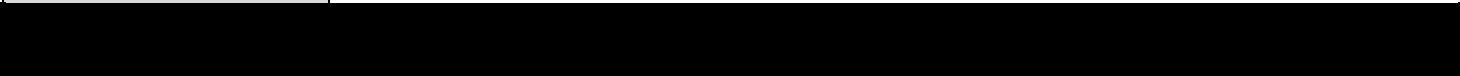
Thursday (03/11): Watch the daily instructional video.

- Using 'The Coffee Bean for Kids', you will apply an example in your life of when you overcame a challenge and modeled the behavior of the coffee bean.
- Begin by completing the Lesson 4, Challenge Writing Graphic Organizer. Discuss your graphic organizer with a partner, adding any new ideas or details. (4.SL.1)
- Utilizing the graphic organizer you completed, write a well-developed paragraph.

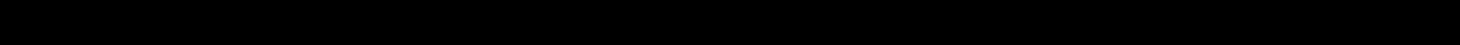
Make sure you: (4.W.1)

1. write a topic sentence, stating the challenge
2. use adjectives to express how you felt during this challenge
3. provide several details describing how you overcame that challenge

	<p>4. try to use correct spelling, capitalization, punctuation, grammar, and sentences</p> <p>Friday (03/12): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will show our understanding of the weekly vocabulary and comprehension skill, by completing the Weekly Reading Assessment, pg. 133-136. (4.L.4) (4.RL.3) <input type="checkbox"/> Today, we will use our knowledge of greek word parts, as we proofread and spell our weekly words correctly. Complete Greek Word Parts, pg. 347.
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What do students need to submit?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Vocabulary, pg. 340 <input type="checkbox"/> 2. Character, Plot, Theme, pg. 266 <input type="checkbox"/> 3. Greek Word Parts, pg. 263 <input type="checkbox"/> 4. Lesson 1: Adjectives (Wednesday) <input type="checkbox"/> 5. Lesson 4 Writing (paragraph) <input type="checkbox"/> 6. Weekly Reading Assessment, pg. 133-136
How can students submit their work?	<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



What standards do the lessons cover?	<p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.</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 materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Pencil ● Reading handouts <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) ● https://www.youtube.com/watch?v=MAu3e5GZo4k&t=63s - Understanding Theme
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What can students do if they finish early?	<ul style="list-style-type: none"> ● https://mrswarnearlington.weebly.com/theme.html - Literary Term: Theme ● 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 <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/ ○ https://www.freechildrenstories.com/ ○ www.epic.com
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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:

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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

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Valley Springs Elementary

Building Principal:

Ms. Palmer- tanya.palmer@k12.sd.us

Teacher:

Ms. Lueders- laura.lueders@k12.sd.us

Notes:

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Energizing Everything/Bufalo

SUBJECT/GRADE: Science/Social SS - 4th

DATES: March 8-12

What do students need to do?

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

Monday (03/08): Science

- As we continue into Lesson 6 of the Energizing Everything Unit, **we will learn about electricity as a form of energy. We will make observations of how energy is transferred through electricity.**
- Watch the video/read the transcript for Lesson 6: What if there were no electricity? As you watch the video, complete the Lesson 6 Mystery Assessment. (4-PS3-2)

Tuesday (03/09): Science

- In the activity, Build a Flashlight, **we will investigate how electrical energy requires a circuit.** We will make our own mini flashlights from LEDs, button batteries, and strips of aluminum foil. Watch the activity portion of the Lesson 6 video.
- Complete the Build a Flashlight activity. (4-PS3-4)

Wednesday (03/10): Social Studies

- Today, we will continue traveling through South Dakota as we visit the town of Buffalo. **We will learn about events in South Dakota history, as well as how Native Americans use parts of the buffalo, as we read the Buffalo Travel Guide.**
- Complete Buffalo: Discussion Questions. (4.H.1.1)

Thursday (03/11): Social Studies

- Using the information you learned about buffalo, the animal, and the town of Buffalo in the Travel Guide, and complete the Buffalo Postcard assignment. (4.H.1.1)

Friday (03/12):

- No Assignment

What do students need to submit?

How can students submit their work?

Submit the Following:

- 1. Mystery 6 Assessment
- 2. Flashlight Maker worksheet
- 3. Buffalo: Discussion Questions
- 4. Buffalo Postcard

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred method, if possible)
2. Email it to the teacher
3. Drop off at school

<p>What standards do the lessons cover?</p>	<p>4-PS3-2 - Make observations to provide evidence for how energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-4 - Design, test, and refine a device that converts energy from one form to another.</p> <p>4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota</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"> ● Mystery 6 Video/Transcript ● Flashlight Maker worksheet ● Buffalo Travel Guide ● Buffalo: Discussion Questions ● Buffalo Postcard <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=Uf76pThNXZc - Electricity Video for Kids ● https://www.youtube.com/watch?v=zGfn7UKSnB4 - All About Bison for Kids
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://sciencewiz.com/portals/electricity/ - Portal to Discovery - Electricity ● http://nebraskastudies.org/en/1500-1799/emergence-of-historic-tribes/bison-a-plains-supermarket/ - Bison Interactive ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<p>Who can we contact if we have questions?</p>	<p>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</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Sculpture/ Bobbleheads

SUBJECT/GRADE: Art/ 4th Grade

DATES: 3/8/2021-3/12/2021

What do students need to do?

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

Monday (3/8):

- Watch the Art instructional video (link can be found in the upper left corner of this document).
- Day 1: Bobbleheads:** Make the salt dough, by following the recipe included. ****Note:** this will make multiple. The consistency should be like play-doh. If the mixture is too dry, mix in small amounts of water until it is the correct consistency. If the mixture is too wet, mix in small amounts of flour until it is the correct consistency.
- If you would rather Crayola Model Magic is available at Dollar General, for \$1 a pack; or if you can you playdough.

Tuesday (3/9):

- Day 2: Bobbleheads: Head:** Create a pinch pot for the head of your bobblehead using $\frac{1}{2}$ of dough for the head. **(If you are using the salt dough, use about $\frac{1}{4}$ of your dough)** Put remaining dough into a ziplock bag or an air-tight container. Roll your dough into a ball, push your thumb into the top. Spin the dough around your thumb to create the opening of your pinch pot.

Wednesday (3/10):

- Day 3: Bobbleheads: Body:** using the remaining $\frac{1}{2}$ of your dough, split it into 2 equal parts. One part is for the body, create a chicken nugget shape for the body of your bobblehead. It should be about a pinky width thick. With the other part of your dough, split into $\frac{1}{3}$'s. $\frac{1}{3}$ is for the feet, make flat round circles and attach them to the bottom of the chicken nugget body shape. The next $\frac{1}{3}$ is for the arms, attach them to the sides of the body shape. The last $\frac{1}{3}$ is for the neck, measure how tall you need to make the neck by putting it inside of the head, once you have the correct length; attach it to the body. Allow to dry.
- If you are using the salt dough you may need to wait 24-48 hrs for it to air dry or you can bake it in the oven at 200 degrees or 30 min, check to see if it is dry. Put it in longer if needed.

Thursday (3/11):

- Day 4: Bobbleheads:** Add details to your bobblehead.

Friday (3/12):

	<input type="checkbox"/> Day 5: Bobbleheads: Create a display for your bobblehead: If you made an alien, create outer space. If you made a penguin, create Antarctica or an iceberg to put it one.
What do students need to submit? How can students submit their work?	Submit the Following (Optional): <ul style="list-style-type: none"> <input type="checkbox"/> 1. Take a picture of your bobblehead 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?	4.VA.Cr.1.1 Brainstorm multiple approaches to a creative art or design problem. 4.VA.Cr.1.2 Set goals and create artworks that are meaningful and have purpose to the makers. 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: <ul style="list-style-type: none"> ● If making salt dough (salt, flour and water), clay/play doh/model magic, paper, pencils, and something to color with (crayons, markers, colored pencils), any extra details you would like to add Extra Resources: <ul style="list-style-type: none"> ● 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
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District