

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

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 5

SUBJECT/GRADE: Math / Kindergarten

DATES: March 15-19

What do students need to do?

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

Monday (3/15): Lesson 5

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to add? (Chapter 5)*
- Complete **Lesson 5: How Many in All?** on pages 351-354 in your math workbook (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)
- Optional: Counting Gold Coins (K.CC.A.1)

Tuesday (3/16): My Homework

- Complete My Homework (Lesson 5) on pages 355-356 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)
- Optional: Clover Skip Counting (K.CC.A.1)

Wednesday (3/17): Lesson 6

- Complete **Lesson 6: Problem Solving (Write a Number Sentence)** on pages 357-360 in your math workbook (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)
- Complete **Writing An Addition Equation** in the handouts. (K.OA.1, K.OA.2, K.OA.5)

Thursday (3/18): My Homework

- Complete My Homework (Lesson 6) on pages 361-362 in your math workbooks (Volume 1.) (K.OA.1, K.OA.2, K.OA.5)

Friday (3/19):

- No School

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

Submit the Following:

- Lesson 5 (Guided Practice + Independent Practice)
- Writing An Addition Equation**

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>K.CC.A.1 Count to 100 by ones and by tens.</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"> ● 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</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>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</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>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</p>

Building Principal:

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

Teacher:

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

Notes: Have the best week ever!

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 15-19

What do students need to do?

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

Monday (3/15): Letter Vv, Sight Word- was

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter V! 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, was. Remember that sight words are words that we can recognize without sounding them out.**
- Create a letter Vv flashcard. Tell your student letter V is a consonant and makes the sound /v/. Ask them, "What sounds does V make?" (K.RF.3)
- Complete **Letter Sort: V** in the handouts. (K.L.1)
- Complete **V is for Volcano** handouts. (Determine the beginning sound /v/ for the pictures)
- Create a flashcard for the new sight word, was. (K.RF.3)
- Choose ONE of the following activities to practice the new sight word, was. (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 decodable **Jan and Gus** in the handouts.(K.RF.3)

Tuesday (3/16): Isolate /u/, oral blending, segment phonemes

- Complete **Rainbow Rhyming** in the handouts.(K.RF.2.a)
- Choose one of the following games to play: (K.RF.3, K.L.2)
- 1. "Monkey in the Middle" using the following link-
<https://www.roomrecess.com/games/MonkeyInTheMiddle/play.html> (Choose to play using short vowels)
- 2. **Frame Game:** Using the cards in the handouts, have your student find the missing sound. They can either write their answer in or use some sort of alphabet manipulative.

- Complete **Phonics** page 358 in the handouts (K.RF.3)
- Listen/read a book of your choice! (K.RL.3)
 - What is the title of the book?
 - Who is the author?
 - Who are the characters?
 - Where does the setting take place?

Wednesday (3/17): Compare/Contrast

- Today we are going to compare and contrast. When you **compare**, you identify what's the same. When you **contrast**, you identify what's different. (K.RL.9)
- We are going to practice this skill by reading a **Piggie and Elephant** book of your choice. (If you do not have any at home, there are multiple to choose from on YouTube OR you can listen by watching the instructional video for Wednesday.)
- Complete **Let's Compare Piggie and Elephant** in the handouts. (K.RL.9)

Thursday (3/18): Prepositions

- Complete **Shamrock Syllables** in the handouts. (K.RF.2.c)
- Watch the following video on prepositions-
<https://www.youtube.com/watch?v=IKdMJYptNRI>
- Complete **Conventions** page 365 in the handouts. (K.L.1.e)
- Listen/read a book of your choice! (K.RL.3)
 - What is the title of the book?
 - Who is the author?
 - Who are the characters?
 - Where does the setting take place?

Friday (3/19): No School

- No School

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

Submit the Following:

- Letter V Sort
- Phonics pg. 358
- Let's Compare Piggie and Elephant
- Shamrock Syllables

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?

- **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 of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- **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** a. 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.
- **K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

What materials do students need?
What extra resources can students use?

If you do not have access to the materials you need, contact your teacher.

Required Materials:

- Letter V Flashcard
- Letter V Sort
- V is for Volcano
- Jan and Gus
- Rainbow Rhyming
- Frame Game
- Let's Compare- Piggie and Elephant
- Shamrock Syllables
- Conventions

What can students do if they finish early?

- 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!

Who can we contact if we have questions?

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:

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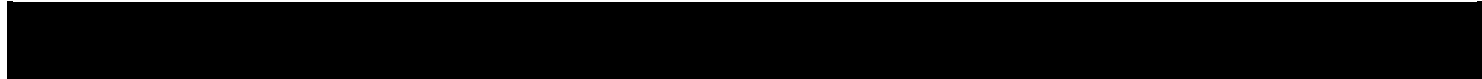
Notes: You are a rock star!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science

SUBJECT/GRADE: Kindergarten

DATES: March 15-19



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video</p>	<p>Monday (3/15):</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Watch Mystery 1-“Have you ever watched a storm?” The student link can be found in the handouts OR you can watch the video through the weekly Seesaw template. (K.ESS2.1)<input type="checkbox"/> This week we are going to be Weather Watchers by filling out a Weather Chart! Each day, fill in your weather chart depending on what the weather is. At the end of the week, share a picture with your classroom teacher. <p>Tuesday (3/16):</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the Weather Drawing Worksheet in the handouts to complete the following activity. <i>(There are four icons in the upper right hand corner.)</i><input type="checkbox"/> If the weather is nice, take your student for a walk and let them draw while they are outside. If that’s not possible, you’ll need a window that lets them observe the weather while drawing. When your student is drawing, you may need to remind them to pay attention to the four aspects of the weather that are discussed in this lesson: what you see in the sky, the temperature, the wind, and rain/snow. (There are icons in the corner of the drawing sheet as a reminder. Drawing gives them a tool that will help them pay attention to changes in the weather that they may otherwise overlook.) (K.ESS2.1) <p>Wednesday (3/17):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Mystery 1 Assessment in the handouts. (K.ESS2.1) <p>Thursday (3/18):</p> <ul style="list-style-type: none"><input type="checkbox"/> DL COHORT: Upload a picture of your Weather Chart to the class blog!<input type="checkbox"/> Ketchup + Mustard Day! <p>Friday (3/19):</p> <ul style="list-style-type: none"><input type="checkbox"/> No School
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<p>What do students need to submit?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Mystery 1 Assessment<input type="checkbox"/> Weather Chart
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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?	<ul style="list-style-type: none"> ● K.ESS.2.1: Use and share observations of local weather conditions to describe patterns over time.
What materials do students need? What extra resources can students use?	<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 1 Link ● Weather Watching Chart ● Weather Drawing Worksheet ● Mystery 1 Assessment <p>Extra Resources:</p> <ul style="list-style-type: none"> ● None
What can students do if they finish early?	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> 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><u>Robert Bennis Elementary</u> 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><u>Fred Assam Elementary</u> 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><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</p>
<p>Notes: We are so proud of you! Keep up the hard work.</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Tempo, Fast & Slow

SUBJECT/GRADE: Kindergarten Music

DATES: March 15-19, 2021

What do students need to do?

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

Monday (3/15):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- READ! What is Tempo? Tempo is how fast or how slow a piece of music is. If the tempo of a song changes, it can change the entire feel of the music
- THINK!
 - Think of a fast song that you know. Sing it alone or with a friend.
 - Think of a slow song that you know. Sing it alone or with a friend.
 - How do the 2 songs compare? Do they feel the same or different?

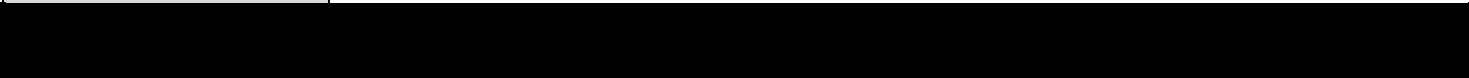
Tuesday (3/16):

- PRACTICE! Sing alone or with others. Need song ideas? Try these links:
 - I'm a Little Leprechaun: https://www.youtube.com/watch?v=BSJsP_EBhR4
 - Rainbow Colors: <https://www.youtube.com/watch?v=QUD5ULGByIY>
- LEARN! Learn more about tempo. Need ideas? Try this link:
 - <https://www.youtube.com/watch?v=fTyD2pfAsal>

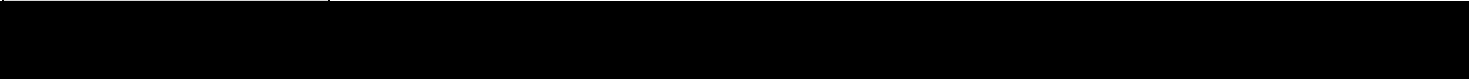
Wednesday (3/17):

- PRACTICE! Sing alone or with others. Need song ideas? Try these links:
 - Green: <https://www.youtube.com/watch?v=agouT0Z9EX8>
 - Counting with a Leprechaun: <https://www.youtube.com/watch?v=eSvz1lkvih4>
- THINK!
 - Think about a time when you move quickly. What are you doing? Why are you moving so quickly? If you had to write a soundtrack for that time, what would the song sound like?

	<ul style="list-style-type: none"> <input type="checkbox"/> Now think about a time when you move slowly. What are you doing and why are you moving so slowly? If you had to write a soundtrack for that time when you are moving slowly, what would the song sound like? <input type="checkbox"/> MOVE! Listen to fast and slow music. Move your body to the music as you see fit. When the tempo is fast, move quickly. When the tempo is slow, move your body slowly. <ul style="list-style-type: none"> <input type="checkbox"/> Flight of the Bumblebee (FAST): https://www.youtube.com/watch?v=aYAJopwEYv8 <input type="checkbox"/> Morning Mood (SLOW): https://www.youtube.com/watch?v=-rh8gMvzPw0 <input type="checkbox"/> William Tell Overture (FAST): https://www.youtube.com/watch?v=YIbYCOiETx0 <input type="checkbox"/> Moonlight Sonata (SLOW): https://www.youtube.com/watch?v=4Tr0otuiQuU <p>Thursday (3/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> PRACTICE! Sing alone or with others. Need song ideas? Try these links: <ul style="list-style-type: none"> <input type="checkbox"/> Celebrate St Patrick's Day Counting: https://www.youtube.com/watch?v=GGCoFekaixc <input type="checkbox"/> Chica Boom: https://www.youtube.com/watch?v=HAujrg6nMTI <input type="checkbox"/> PLAY! Find music that is slow and music that is fast. Compare the 2. Can you tell the difference? Use this link to play the game: Fast or slow? <ul style="list-style-type: none"> <input type="checkbox"/> https://www.youtube.com/watch?v=D5upSAO0Lm0 <p>Friday (3/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No School. Optional: Sing alone or with others, your favorite St Patrick's Day songs from this week. Use the links above for suggestions.
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. A picture of you moving fast or slowly to the music. <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>K.MU.Cr.1.1a With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour. K.MU.Cr.1.1.b With guidance, generate musical ideas; i.e. movements or motives. K.MUCr.2.1.a With guidance, explore, demonstrate and choose favorite musical ideas. 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. K.MU.Pr.6.1.a With</p>
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	guidance, perform music, alone and with others, with expression. K.MU.Re.8.1.a With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators'/performers' expressive intent.
What materials do students need? What extra resources can students use?	Required Materials: <ul style="list-style-type: none"> • Songs with varying tempos (suggestions given) Extra Resources: <ul style="list-style-type: none"> • Youtube Links (see suggestions provided)
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?	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Music: Ms. Fode- Rachael.Fode@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Music: Mr. Fode- Jeff.Fode@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Music: Ms. Verberg- April.Verburg@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us</p>
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District