

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

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 5

SUBJECT/GRADE: Math / Kindergarten

DATES: March 8-12

What do students need to do?

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

Monday (3/8): Check My Progress

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to add? (Chapter 5)*
- Complete **Check My Progress** on pages 337-338 in your math workbook (Volume 1.)

Tuesday (3/9): Lesson 3

- Read **Gus the Plus Sign** in the handouts.
- Complete **Lesson 3: Use the + Symbol** on pages 339-342 in your math workbook (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)

Wednesday (3/10): My Homework

- Complete My Homework (Lesson 3) on pages 343-344 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)

Thursday (3/11): Lesson 4

- Complete **Lesson 4: Use the = Symbol** on pages 345-348 in your math workbook (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)

Friday (3/12): My Homework

- Complete My Homework (Lesson 4) on pages 349-350 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)

What do students need to submit?

How can students submit their work?

Submit the Following:

- Check My Progress
- Lesson 3 (Guided Practice + Independent Practice)
- Lesson 4 (Guided Practice + Independent Practice)

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>K.OA. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. 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.) 2. Solve addition and subtraction word problems. a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total 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) b. Add and subtract within 10, eg., by using objects or drawings to represent the problem. 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., $5 = 2 + 3$ and $5 = 4 + 1$). 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. 5. Fluently add and subtract within 5.
<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"> ● Math Workbook- Volume 1
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Go to the seesaw activity and click on the link Fun Brain: https://www.funbrain.com/ ● Write Numbers 1-20 ● Number Flashcards ● Count to 100 by ones and tens
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us</p> <p>Valley Springs Elementary Building Principal:</p>

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

Teacher:

Ms. Rasmussen- Emily.Rasmussen@k12.sd.us

Notes:

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Reading

SUBJECT/GRADE: Kindergarten

DATES: March 8-12

What do students need to do?

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

Monday (3/8): Letter Uu, Sight Word- said

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the vowel U! 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, said.**
- Create a letter Uu flashcard. Tell your student letter U is a vowel and makes a short and long sound. Ask them, "What sounds does U make?" (K.RF.3)
- Complete Handwriting page 345 in the handouts.** (K.L.1)
- Complete Phonics page 346 in the handouts.** (Determine the beginning sound /u/ for the pictures)
- Create a flashcard for the new sight word, said. (K.RF.3)
- Choose ONE of the following activities to practice the new sight word, said.** (K.RF.3)
 - Said Worksheet**
 - 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 Decodable **Fun for Jud** in the handouts. (K.RF.3)

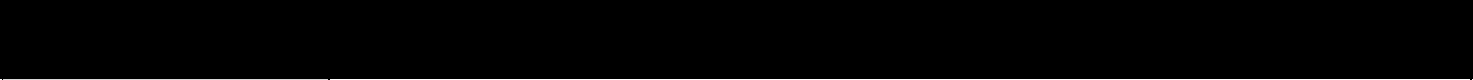
Tuesday (3/9):

- Complete **High-Frequency Words** page 349 in the handouts OR complete the following Kahoot! (K.RF.3)
- Kahoot Link- https://kahoot.it/challenge/0547432?challenge-id=bdc4b3cd-41d9-4e0b-9bb8-954e79ece20d_1614607585374 (Game Pin: **0547432**)
- Complete **CVC Look 'N' Write** in the handouts. (All CVC words have the vowel u.) (K.RF.2)
- Watch the following video- <https://www.youtube.com/watch?v=MgRItYwvIWl>

	<p>Wednesday (3/10): Cause/Effect</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today we are going to review cause and effect! Remember that the cause is WHY something happens and an effect is WHAT happened. (K.RL.3) <input type="checkbox"/> Listen to <u>The Snowy Day</u> by Ezra Jack Keats. (K.RL.3) <input type="checkbox"/> Link- https://www.youtube.com/watch?v=FmZCQfeWjeQ <input type="checkbox"/> After reading the book, <u>The Snowy Day</u> by Ezra Jack Keats, cut and paste the cause and effect cards under the correct flap. (Materials found in the handouts. Please see the instructional video on how to complete this.) (K.RL.3) <p>Thursday (3/11): Question Marks and Capital Letters</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Conventions: Questions Marks and Uppercase Letters page 353 in the handouts. (K.L.1) <input type="checkbox"/> Complete Daily Fix-It (Trucks Roll!) in the handouts. (K.L.2) <input type="checkbox"/> 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 using a question mark, a period and fixing other mistakes. (K.L.1, K.L.2) <p>Friday (3/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Unit 5 Week 3 Reading Assessment in the handouts (no writing section this week.) Please complete this with your child. (K.W.8, K.RI.1, K.SL.5,) <input type="checkbox"/> DL COHORT: Complete the Unit 5 Week 3 Assessment during your class Zoom call.
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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"/> Handwriting pg. 345 <input type="checkbox"/> CVC Look 'N' Write <input type="checkbox"/> Daily Fix-It <input type="checkbox"/> The Snowy Day Cause and Effect <input type="checkbox"/> Unit 5 Week 3 Assessment <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>	<ul style="list-style-type: none"> ● K.SL.1 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. ● K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ● K.RF.3 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. ● K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters
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	<p>of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/.</p> <ul style="list-style-type: none"> ● K.L.2 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). ● K.RF.2 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.1 (This does not include CVCs ending with /l/, /r/, or /x/.) ● K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ● K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. ● K.RL.3 With prompting and support, describe characters, settings and major events in a story. ● K.RI.1 With prompting and support, ask and answer questions about key details in a text. ● K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● K.RI. 10 Actively engage in group reading activities with purpose and understanding.
<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"> ● Handwriting pg. 345 ● Phonics pg. 346 ● High-Frequency pg. 349 ● CVC Look 'N' Write ● Conventions pg. 353 ● Daily Fix-It ● The Snowy Day Cause and Effect ● Unit 5 Week 3 Assessment
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Sight Word Flashcards ● Alphabet Flashcards- Letter recognition and sound ● Epic: https://www.getepic.com/ (Ask your teacher for your class code) ● Read a book! ● Write a story!
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us Fred Assam Elementary</p>

Building Principal:

Ms. Foster- susan.foster@k12.sd.us

Teachers:

Ms. Becker- Kimberly.Becker@k12.sd.us

Ms. Feenstra- Tina.Feenstra@k12.sd.us

Ms. Kroger- Chelsea.Kroger@k12.sd.us

Ms. Nuebel- Jill.Nuebel@k12.sd.us

Ms. Williamson- Leah.Williamson@k12.sd.us

Valley Springs Elementary**Building Principal:**

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

Teacher:

Ms. Rasmussen- Emily.Rasmussen@k12.sd.us

Notes: You are a rock star!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Social Studies

SUBJECT/GRADE: Kindergarten

DATES: March 8-12

What do students need to do?

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

Monday (3/8):

- Watch the BV Week at a Glance instructional video.
- Read through the **Lakǎóta Star Quilts Powerpoint Presentation** in the handouts OR by clicking on the following link-
<https://docs.google.com/presentation/d/1vqny3RiU5U6rCLy-lo0DKK9HvQemNvkfLJY2KUSG42A/edit?usp=sharing> (OSEU4.2)
- Watch the following video (3 minutes)-
<https://www.youtube.com/watch?v=2oxtPHXqkzo> (OSEU4.2)
- After looking at the **Lakǎóta Star Quilts Powerpoint Presentation and viewing the video**, how is “being a good relative” similar to “being a coffee bean?” If you need a refresher, the link to our [Coffee Bean for Kids](#) read aloud can be found in the extra resource section of this distance learning plan. (Verbally share your answer with someone at home.)

Tuesday (3/9):

- What is one way Lakǎóta people show respect? (OSEU4.2)
- One way Lakǎóta people show respect for others is through star quilts! Today you are going to create your own **Lakǎóta Star Quilt** to honor someone you respect. (The format for the quilt can be found in the DL handouts.) All of the ways to show respect for others are also great ways to be a Coffee Bean. (OSEU.2)

Wednesday (3/10):

- Today you are going to fill out an **Honor Card** to give more information on who you designed your quilt for and what the design means. (See example on slide 9 of the powerpoint.) (OSEU4.2)
- Example of Honor Card: This quilt is for **my grandpa**. I chose these colors because **the colors represent water and grass AND his favorite football team is the Seahawks**. (OSEU4.2)

Thursday (3/11):

- No Assignment!

Friday (3/12):

- Ketchup and Mustard Day!

<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"/> Star Quilt <input type="checkbox"/> Honor Card <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
<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> ● Social Studies- OSEU4.2 – Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakowin tiospaye.
<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"> ● Powerpoint Link/Handouts ● Star Quilt ● Honor Card <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)
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Karl- Erica.Karl@k12.sd.us Ms. Osheim- Laryssa.Osheim@k12.sd.us Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us Ms. Ernste- Amber.Ernste@k12.sd.us Ms. Huber- Paula.Huber@k12.sd.us Ms. Sandager- Emily.Sandager@k12.sd.us Ms. Uithoven- Cassie.Uithoven@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Becker- Kimberly.Becker@k12.sd.us Ms. Feenstra- Tina.Feenstra@k12.sd.us Ms. Kroger- Chelsea.Kroger@k12.sd.us Ms. Nuebel- Jill.Nuebel@k12.sd.us Ms. Williamson- Leah.Williamson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p>

Teacher:

Ms. Rasmussen- Emily.Rasmussen@k12.sd.us

Notes: We are so proud of you! Keep up the hard work.

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: High and Low Sounds

SUBJECT/GRADE: Kindergarten Music

DATES: March 8-12, 2021

What do students need to do?

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

Monday (3/8):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- There can be high and low sounds in music. High sounds are way up high in the sky, and low sounds are down in the ground sounds.**
- Practice our rhyme using your high voice for Grandma and your low voice for Grandpa. 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 and add actions to match the words.
- These are Grandma's glasses. This is Grandma's hat. This is the way she folds her hands and puts them in her lap. These are Grandpa's glasses. This is Grandpa's hat. This is the way he folds his arms and then he takes a nap!!*

Tuesday (3/9): high and low with your speaking voice

- Pretend to be a baseball pitcher.
- Pretend to throw the baseball and use a high voice and say....."**pitch it high**". Throw the pretend ball again and use a low voice for "**pitch it low.**"
- For "**1,2,3,4,..let's go,**" choose a high or low voice.
- Have someone in your home watch and listen to your high and low voice!



Wednesday (3/10): What makes high and low sounds

- Practice the Grandma rhyme from day 1 again. Be sure to use your high and low voice

- Listen to sounds around you at your house. Tell someone else in your home some of the high sounds and low sounds that you hear.
- Did you hear more high sounds or low sounds in your house?
- If you have technology available use the link to go to You Tube and try this high and low game.
- <https://www.youtube.com/watch?v=V9yp99xGP6s&t=61s>

Thursday (3/11): Instruments that make a high and low sound. +

- Today You will listen to 2 different instruments.
- The first instrument is called a flute. It makes very high sounds. Follow the link below to watch and hear a flute sound or watch the video of Mrs. Verburg to hear an example.
- <https://www.youtube.com/watch?v=NEzSJW8s-V8>
- Listen to the Flute again and this time.... make your body match the high sound of the flute.....go on your tippy toes and reach your arms as high as you can
- The 2nd instrument is called a Tuba. It makes very low sounds. Follow the link below to watch and hear a tuba sound or watch the video of Mrs. Verburg to hear an example.
- <https://www.youtube.com/watch?v=ilt6O8L9Tmg>
- Listen to the Tuba again and this time.... make your body match the low sound of the Tuba. Get down low and crawl on the floor.

Friday (3/12): Instruments that make a high and low sound.

- Color the pictures (in the packet) of the Flute (high sound) and Tuba (Low Sound.)
- Assignment to Submit –Color the picture of the 2 instruments below and submit a picture to your teacher. For fun, circle which one is your favorite!**

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

Submit the Following (Optional):

- 1. Your finished picture of the 2 instruments (circle your favorite)

Submit Work Via:

1. Email it to the teacher
2. Drop off at school

What standards do the lessons cover?

K.MU.Pr.4.3.a With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent.

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> Printed coloring pages, crayons <p>Extra Resources:</p> <ul style="list-style-type: none"> Youtube Links (see suggestions provided)
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Music: Ms. Fode- Rachael.Fode@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Music: Mr. Fode- Jeff.Fode@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Music: Ms. Verberg- April.Verburg@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District