

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

Grade 3



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Geometry

SUBJECT/GRADE: 3rd Math

DATES: March 22nd-26th

What do students need to do?

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

Monday (3/22): Angles

- Use daily instructional video and math workbook pages 833-834 as instructions and examples to learn about **angles**.(3.G.1)
- Complete **Independent Practice pages 835-836 (problems 3-15)** from your math workbook. (3.G.1)

Tuesday (3/23): Polygons

- Use daily instructional video and math workbook pages 839-840 as instructions and examples to learn about **polygons**. (3.G.1)
- Complete **Independent Practice pages 841-842 (problems 3-13)** from your math workbook. (3.G.1)

Wednesday (3/24): Triangles

- Use daily instructional video and math workbook pages 845-846 as instructions and examples to learn about **triangles**. (3.G.1)
- Complete **Independent Practice pages 847-848 (problems 7-16)** from your math workbook. (3.G.1)

Thursday (3/25): Quadrilaterals

- Use daily instructional video and math workbook pages 851-852 as instructions and examples to learn about **quadrilaterals**. (3.G.1)
- Complete **Independent Practice pages 853-854 (problems 2-11)** from your math workbook. (3.G.1)

Friday (3/26): Check My Progress

- Watch daily instructional video and complete **Check My Progress pages 857-858 (problems 1-11)** located in your math workbook. (3.G.1)

What do students need to submit?

How can students submit their work?

Submit the Following:

- Independent Practice pages 835-836 (problems 3-15) from math workbook
- Independent Practice pages 853-854 (problems 2-11) from math workbook

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?	3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
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: <ul style="list-style-type: none"> ● Math Workbook ● Handouts Extra Resources: <ul style="list-style-type: none"> ● Scratch paper to show work
What can students do if they finish early?	<ul style="list-style-type: none"> ● Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
Notes: Remember to continue practicing your multiplication and division facts at home!	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Me and Uncle Romie

SUBJECT/GRADE: 3rd Grade Reading

DATES: March 22nd-26th

What do students need to do?

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

Monday (3/22): Phonics -Suffixes -y, -ish, -hood, -ment; Author's Purpose

- Watch the BV Week at a Glance instructional video.
- Use daily instructional video and Reading Street textbook pages 322-323 to learn about **suffixes**. (3.L.2) (3.RF.3)
- Complete **Suffixes page 365 (numbers 1-15)** located in the handouts. (3.L.2)
- Using your Reading Street textbook, read pages 324-325 to learn about **Author's Purpose**. You will use these skills and strategies as you read to deepen your understanding of the text. (3.RI.1) (3.RI.6) (3.RF.4)

Tuesday (3/23): Homonyms and Vocabulary

- Use daily instructional video and page 326 in your Reading Street textbook to learn about using context clues to determine the meaning of words that may be **homonyms**. Then read "A Different Treasure Hunt" on page 327. (3.L.4) (3.RF.3)
- Look for your weekly **vocabulary words** listed below in the story. You can look them up in the glossary found in the back of the reading book. (3.L.4) (3.RF.3)
- Complete the **Vocabulary page 367 (numbers 1-5)** located in your handouts. (3.L.1) (3.L.4)

Vocabulary Words: cardboard, feast, fierce, flights, pitcher, ruined, stoops, treasure

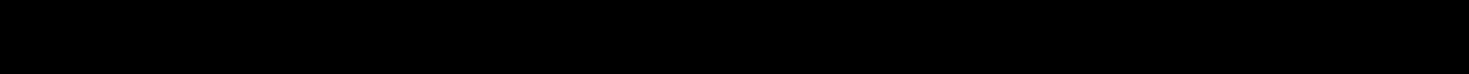
Wednesday (3/24): Comprehension

- Watch daily instructional video and read aloud "**Me and Uncle Romie**" pages 328-349 from Reading Street textbook. (3.RL.1) (3.RL.6) (3.RF.3) (3.RF.4)
- Discuss the **Think Critically (questions 1-4)** on page 350 in your Reading Street textbook with someone at home. (3.RL.1) (3.RL.6)

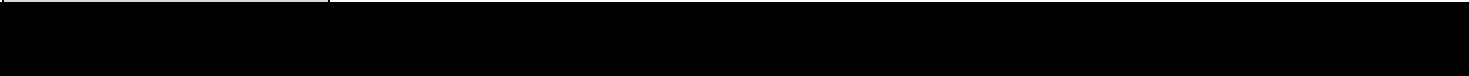
Thursday (3/25): Conjunctions and Written Response

- Use daily instructional video and Page 1 in your handouts to learn about conjunctions. Complete **Conjunctions page 334** located in your handouts. (3.L.1)
- Complete the **Written Response to the Selection** (pages 149-150) located in the **handouts**. You will need to look back in the story "Me and Uncle Romie" in your Reading Street textbook to complete this assignment. Use the checkboxes on

	<p><u>handout page 149</u> to help you with your written response. You must check all boxes before you submit. (3.RL.1) (3.L.1) (3.L.2) (3.W.1)</p> <p>Friday (3/26): Vocabulary, Word Study, Comprehension</p> <p><input type="checkbox"/> Complete the Reading Test “Me and Uncle Romie”. The reading test is located in the handouts section in Seesaw or in the printed packet. Reminder: This test should be completed independently. (3.RI.1) (3.RI.6) (3.L.4) (3.RF.3) (3.RF.3)</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: located in handouts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suffixes page 365 (numbers 1-15) <input type="checkbox"/> Conjunctions page 334 <input type="checkbox"/> Written Response to the Selection (pages 149-150) <input type="checkbox"/> Reading Test “Me and Uncle Romie” <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (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>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. (3.a)</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension. (4.b)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1.h.)</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.e.)</p> <p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (4.a.)</p> <p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.</p> <p>3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p>
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<p>What materials do students need?</p> <p>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"> ● Reading Street textbook ● Handouts for the week from Seesaw or printed packet <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Savvas Realize Online: https://www.savvasrealize.com/index.html#/
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Explore resources on Savvas Realize website ● Freckle - www.freckle.com ● Epic! - www.getepic.com ● Listen to parent or sibling read aloud ● Read magazines or comic books
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Who can we contact if we have questions?

Brandon Elementary

Building Principal:

Mr. Horst- merle.horst@k12.sd.us

Teachers:

Ms. Freeborn blossom.freeborn@k12.sd.us

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

Mr. Kramer- Brent.Kramer@k12.sd.us

Mr. Johnson- Andy.Johnson@k12.sd.us

Mr. Gappa - matthew.gappa@k12.sd.us

Robert Bennis Elementary

Building Principal:

Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us

Teachers:

Mr. Bobzien- Adam.Bobzien@k12.sd.us

Mr. Ganschow- Jeff.Ganschow@k12.sd.us

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

Ms. Rozier- danylle.rozier@k12.sd.us

Fred Assam Elementary

Building Principal:

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

Teachers:

Ms. Schacht- Hayley.Schacht@k12.sd.us

Ms. Jones- Deb.Jones@k12.sd.us

Ms. Kieffer- Michelle.Kieffer@k12.sd.us

Ms. Van Leur- Chelsea.Vanleur@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Abens - lindsey.abens@k12.sd.us

Notes: Keep reading for 20 minutes every night!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Weather/America: Heritage and Culture SUBJECT/GRADE: SS/Science/3rd Grade DATES: March 22nd-26th

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video</p>	<p>Monday (3/22): Social Studies - America: Heritage and Culture</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> In the Social Studies “America: Heritage and Culture” magazine read pages 2-7. Discuss the following questions with someone at home: Why was the bald eagle chosen as the national bird of the United States? What do symbols, such as the American flag represent? Use the text to help support your answers. (3.H.2.3) <p>Tuesday (3/23): Science - Weather and Climate</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Exploration portion of the “Where do clouds come from?” Mystery Science video OR read transcripts located in the handouts. Discuss the questions throughout the online video/transcripts with someone at home. (3-ESS2-1) <p>Wednesday (3/24): Social Studies - America: Heritage and Culture</p> <ul style="list-style-type: none"><input type="checkbox"/> In the Social Studies “America: Heritage and Culture” magazine, read pages 8-13. Discuss the following question with someone at home: Look at the picture of Mt. Rushmore. Why do you think an artist might have chosen this location to carve the presidents’ faces? What is the importance of human landmarks? Use the text to help support your answers.(3.H.2.3) <p>Thursday (3/25): Science - Weather and Climate</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Hands-On Activity portion of the “Where do clouds come from?” Mystery Science video OR read transcripts located in handouts. Complete the Gas Trap Experiment (located in handouts) as described in the video/transcripts. (3-ESS2-1) <p>Friday (3/26): Social Studies/Science - Review and Extend</p> <ul style="list-style-type: none"><input type="checkbox"/> Use this day to get caught up on your Social Studies and Science work from the week. You can review pages in your “America: Heritage and Culture” magazine. You can also check out the “What do I do if I finish early?” section for more ideas.
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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"><input type="checkbox"/> No required assignments this week <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school
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What standards do the lessons cover?	3.H.2.3 Analyze a community’s culture and history 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
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: <ul style="list-style-type: none"> ● Handouts for the week ● Mystery Science Supplies - paper towels, container to hold cup of warm water, scissors, clear plastic cup (clear cup will be available for DL Cohort in BVIS entryway)
What can students do if they finish early?	<ul style="list-style-type: none"> ● NGSS aligned experiments: https://www.hookedonscience.org/nextgenerationsciencestandards.html ● Read/listen to books on Epic! related to social studies/science www.getepic.com ● Explore the website www.wonderopolis.org
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us</p> <p><u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
Notes: The largest hailstone ever found in the United States was as big as a soccer ball! You can check out more facts on Epic! Go to www.getepic.com and search: Weird-but-True Facts about Weather.	

Brandon Valley School District Distance Learning Plan

COUNSELING LESSON: Teamwork; Anger/Frustration; Growth Mindset; Grief

WEEK 7: 3/22/2021 – 3/26/2021

What do students need to do?

[Link to BV Counseling instructional video](#)

Monday (3/22): Teamwork

- Definition: Teamwork is the combined action of a group. It involves the following:
 - Good communication
 - Contributions to the projects
 - Support of each other
 - Organization
 - Fun
- Things that hinder or hurt teamwork include the following:
 - Wanting to be more important than the other members
 - Criticizing other members and not encouraging or praising them
 - Being irresponsible for their part of the project
 - Jealousy
 - Poor communication
- We can learn teamwork by doing any of the following:
 - Working in groups
 - Playing team sports
 - Creating games, projects activities that involve creative ideas/play
 - Cooking together as a family
 - Helping each other with schoolwork
- Skills that we need to learn to help develop teamwork include:
 - Taking turns
 - Learning how to be gracious winners and gracious losers
 - Playing fairly and following the rules of the game
 - Sharing
- Optional Activities:
 - Games - Pictionary, Catch Phrase, Charades
- Book recommendation:
 - [Teamwork Isn't My Thing, and I don't Like to Share](#) - Julia Cook
<https://www.youtube.com/watch?v=CSVkycysWTY>

Tuesday (3/23): Anger/Frustration

- Definition: Anger is a strong feeling of being upset or annoyed because of something wrong or bad.
- Definition: Frustration is the feeling of being upset or annoyed, especially because of inability to change or achieve something.
- What can we do when we feel angry?
 - Stop and do mindful breathing
 - Count to 10
 - Go for a walk
 - Write about feelings

- Talk to the person using “I feel ___” statements
- Optional Activity:
 - How “Hot” do I get? Anger Thermometer (sheet attached)
- Book Recommendation:
 - Soda Pop Head - Julia Cook
<https://www.youtube.com/watch?v=1I8gW7PXeOY>

Wednesday (3/24): Growth Mindset

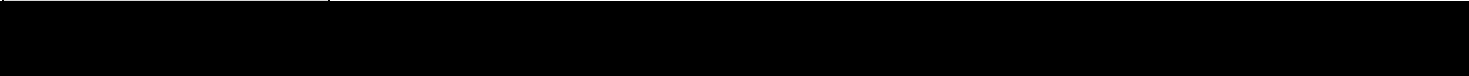
- Definition of Growth Mindset for Students: **Growth Mindset** is the idea that, with effort, it's possible to increase intelligence levels, talents, and abilities.
- Definition of Fixed Mindset for Students: **Fixed Mindset** is the belief that intelligence and talents are static, leading **students** to believe that their potential for success is based on whether they currently possess the required abilities.
- Definition of Mindset:
 - A way of thinking
 - A collection of thoughts and beliefs that shape your thought habit. Thought habits affect how you think, what you feel, and what you do.
 - Mindset impacts how you make sense of the world and how you make sense of yourself.
 - Positive and Negative Mindsets
 - Positive we look at things in a helpful manner
 - Negative we look at things/happenings in a discouraging manner
- How to develop a positive mindset
 - View failure as an opportunity to learn
 - Value the process over the end result
 - When offered criticism view it as feedback
 - Be your own cheerleader
 - Use the word “yet”
- If your mindset gets negative, challenge your thinking.
 - Is it true?
 - Can you absolutely know it is true?
 - How do you react - what happens- when you believe that thought?
 - Who would you be without that thought?
 - Turn the thought around. Is the opposite as true or truer than the original thought?
 - Find examples of how your turnaround thought is truer than your original thought.
- Example: Thought: I don't have any friends.
 - Is it true? Yes
 - Can you absolutely know it is true? No
 - How do you react when you think that thought? I am sad. I walk around the playground alone. I don't talk to my classmates
 - Who would you be without that thought? Happy, excited. I would feel included. I would be playing with classmates on the playground.
 - Turn around - I have several friends
 - Examples - Joey/Mary ask me to sit with them at lunch. Sally/Bob asked me to be their partner in gym class. George/Kathy invited me to a sleepover.

- Mindset videos
 - Sesame Street Do Growth Mindset - https://www.youtube.com/watch?v=SnrHZ_uvtxk
 - Growth Mindset - <https://www.youtube.com/watch?v=rUJkbWNnNy4>
 - Sesame Street: Janelle Monae - The Power of Yet - <https://www.youtube.com/watch?v=XLeUvZvuvAs>
- Book Recommendations:
 - Bubble Gum Brain - Julia Cook <https://www.youtube.com/watch?v=SDIK-bO6wNE>
 - Thanks For the Feedback - Julia Cook <https://www.youtube.com/watch?v=ofrCbZGkRgU>
 - My Day Is Ruined! A Story Teaching Flexible Thinking - <https://www.youtube.com/watch?v=Cy1IThadG5Y>
 - Tiger Tiger is it True? - Bryon Katie <https://www.youtube.com/watch?v=FBdHSQUtMb4&t=26s>

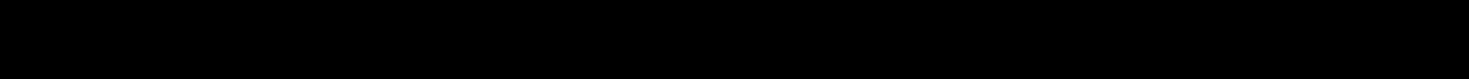
Thursday (3/25): Grief

- Definition: Grief is the conflicting feelings caused by a change or an end in a familiar pattern of behavior.
 - Grief is a matter of the heart, not the head.
 - Grief is a normal and natural reaction to loss.
- There are many different kinds of losses that we experience that include the following:
 - death - family member, pet or friend
 - moving
 - health
 - friends
 - jobs
 - divorce
 - debilitating injury to you or someone important in your life
 - brother or sister going to college
 - Loss of safety
- Common reactions to loss are:
 - Numbness
 - Reduced ability to concentrate
 - Changes in eating and sleeping patterns
 - Emotional highs and lows
- Following a major loss of any kind, children are likely to generate tremendous emotions.
- Children will try to deflect the excess energy in several ways:
 - Acting out
 - Eating too much or not enough
 - Sleeping too much or not enough
 - Older children may turn to alcohol and drugs
 - Won't be able to concentrate
 - Short tempered
 - Wiggly in school

	<ul style="list-style-type: none"> ● What you can do when you experience a loss include the following: <ul style="list-style-type: none"> ○ Talk to someone ○ Do a relationship graph ○ If moving, go into each room of your house and talk about the memories you have about that room. Drive around your town and talk about the special places you liked to go and take pictures. Say goodbye to neighbors and friends and thank them for things they have done for you that were helpful. ● Book Recommendations: <ul style="list-style-type: none"> ○ Memory Box - JoAnna Rowland https://www.youtube.com/watch?v=mF-lzj1668l ○ <u>The Fall of Freddie the Leaf</u> - Leo Buscaglia https://www.youtube.com/watch?v=c8ZjVXyNbhI <p>Friday (3/26): Review the weekly topics or continue with topics that required more time.</p>
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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. There is nothing to submit this week. Nothing to submit <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>PS: A1.1 - develop positive attitudes toward self as a unique and worthy person</p> <p>PS: A1.2 - identify values, attitudes and beliefs</p> <p>PS: A1.5 - Identify and express feelings</p> <p>PS: A1.6 - distinguish between appropriate and inappropriate behavior</p> <p>PS: A1.8 - understand the need for self-control and how to practice it</p> <p>PS: A1.10 - identify personal strengths and assets</p> <p>PS: A2.1 - recognize that everyone has rights and responsibilities</p>
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<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● N/A <p>Extra Resources:</p> <ul style="list-style-type: none"> ● N/A
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<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
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<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Mrs. Kolb- Vickie.Kolb@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Mrs. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Mrs. Osheim- Tammy.Osheim@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Mrs. Nelson- Angie.Nelson@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Mrs. Palmer- Tanya.Palmer@k12.sd.us Counselor: Mrs. Palmer- Tanya.Palmer@k12.sd.us</p>
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<p>Notes:</p>	
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Instructional materials are posted below (if applicable)

Brandon Valley School District