

Brandon Valley School District  
Distance Learning Plans  
March 15-19, 2021

Grade 3



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Perimeter and Area

SUBJECT/GRADE: 3rd Math

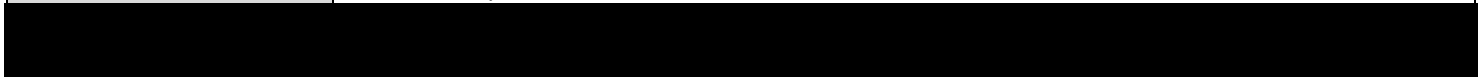
DATES: March 15th-19th



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Week at a Glance Instructional Video</u></a></p>	<p><b>Monday (3/15): Problem Solving - Draw a Diagram</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video and math workbook pages 811-812 as instructions and examples to learn about <b>drawing a diagram to solve a problem.</b>(3.MD.5) (3.MD.7)</li> <li><input type="checkbox"/> Complete <b>Independent Practice pages 813-814 (problems 1-9)</b> from your math workbook. (3.MD.5) (3.MD.7)</li> </ul> <p><b>Tuesday (3/16): Area and Perimeter Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video as instructions and examples to review ways to find <b>area and perimeter.</b> (3.MD.5) (3.MD.7) (3.MD.8)</li> <li><input type="checkbox"/> Complete the <b>Chapter 13 Review pages 817-819 (problems 1-22)</b> located in your math workbook. Discuss with someone at home. (3.MD.5) (3.MD.7) (3.MD.8)</li> </ul> <p><b>Wednesday (3/17): Area and Perimeter Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <b>Chapter 13 Review pages 327-328 (problems 1-10)</b> located in the handouts. Then use the daily instructional video or answer key located in the handouts to check your work. Discuss with someone at home. (3.MD.5) (3.MD.7) (3.MD.8)</li> </ul> <p><b>Thursday (3/18): Chapter Assessment on Area and Perimeter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <b>Chapter 13 Assessment (problems 1-10)</b> located in your handouts. Please complete this independently. (3.MD.5) (3.MD.7) (3.MD.8)</li> </ul> <p><b>Friday (3/19): No School</b></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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 13 Assessment (problems 1-10) located in the handouts</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via Seesaw (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>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p><b>3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <p><b>3.MD.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter Given the side lengths, finding an unknown side length, and</p>
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	exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
What materials do students need? What extra resources can students use?	<b>If you do not have access to the materials you need, contact your teacher.</b> Required Materials: <ul style="list-style-type: none"> <li>● Math Workbook</li> </ul> Extra Resources: <ul style="list-style-type: none"> <li>● Scratch paper to show work</li> <li>● Online Geoboard <a href="https://apps.mathlearningcenter.org/geoboard/">https://apps.mathlearningcenter.org/geoboard/</a></li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a> (Will require internet access. Contact your teacher for login information.)</li> </ul>
Who can we contact if we have questions?	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<b>Notes: Keep practicing your multiplication and division facts at home!</b>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Jalapeño Bagels

SUBJECT/GRADE: 3rd Grade Reading

DATES: March 15th-19th

What do students need to do?

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

## Monday (3/15): Phonics - Long a, e, i Spelled ei or eigh; Draw Conclusions

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 290-291 to learn about words with the **long vowel sounds (a, e, or i) spelled ei or eigh**. (3.RF.3) (3.L.2)
- Complete **Vowel Patterns (ei, eigh) page 326 (numbers 1-12)** located in the handouts. (3.L.2)
- Using your Reading Street textbook, read pages 292-293 to learn about **drawing conclusions**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RL.1) (3.RF.4)

## Tuesday (3/16): Vocabulary and Grammar

- Use daily instructional video and page 294 in your Reading Street textbook to learn about a vocabulary strategy you can use with **unfamiliar words**. Then read "Biscuits for Breakfast" on page 295 (3.L.4) (3.L.5) (3.RF.3)
- Use daily instructional video and Page 1 in your handouts to learn about comparative and superlative adverbs. Complete **Comparative and Superlative Adverbs page 324** located in your handouts. (3.L.1)

**Vocabulary Words:** bakery, batch, boils, braided, dough, ingredients, mixture

## Wednesday (3/17): Comprehension

- Watch daily instructional video and read aloud "**Jalapeño Bagels**" pages 296-309 from Reading Street textbook. (3.RL.1) (3.RL.2) (3.RL.3) (3.RF.3) (3.RF.4)
- Discuss the **Think Critically (questions 1-4)** on page 310 in your Reading Street textbook with someone at home. (3.RL.1) (3.RL.2)
- Complete the **Written Response to the Selection** (pages 143-144) located in the **handouts**. You will need to look back in the story "Jalapeño Bagels" in your Reading Street textbook to complete this assignment. Use the checkboxes on handout page 143 to help you with your written response. You must check all boxes before you submit. (3.RL.3) (3.L.1) (3.L.2) (3.W.10)

## Thursday (3/18): Vocabulary, Phonics, Comprehension

	<p><input type="checkbox"/> Complete the <b>Reading Test</b> “Jalapeño Bagels”. The reading test is located in the handouts section in Seesaw or in the printed packet. <b>Reminder: This test should be completed independently.</b> (3.RL.1) (3.RL.3) (3.L.4) (3.RF.3)</p> <p><b>Friday (3/19): No School</b></p>
<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following: <b>located in handouts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vowel Patterns (ei, eigh) page 326 (numbers 1-12)</li> <li><input type="checkbox"/> Comparative and Superlative Adverbs page 324</li> <li><input type="checkbox"/> Written Response to the Selection (pages 143-144)</li> <li><input type="checkbox"/> Reading Test “Jalapeño Bagels”</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (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>	<p><b>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>3.RL.2</b> Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p><b>3.RL.3</b> Describe characters in a story and explain how their actions contribute to the plot.</p> <p><b>3.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1.g.)</p> <p><b>3.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.f.)</p> <p><b>3.L.4</b> Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (4.a.)</p> <p><b>3.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p><b>3.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>3.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (4.b)</p> <p><b>3.W.10</b> 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?</p> <p>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>● Reading Street textbook</li> <li>● Handouts for the week from Seesaw or printed packet</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Savvas Realize Online: <a href="https://www.savvasrealize.com/index.html#/">https://www.savvasrealize.com/index.html#/</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Explore resources on Savvas Realize website</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a></li> <li>● Epic! - <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Listen to parent or sibling read aloud</li> <li>● Read magazines or comic books</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. Freeborn [blossom.freeborn@k12.sd.us](mailto:blossom.freeborn@k12.sd.us)

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

Ms. Rozier- [danylle.rozier@k12.sd.us](mailto:danylle.rozier@k12.sd.us)

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**Building Principal:**

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**Teacher:**

Ms. Abens - [lindsey.abens@k12.sd.us](mailto:lindsey.abens@k12.sd.us)

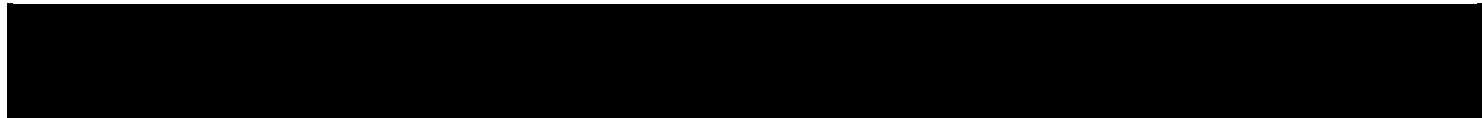
**Notes: Keep reading for 20 minutes every night!**

# Brandon Valley School District Distance Learning Plan

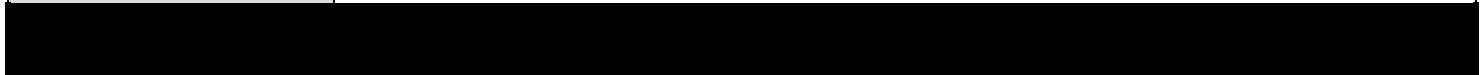
LESSON/UNIT: Invisible Forces/South Dakota Symbols

SUBJECT/GRADE: SS/Science/3rd Grade

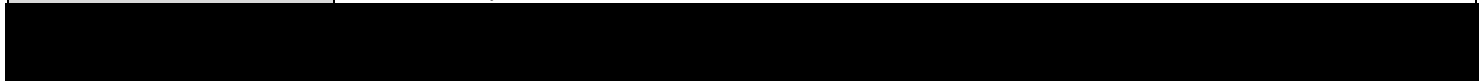
DATES: March 15th-19th



<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 (3/15): Social Studies - South Dakota Symbols</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"/> Watch the video “South Dakota for Kids”: <a href="https://youtu.be/-xIUwPPID8A">https://youtu.be/-xIUwPPID8A</a></li><li><input type="checkbox"/> Choose one of the <b>South Dakota state symbols</b> in the video to research. Then <b>write a paragraph</b> explaining the meaning of your symbol and discuss it with someone at home. <u>Optional</u>: Color the <b>South Dakota</b> page located in the handouts. (3.C.1.1)</li></ul> <p><b>Tuesday (3/16): Science - Invisible Forces</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Rewatch the “<b>How can you unlock a door using a magnet?</b>” Mystery Science video OR read transcripts located in the handouts. Complete the <b>End of the Mystery Assessment</b> located in the handouts. (3-PS2-3)</li></ul> <p><b>Wednesday (3/17): Social Studies - South Dakota Symbols</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the video “South Dakota - Feat. Rapper MC Perry the Ring-necked Pheasant/ 50 Birds, 50 States”: <a href="https://youtu.be/tCrErZi8QFk">https://youtu.be/tCrErZi8QFk</a></li><li><input type="checkbox"/> Choose one of the <b>South Dakota state symbols</b> in the video to research. Then <b>write a paragraph</b> explaining the <u>meaning of your symbol</u> and discuss it with someone at home. (3.C.1.1)</li></ul> <p><b>Thursday (3/18): Science - Invisible Forces</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete “<b>The Magnet Maze</b>” activity located in the handouts. Discuss the following questions with someone at home: How did the paperclip move even though it wasn’t in contact with the magnet? Would it work to use a wooden button instead of a paperclip? (3-PS2-3)</li></ul> <p><b>Friday (3/19): No School</b></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:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> End of Mystery Assessment</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>3.C.1.1</b> Research and explain the meaning behind South Dakota’s symbols  <b>3-PS2-3</b> Ask questions about cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p>
<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>  Required Materials:</p> <ul style="list-style-type: none"> <li>● Handouts for the week</li> <li>● Magnet, paperclip, paper</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Ducksters:  <a href="https://www.ducksters.com/geography/state.php?State=South%20Dakota">https://www.ducksters.com/geography/state.php?State=South%20Dakota</a></li> <li>● Kids National Geographic:  <a href="https://kids.nationalgeographic.com/geography/states/article/south-dakota">https://kids.nationalgeographic.com/geography/states/article/south-dakota</a></li> <li>● <a href="https://statesymbolsusa.org/">https://statesymbolsusa.org/</a></li> <li>● Epic! Books <a href="http://www.getepic.com">www.getepic.com</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● NGSS aligned experiments:  <a href="https://www.hookedonscience.org/nextgenerationssciencestandards.html">https://www.hookedonscience.org/nextgenerationssciencestandards.html</a></li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Freeborn- <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a>  <b>Robert Bennis Elementary</b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a>  <b>Fred Assam Elementary</b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a>  <b>Valley Springs Elementary</b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<p><b>Notes:</b> Did you know that magnets can be found in phones, stereos, vacuum cleaners, washing machines, televisions, and many other things? You can explore more about magnets on Epic! (<a href="http://www.getepic.com">www.getepic.com</a>)</p>	



# Brandon Valley School District Distance Learning Plan

LESSON: Bullying; Name Calling; Blaming

SUBJECT/GRADE: Counseling/Grade 3

Dates: 3/15/– 3/19

What do students need to do?

[Link to BV Counseling instructional link](#)

## Monday (3/15): Bullying

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- What is a bully?
  - A person who seeks to harm, intimidate or coerce someone who is perceived as vulnerable.
- What are the actions of a bully?
  - hitting, kicking, name calling, excluding, bossing, making fun of, push, trip, grab, gossip
- What can we do to stop the bully?
  - Learn to be assertive
  - Learn how to react when someone is mean to us
  - Learn to avoid being a victim
  - Use the Golden Rule
    - Treat people the way you want to be treated.
    - It is difficult to be mean to kind people
- What is the difference between a Mean Moment vs. Bullying?
  - Mean Moment: **One** Time • Hurtful
  - Bullying: Repeatedly Hurtful
- Book Recommendation:
  - [Secret of the Peaceful Warrior](#)  
<https://www.youtube.com/watch?v=VO0S5GKrtJc>

## Tuesday (3/16): Name Calling

- What is name calling?
  - It is the use of offensive names to belittle or humiliate a person or group.
- Why do people call each other names?
  - To attempt to be funny
  - To see what reaction will be given to them.
  - To feel or look more important or powerful than others
  - To scare or intimidate others
  - To make others feel bad when they are angry
- What do we do when we are called a name?
  - Do not return the name calling
  - Do not believe the name calling
  - Use positive self-talk
  - Model respect
  - Do helpful things for other people
  - Use one of Kelso's Choices such as ignore

- Book Recommendation:
  - [Mookey the Monkey Gets Over Being Teased](https://www.youtube.com/watch?v=8YxTIEI4pzo)

**Wednesday (3/17): Blaming**

- What is blaming?
  - It is placing the responsibility on someone else for something we did.
  - It is making excuses and denying what you did in order not to be held accountable.
- Why do we blame?
  - To get back at someone
  - To provide an excuse to act in a harmful manner
  - To avoid responsibility
- How does blaming affect us?
  - It contributes to feelings of helplessness and powerlessness.
  - We experience diminished freedom of choice.
  - We increase our sense of victimhood.
- What can be done to avoid blaming
  - Take a deep breath.
  - Reframe the situation as an opportunity to learn.
  - Keep things in perspective.
  - If we slip up and blame someone then apologize.
- Book Recommendation:
  - [Berenstain Bears and the Blame Game](https://www.youtube.com/watch?v=0i5geTCbKCG)

**Thursday (3/18):** Weekly review; Finish lessons that required more time

**Friday: (3/19):** No School

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

Submit the Following (Optional): There is nothing to submit this week.

Submit Work Via: N/A

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

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Handouts</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● None</li> </ul>
<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>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b>  <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a>  <b>Counselor:</b> Mrs. Kolb- <a href="mailto:Vickie.Kolb@k12.sd.us">Vickie.Kolb@k12.sd.us</a>  <b>Robert Bennis Elementary</b>  <b>Building Principal:</b> Mrs. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Counselor:</b> Mrs. Osheim- <a href="mailto:Tammy.Osheim@k12.sd.us">Tammy.Osheim@k12.sd.us</a>  <b>Fred Assam Elementary</b>  <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a>  <b>Counselor:</b> Mrs. Nelson- <a href="mailto:Angie.Nelson@k12.sd.us">Angie.Nelson@k12.sd.us</a>  <b>Valley Springs Elementary</b>  <b>Building Principal:</b> Mrs. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a>  <b>Counselor:</b> Mrs. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*