

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

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 5

SUBJECT/GRADE: Math / Kindergarten

DATES: March 22-26

What do students need to do?

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

Monday (3/22): Lesson 7

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to add? (Chapter 5)*
- Complete **Lesson 7: Add to Make 10** on pages 363-366 in your math workbook (Volume 1.) (K.OA.4)

Tuesday (3/23): My Homework

- Complete **My Homework (Lesson 7)** on pages 367-368 in your math workbooks (Volume 1.) (K.OA.4)
- Complete **Friends of Ten Search** in the handouts. (K.OA.4)

Wednesday (3/24): Fluency Practice

- Complete **Fluency Practice** on pages 369-370 in your math workbook (Volume 1.) (K.OA.4)

Thursday (3/25): My Review

- Complete **My Review** on pages 371-374 in your math workbooks (Volume 1.) (K.OA.4)

Friday (3/26): Review- Your child's classroom teacher may have other activities planned.

- Complete **Draw and Add** in the handouts. (K.OA.4)

What do students need to submit?

How can students submit their work?

Submit the Following:

- Lesson 7 (Guided + Independent)
- Friends of Ten Search
- Fluency Practice
- Draw and Add

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 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</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 22-26

What do students need to do?

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

Monday (3/22): Letter Zz, Sight Word- where

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Z! 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, where. Remember that sight words are words that we can recognize without sounding them out.**
- Create a letter Vv flashcard. Tell your student letter Z is a consonant and makes the sound /z/. Ask them, "What sounds does Z make?" (K.RF.3)
- Complete **Handwriting pg. 369** in the handouts. Review what letter V looks like and what sound it makes. (K.L.1)
- Complete **Phonics pg. 370** in the handouts. (Determine if the picture begins with /v/ or /z/.) (K.RF.3)
- Create a flashcard for the new sight word, **where**. (K.RF.3)
- Choose ONE of the following activities to practice the new sight word, where.**
Review the following sight words: where, was, said, what, from, here, go, that, are. (K.RF.3)
 - Sight Word Tic-Tac-Toe!** For this routine you will draw a tic-tac-toe template onto your whiteboard or paper. You will then write 9 words into the template. You can choose to repeat words within the template. Students will come up and state a word and then place an "O" or "X" over the word.
 - Sight Word Cup Stacker!** For this routine you will need to write sight words on the bottom of plastic cups. The student reads the word on the bottom of the cup, and then if they get it correct, they will stack the cup.
 - Sight Word Slap Em!** For this routine you will print "fly" sight word cards and access a flyswatter. You will lay out the fly cards on the carpet. The student will come up and slap a sight word as they read it. (Choose sight words that your student needs more practice on when filling out the fly cards. Include the new sight word, **where**.)
 - Pop the Bubble!** For this routine you will write several sight words onto your whiteboard or paper. You will place a circle or "bubble" around each word. The student will read a word and pop the bubble by placing an "X" over it.
- Read decodable **Val's Top** in the handouts. (K.RF.3) *Save this! You will use it on Tuesday.*

Tuesday (3/23): Isolate /u/, oral blending, segment phonemes

- Re-read **Val's Top** to someone in your house. (K.RF.3)
 - DL COHORT: Send a video in Seesaw of you reading your decodable.
- Watch the following video before completing today activity-
https://www.youtube.com/watch?v=FLfl_uY83Os
- Write the following words on a piece of paper (bug, hug, cut, hut, mug, slug, rug.)
Have your student break apart each word and read them aloud. (K.RF.3)
- Complete **Phonics** page 375 in the handouts (K.RF.3)

Wednesday (3/24): Plot

- Play a sight word game of your choice! (K.RF.3)
- Today we are going to review the plot of a story! Remember the plot of a story is what happens in the story. We use words like beginning, middle and end to tell the order of the story (plot.)
- Listen/read **Cinderella** before completing today's activity.
- Read Aloud- <https://www.youtube.com/watch?v=3v07mV-r8cs>
- Complete the **Let's Learn About Plot** mini book in the handouts. (There are two books per page. You only need to complete ONE.) (K.RL.3)

Thursday (3/25): Nouns

- Today we are going to review nouns in a sentence. A noun is a person, place, thing or animal!
- Complete **Conventions pg. 374** in the handouts! (K.L.1.b)
- Go on a scavenger hunt to find objects that have the letter Z on them! (Try to find 10 items) (K.RF.3)

Friday (3/26): Assessment

- Complete **Unit 5 Week 5 Assessment** in the handouts.
 - DL COHORT: This will be completed during Friday's zoom call. (K.SL.1). If you do not attend the zoom you will still need to complete and submit the assessment.

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

Submit the Following:

- Handwriting pg. 369
- Phonics pg. 375
- Mini Plot Book
- Unit 5 Week 5 Assessment

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.

| | |
|--|--|
| | <ul style="list-style-type: none"> ● 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., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ● 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. |
|--|--|

| | |
|--|---|
| <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"> ● Handwriting pg. 369 ● Phonics pg. 370 ● Fly Sight Word Cards ● Val’s Top ● Phonics pg. 375 ● Let’s Learn About Plot mini book ● Conventions pg. 374 ● Unit 5 Week 5 Assessment ● Cinderella Link- https://www.youtube.com/watch?v=3v07mV-r8cs |
|--|---|

| | |
|---|--|
| <p>What can students do if they finish early?</p> | <ul style="list-style-type: none"> ● 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! |
|---|--|

| | |
|---|--|
| <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</p> |
|---|--|

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:

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

Teacher:

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

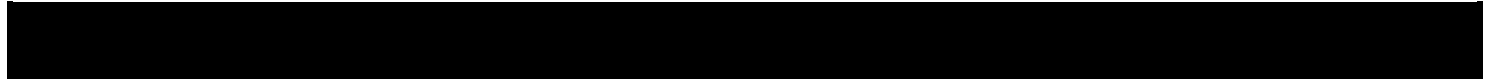
Notes: You are a rock star!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science

SUBJECT/GRADE: Kindergarten

DATES: March 22-26



| | |
|---|--|
| <p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video</u></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"/> Watch Mystery 2–“How can you get ready for a big storm?” The student link can be found in the handouts OR you can watch the video through the weekly Seesaw template. (K-ESS3-2) <input type="checkbox"/> Complete Day 1 of the Weather Window activity in the handouts. (K-ESS3-2) <p>Tuesday (3/23):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Mystery 2 Assessment in the handouts. (K-ESS3-2) <input type="checkbox"/> Complete Day 2 of the Weather Window activity in the handouts. (K-ESS3-2) <p>Wednesday (3/24):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Day 3 of the Weather Window activity in the handouts. (K-ESS3-2) <p>Thursday (3/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Day 4 of the Weather Window activity in the handouts. (K-ESS3-2) <p>Friday (3/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ketchup + Mustard Day! |
| <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"/> Mystery 2 Assessment <input type="checkbox"/> Weather Window Activity <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 |
| <p>What standards do the lessons cover?</p> | <p>K.ESS.3.2- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</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"> ● Mystery 2 Link ● Weather Window Activity |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Mystery 2 Assessment <p>Extra Resources:</p> <ul style="list-style-type: none"> ● None |
| <p>What can students do if they finish early?</p> | <ul style="list-style-type: none"> ● PebbleGo: https://pebblego.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: 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: Long & Short Sounds

SUBJECT/GRADE: Kindergarten Music

DATES: March 22-26, 2021

What do students need to do?

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

Monday (3/22):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- This week, we are learning about long and short sounds. Can you find 3 long objects in your house, and 3 short objects in your house? What do they look like? When you put them next to each other, is it easy to tell which is long and which is short?
- Sound can also be long or short! Listen to sounds that are short & long. Think of 3 long sounds and 3 short sounds. Can you make the sounds yourself? What do they sound like? Is it easy to tell which sounds are short and which are long?
- Let's sing a song about Apples and Bananas, using long and short vowel sounds:

<https://www.youtube.com/watch?v=r5WLXZspD1M>

Tuesday (3/23):

- Sing the song "Apples and Bananas" to review
- Compare! Mimic each sound with your voice and body. Then, decide which sounds are LONG and which are SHORT? Write your answers here: (S for short, L for long)
 - Siren: _____
 - Water Drip: _____
 - Crowd cheering: _____
 - One Clap: _____
 - Microwave beep: _____
 - Waterfall: _____

Wednesday (3/24):

- Sing a song about long and short sounds:
 - <https://www.youtube.com/watch?v=cqX3aFFSOxQ>
- Sing the song "Rain Rain Go away, Come again another day" Can you tell which sounds are short and which are long?

- Find 4 long objects (like spoons or pencils) and 8 short objects (like toothpicks or cotton balls). Arrange your short and long objects to match the song “Rain Rain Go away”. The beats should Look like this:
 - Rain (LONG)
 - Rain (LONG)
 - Go (short) A (short)
 - Way (LONG)
 - Come (short) a (short)
 - gain (short) a (short)
 - noth (short) er (short)
 - Day (LONG)
- Point to the long and short objects as you sing the song. Hint: Make sure each syllable in the song gets one object!

Thursday (3/25):

- Review & sing the long & short sounds song or the Apples and Bananas Song. (see links from Monday & Wednesday)
- Scavenger hunt:
 - Get a piece of paper and make 2 columns. One for short sounds, and one for long sounds.
 - Set a timer for 5 minutes. Go around your house & find as many different sounds as you can hear. When you find a long sound, put an X or a checkmark in the long sound column. When you find a short sound, put an x or a checkmark in the short sound column.
 - When the timer goes off, count your scores for long & short sounds. Who won? Do you have more short or long sounds in your house?

Friday (3/26):

- Review & sing the long & short sounds song or the Apples and Bananas Song. (see links from Monday & Wednesday)
- Make up your very own song!
 - Step One: choose 4 long words & 4 short words from this list (you can use 4 different, or use words more than once):
 - Long words: Slice, Step, Move, Bend, Paint, Climb

| | |
|--|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Short words: spooky, bubble, mixer, waddle, sandwich, sparkle <input type="checkbox"/> Now, put your words in an order that you like. Practice your phrase until you have it memorized. Now, for every long word, take a step. For every short word, hop twice. <input type="checkbox"/> Add your movement to your saying/ song and practice it until you have it memorized. <input type="checkbox"/> Perform it for a parent/guardian or friend! |
| <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 your scavenger hunt (Thursday) <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school |
| <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.MU.Cr.3.2.a With guidance, demonstrate a final version of personal musical ideas to peers. K.MU.Pr.4.2.a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. K.MU.Pr.6.1.a With guidance, perform music, alone and with others, with expression.</p> |
| <p>What materials do students need? What extra resources can students use?</p> | <p>Required Materials:</p> <ul style="list-style-type: none"> ● Pencil or Pen ● 4 long objects & 4 short objects ● Paper (for scavenger hunt) ● Music (suggestions provided) <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Youtube Links (see suggestions provided) |
| <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 Music: Ms. Fode- Rachael.Fode@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Music: Mr. Fode- Jeff.Fode@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Music: Ms. Verberg- April.Verburg@k12.sd.us 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