

Brandon Valley School District
Distance Learning Plans
March 22-26, 2021

Grade 2

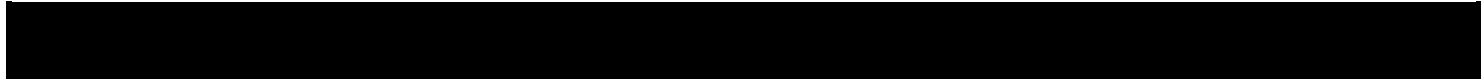


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 10: Time

SUBJECT/GRADE: Math / 2nd

DATES: March 22-26



What do students need to do? Link to BV Week at a Glance instructional video.	<p>Chapter 10 Learning Target: I can tell and write time to five minute intervals using a.m. and p.m.</p> <p>Monday (3/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Time to the Half Hour workbook pages 600-602. (2.MD.7) <p>Tuesday (3/23):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Time to the Half Hour workbook pages 603-604. (2.MD.7) <p>Wednesday (3/24):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving Strategy: Find a Pattern workbook pages 606-608. (2.MD.7) <p>Thursday (3/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving Strategy: Find a Pattern workbook pages 609-610. (2.MD.7) <p>Friday (3/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Check My Progress workbook pages 611-612. (2.MD.7)
What do students need to submit? How can students submit their work?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Check My Progress workbook pages 611-612 <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>2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m</p>
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"> ● math book, pencil
What can students do if they finish early?	<p>Extra Materials:</p> <ul style="list-style-type: none"> ● Freckle Math https://student.freckle.com/#/login

<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
<p>Notes: Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Signmaker's Assistant

SUBJECT/GRADE: Reading / 2nd

DATES: March 22-26

What do students need to do?

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

***Traditional classroom teachers may have a different writing assignment planned.

Monday (3/22):

- Watch the BV Week at a Glance instructional video.
- Review Character and Setting:** Complete page 276: Character and Setting Review (found in your handouts packet). (2.RL.1, 2.RF.3, 2.RF.4, 2.L.1, 2.L.2, 2.L.4)

Tuesday (3/23):

- Review Main Idea and Details, and Inferring:** In your Reading Street book, read "The Signmaker's Assistant" on pages 332-347. Many words in our language are related. As you read, look for words that are related and can be used interchangeably (e.g., silly and funny, or mischievous and naughty). Then, answer the comprehension questions from page 348 on a piece of paper or verbally with a guardian. (2.RL.1, 2.RL.2, 2.RL.3, 2.RF.3, 2.RF.4, 2.L.1, 2.L.2, 2.L.4, 2.SL.1, 2.SL.3, 2.SL.6)
- Writing:** You will write a story about what happens if you were to create a silly sign and put it somewhere in town! Brainstorm what your silly sign could say and what might happen when people read it- use your knowledge of Cause and Effect during this process. There is no requirement in terms of length, but you need to make sure your story is detailed and doesn't leave your reader with any questions. Use the details you brainstorm to start writing your rough draft. (2.W.3, 2.L.1, 2.L.2, 2.L.3, 2.SL.6)

Wednesday (3/24):

- Spelling:** Complete either page 277 OR 278 (in your handouts packet) to practice the spelling patterns: aw, au, augh, and al. If you would like a challenge, you may complete both practice pages. (2.RF.3, 2.L.2)
- Writing:** Continue working on the rough draft of your silly sign story. (2.W.3, 2.L.1, 2.L.2, 2.L.3, 2.SL.6)

Thursday (3/25):

- Grammar:** Complete either page 279 OR 280 (in your handouts packet) to practice using Contractions in your writing. If you would like a challenge, you may complete both practice pages. (2.RF.3, 2.L.1, 2.L.2)
- Writing:** Use the editing checklist to evaluate your silly sign rough draft and make changes if necessary. Show your revised rough draft and editing checklist to an adult and ask them to use the editor's marks to add suggestions to your writing. Make suggested changes (if any) to your draft and then write the final copy of your

	<p>paragraph in your neatest handwriting (include the fixes you made to the rough draft). (2.W.3, 2.L.1, 2.L.2, 2.L.3, 2.SL.6)</p> <p>Friday (3/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment: Complete the “The Signmaker’s Assistant” weekly assessment (found in your handouts packet). (2.RL.1, 2.RL.2, 2.RL.3, 2.RF.3, 2.RF.4, 2.W.3, 2.L.1, 2.L.2, 2.L.3, 2.L.4, 2.SL.3, 2.SL.6)
<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"/> 1. Final Copy of Silly Sign writing <input type="checkbox"/> 2. The Signmaker’s Assistant 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
<p>What standards do the lessons cover?</p>	<p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.2 Retell stories, those from diverse cultures, and determine their central message / theme, lesson, or moral.</p> <p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p>2.W.3 Write narratives (e.g., story, poetry).</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening including making comparisons between formal and informal English.</p> <p>2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.</p> <p>2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults.</p> <p>2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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"> ● Reading Street book, and handouts packet ● Rough draft paper, Editing Checklist, Editing Marks page, Final Copy paper
<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login Read for 20 minutes every day. https://www.getepic.com/sign-in https://www.storylineonline.net/</p>

<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
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Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Plant Adventures / America's Beginnings

SUBJECT/GRADE: Science/SS/2nd grade

DATES: March 22-26

What do students need to do?

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

***Traditional classroom teachers will teach the same Mystery Science lesson but may have different activities planned.

Science Learning Targets: I can make observations about plants and animals to compare the diversity of life in different habitats.

Monday (3/22): Science Introduction

- Watch the BV Week at a Glance instructional video.
- View the video presentation OR read the transcript provided for Plant Adventures Mystery #3: Light, Leaves, and Competition: Why Do Trees Grow So Tall? (2-LS4-1)

Tuesday (3/23): Science Exploration

- You will need to pick up the supplies for this experiment from the BVIS foyer. The supplies include: grass seed, kneesocks, craft sticks, and plastic plates
- Watch or read the slides labeled "activity" in the Mystery Science video presentation or in the video transcript and use the Grass Head worksheet (found in your handouts packet) to begin the experiment. Your student may choose if their grass head is facing up or down.

Social Studies Learning Targets:

1. I can put past events in the correct order.
2. I can identify how government services are funded (in the past).

Wednesday (3/24): Social Studies: America's Beginnings

- In your America's Beginnings magazine, read pages 6-7: First Steps to Freedom. When you're done reading, discuss: *Did the colonists need to write the Declaration of Independence or could they have gotten their freedom in a different way?* (2.H.1.1, 2.C.3.2)

Thursday (3/25): Social Studies: America's Beginnings

- In your America's Beginnings magazine, read pages 8-9: War for Freedom. When you're done reading, discuss: *Which of the supplies that the colonial soldiers carried do you think was most valuable to them? Which was the least valuable? Tell why.* (2.H.1.1)

Friday (3/26): Social Studies: America's Beginnings

- In your America's Beginnings magazine, read pages 10-11: Father of our Country. When you're done reading, discuss: *Which character traits do you think could be used to describe George Washington? Give proof.* (2.H.1.1)

<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"> ❑ 1. Grass Head worksheet <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>	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2.H.1.1 Demonstrate chronological order using events from history.</p> <p>2.C.3.2 Identify how government services are funded.</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"> ● Plant Adventures Mystery #3 video link ● Grass Head worksheet ● America’s Beginnings magazine
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.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. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 7

SUBJECT/GRADE: Physical Education/2nd Grade

DATES: 3/22-3/26



<p>What do students need to do?</p> <p>Link to BV PE instructional video.</p>	<p>Monday (3/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the PE instructional video (link can be found in the upper left corner of this document). <input type="checkbox"/> Yoga Activity <p>Tuesday (3/23):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scarf Skills - Tossing and Catching <p>Wednesday (3/24):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotions/Motions <input type="checkbox"/> Bouncing/Catching and FourSquare <p>Thursday (3/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Underhand Throwing and Catching <p>Friday (3/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7 Minute Animal HIIT Workout
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ol style="list-style-type: none"> 1. Take videos/pictures performing activities and send to your school's PE teacher. 2. Answer the questions under Closure <p>Submit Work Via:</p> <ol style="list-style-type: none"> 3. Electronically via Seesaw (preferred, if possible) 4. Email it to the teacher 5. Drop off at school
<p>What standards do the lessons cover?</p>	<p>Maintains stillness on different bases of support with different body shapes. (S1.E7.1), Throws underhand, demonstrating two of the five critical elements of a mature patte, Catches* a soft object from a self-toss before it bounces. (S1.E16.1a) Catches various sizes of balls self-tossed/tossed by a skilled thrower. (S1.E16.1b), Actively participates in physical education class in response to instruction and practice. (S3.E2.1), Identifies technology or other resource components that increase or decrease fitness. (S2.E6.1)</p>

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● See Documents <p>Extra Resources:</p> <ul style="list-style-type: none"> ● At Home Activities: https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf
<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 PE: Mr. Duncanson- Jeff.Duncanson@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us PE: Mr. Scholten- Kory.Scholten@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us PE: Ms. Brummels- Julie.Brummels@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us PE: Ms. Fitzgerald- Bailey.Fitzgerald@k12.sd.us Adaptive PE: Ms. Boehrns- Dacia.Boehrns@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

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