

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

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 13: Perimeter & Area/14: Geometry

SUBJECT/GRADE: Math

DATES: March 22-26



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (03/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will move into Chapter 13, Lesson 4: Measure Area. We will understand that area is the number of square units needed to cover a region or figure. <input type="checkbox"/> Use the Area/Perimeter handout, as well as pg. 845-846 as a guide, as you complete pg. 847-848. (4.MD.3) <p>Tuesday (03/23): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In this lesson, we will relate area and perimeter. We will determine possible dimensions of a given figure, finding both area and perimeter. <input type="checkbox"/> Complete Lesson 5, pg. 853-854. (4.MD.3) <p>Wednesday (03/24): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will demonstrate our understanding of both area and perimeter, as we complete the Chapter 13 Review, pg. 857-859. (4.MD.3) <p>Thursday (03/25): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> You will show your ability to find both the area and perimeter of a given figure, find the length of a missing side, and apply learned strategies of area and perimeter to real-world problems. <input type="checkbox"/> Complete the Chapter 13 Assessment. (4.MD.3) <p>Friday (03/26): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will move into Chapter 14: Geometry. For Lesson 1, we will look at identifying and drawing points, lines, and rays. <input type="checkbox"/> Use pg. 873-874 as a guide, as you complete pg. 877-878. (4.G.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"> <input type="checkbox"/> 1. Lesson 4, pg. 847-848 <input type="checkbox"/> 2. Lesson 5, pg. 853-854 <input type="checkbox"/> 3. Chapter 13 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>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>

<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"> ● Math Workbook ● Area/Perimeter handout <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=cAl_twrP8QE - Area of a Rectangle ● https://www.youtube.com/watch?v=EiB2JI7ghHg - Introduction to Geometry
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Complete pg.875-876 in your math workbook. ● https://www.roomrecess.com/mobile/GeoTombs/play.html - Geo Tombs (Area) ● https://www.splashlearn.com/geometry-games-for-4th-graders - Geometry ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
<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: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p>Valley Springs Elementary</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 6 Lesson 1

SUBJECT/GRADE: Reading/4th

DATES: March 22-26

What do students need to do?

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

Monday (03/22): Watch the daily instructional video.

- Our story this week is 'My Brother Martin'. **The genre is a biography, the story of a real person's life, written by another person.** Read the selection, pg. 328-341.
- The vocabulary strategy this week is root words. **We are able to use our knowledge of root words, as well as other word parts, to determine meaning.** Use pg. 326-327 in your reading text to guide you in completing Vocabulary, pg. 387. (4.L.3)

Tuesday (03/23): Watch the daily instructional video.

- Today, we will recall that the skill of cause and effect and the strategy of questioning are tools we can use to deepen our understanding of a text.** Complete Cause and Effect, pg. 309. (4.RI.5)
- This week in spelling, we will look at words in which there is a vowel sound that gives no clue to its spelling, the *schwa* sound.** Correctly sort and spell your weekly words with *schwa* sounds, as you complete Schwa, pg. 306. (4.L.2)

Wednesday (03/24): Watch the daily instructional video.

- We will demonstrate our understanding of the skill of cause and effect, remembering that the *cause* is why something happens, and the *effect* is what happens.** Complete Cause and Effect, pg. 313. (4.RI.5)
- In today's lesson, **we will recognize that conjunctions are 'connecting words', used to join words, phrases, and sentences.** We will demonstrate our understanding as we complete Conjunctions, pg. 388. (4.L.3)

Thursday (03/25): Watch the daily instructional video.

- Today, **we prepare for our weekly writing activity, we will collaborate, using a jamboard.** Click the link below, and post a response to the following:
 - How did Martin's father "practice what he preached"? (4.SL.1)
 - https://jamboard.google.com/d/1xfqmolawVzSYOPG7RwQrc02VW2_N25msTe72d9EpaGA/edit?usp=sharing
- Use the reading textbook, pg. 338-339, to form a well-developed paragraph in the Written Response assignment, pg. 155-156. Be sure to use the checklist for your writing. You should: (4.W.2)
 1. Explain how Martin's father "practiced what he preached"
 2. Use both facts and opinions to support your answer
 3. End with a statement that shows the importance of Martin's father's actions

	<p>4. Try to use correct spelling, capitalization, punctuation, grammar, and sentences</p> <p>Friday (03/26): Watch the daily instructional video.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will show our understanding of the weekly vocabulary and comprehension skill, by completing the Weekly Reading Assessment, pg. 151-154. (4.L.4) (4.RI.5) <input type="checkbox"/> We will use our knowledge of the <i>schwa</i> sound, as we proofread and spell our weekly words correctly. Complete Schwa, pg. 394. (4.L.2)
<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"/> 1. Vocabulary, pg. 387 <input type="checkbox"/> 2. Schwa, pg. 306 <input type="checkbox"/> 3. Cause and Effect, pg. 309 <input type="checkbox"/> 4. Conjunctions, pg. 388 <input type="checkbox"/> 5. Weekly Reading Assessment, pg. 151-154 <input type="checkbox"/> 6. Written Response, pg. 155-156 <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>4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).</p> <p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly</p>
<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"> ● Pencil ● Reading handouts <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=OnSEFSk5VgQ&t=8s - Cause & Effect Strategies ● https://www.youtube.com/watch?v=dGAEvyDdYQA - Conjunctions
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.roomrecess.com/mobile/ReadingRaiders/play.html - Cause & Effect - Reading Raiders ● https://www.abcya.com/games/parts_of_speech_quest_conjunctions - ABCya Conjunctions ● https://student.freckle.com/#/login -Activities assigned by teacher ● Online books for read <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/

	<ul style="list-style-type: none"> ○ https://www.freechildrenstories.com/ ○ www.epic.com
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
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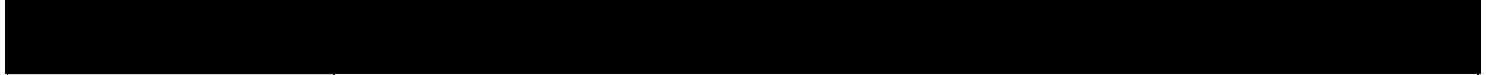
LESSON/UNIT: Energizing Everything/Huron

SUBJECT/GRADE: Science/Social SS - 4th

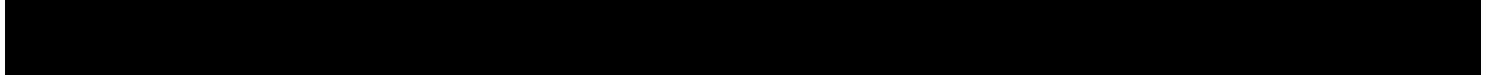
DATES: March 22-26



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (03/22): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will move into Lesson 8 of the Energizing Everything Unit, as we analyze the advantages and disadvantages of different sources of energy, including burnable fuels and alternative (renewable) energies. <input type="checkbox"/> Watch the video/read the transcript for Lesson 8: Where does energy come from? As you watch the video, complete the Lesson 8 Mystery Assessment. (4-ESS3-1) <p>Tuesday (03/23): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today's activity, Power this Town, students obtain and combine information about wind energy, solar energy, and water energy. They use this information to determine the best alternative energy sources for a town. Watch the activity portion of the Lesson 8 video. <input type="checkbox"/> Complete the Power this Town activity. (4-ESS3-1) <p>Wednesday (03/24): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> This week, we will visit Huron, South Dakota, noting important agricultural influences and historical events and people. As you read, discuss with a partner or family member the details of Huron's fight to become the capital city. (4.H.4.1) <p>Thursday (03/25): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the information you learned in the Huron Travel Guide, complete the Historical Timeline of Huron, including five important events. (4.H.4.1) <p>Friday (03/26): No Assignment</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"> <input type="checkbox"/> 1. Lesson 8 Assessment (Monday) <input type="checkbox"/> 2. Historical Timeline of Huron <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>	<p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment</p> <p>4.H.4.1 Explain probable causes and effects of events and developments in South Dakota.</p>
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<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"> ● Mystery 8 Video/Transcript ● Lesson 8 Handouts ● Huron Travel Guide ● Historical Timeline of Huron <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=dsTgyb_ITtk - Natural Resources for Kids ● https://www.youtube.com/watch?v=TS1oPqP2qyY - Why Murals - PBS
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://climatekids.nasa.gov/smores/ - Climate Kids - Build a S'Mores Oven ● https://wordart.com/ - Create a word mural, using words that describe South Dakota ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u></p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p><u>Fred Assam Elementary</u></p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p><u>Robert Bennis Elementary</u></p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p><u>Valley Springs Elementary</u></p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

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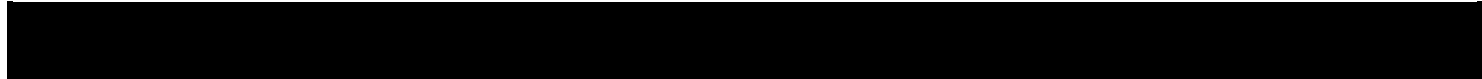
Brandon Valley School District

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LESSON/UNIT: Color Theory

SUBJECT/GRADE: Art/4th Grade

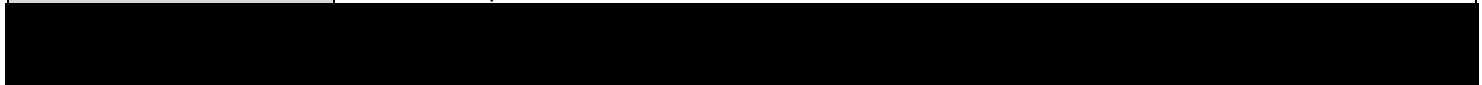
DATES: 3/22-3/26



<p>What do students need to do?</p> <p>Link to BV Art instructional video.</p>	<p>Monday (3/22):</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document).<input type="checkbox"/> Day 1: Color Theory: Review/Refresher: Complete the All about Color review booklet. This will review rainbow order, primary, secondary, intermediate/tertiary colors, complementary colors, neutrals, warm and cool. <p>Tuesday (3/23):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 2: Color Theory: Color Wheel: Complete the Color Wheel review. Primary colors are in the circles, secondary colors are the squares and tertiary/intermediate colors are the triangles. I suggest using crayons to color your color wheel, as you will be able to easily identify the colors and where they need to go. For a challenge, use watercolors- only the primaries to mix all your colors yourself! <p>Wednesday (3/24):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 3: Color Theory: Color Families: Complete the Color Neighborhood. This will review rainbow order, warm and cool. It introduces Analogous colors. Analogous colors are colors which are next to each other on the color wheel. Example: red, red-orange, orange or blue, blue-green, green. <p>Thursday (3/25):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 4: Color Theory: Color Wheel: Use your color wheel as your guide, look around your house for objects of the different colors and create your own color wheel. Don't forget to put your things away when you are done. <p>Friday (3/26):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 5: Color Theory: Color Families: Find objects for your different color families. Warm and Cool colors, Primary and Secondary, Neutrals, Analogous and Complementary.
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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. Take a picture of your color wheel and color families <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Email it to the teacher2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>4.VA.Cr.1.1 Brainstorm multiple approaches to a creative art or design problem. 4.VA.Cr.1.2 Set goals and create artworks that are meaningful and have purpose to the makers. 4.VA.Cr.2.1 Explore and invent art- making techniques and approaches 4.VA.Cr.2.2 Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● something to color with (crayons, markers, colored pencils), found objects of different colors <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub ●
<p>What can students do if they finish early?</p>	<p>EduTyping https://www.edutyping.com/student</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>
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