

Brandon Valley School District  
Distance Learning Plans  
March 29-April 2, 2021

Grade 3

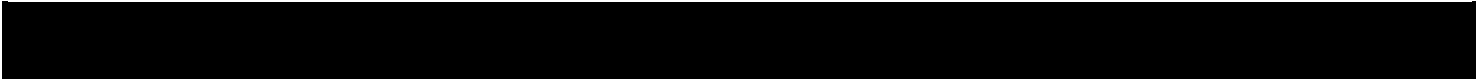


# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Geometry

SUBJECT/GRADE: 3rd Math

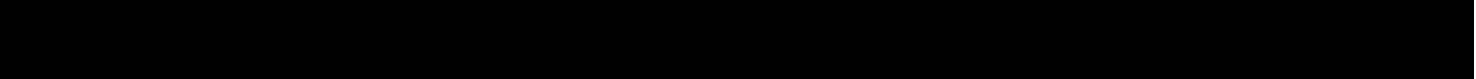
DATES: March 29th-April 2nd



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Week at a Glance Instructional Video</u></a></p>	<p><b>Monday (3/29): Shared Attributes of Quadrilaterals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video and math workbook pages 859-860 as instructions and examples to learn about <b>attributes of quadrilaterals</b>. (3.G.1)</li> <li><input type="checkbox"/> Complete <b>Independent Practice pages 861-862 (problems 3-10)</b> from your math workbook. (3.G.1)</li> </ul> <p><b>Tuesday (3/30): Problem Solving - Guess, Check, and Revise</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video and math workbook pages 865-866 as instructions and examples to learn about <b>guessing, checking, and revising your answer</b> when solving word problems. (3.G.1)</li> <li><input type="checkbox"/> Complete <b>Independent Practice pages 867-868 (problems 1-12)</b> from your math workbook. (3.G.1)</li> </ul> <p><b>Wednesday (3/31): Partition Shapes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video and math workbook pages 871-872 as instructions and examples to learn about <b>partitioning shapes</b>. (3.G.2)</li> <li><input type="checkbox"/> Complete <b>Independent Practice pages 873-874 (problems 2-10)</b> from your math workbook. (3.G.2)</li> </ul> <p><b>Thursday (4/1): Review</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use daily instructional video and complete the <b>Chapter 14 Review</b> pages 877-879 (problems 1-23) located in your math workbook. Discuss with someone at home. (3.G.1) (3.G.2)</li> </ul> <p><b>Friday (4/2): No School</b></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"> <li><input type="checkbox"/> Independent Practice pages 873-874 (problems 2-10) from math workbook</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via Seesaw (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>3.G.1</b> 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,</p>
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	<p>rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of a shape.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Math Workbook</li> <li>● Handouts</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Scratch paper to show work</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Freckle - <b>www.freckle.com</b> (Will require internet access. Contact your teacher for login information.)</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b> <b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a> <b>Teachers:</b> Ms. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a> Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a> Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a> Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a> Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a> <b>Robert Bennis Elementary</b> <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Teachers:</b> Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a> Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a> Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a> Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a> <b>Fred Assam Elementary</b> <b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a> <b>Teachers:</b> Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a> Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a> Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a> Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a> <b>Valley Springs Elementary</b> <b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a> <b>Teacher:</b> Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<p><b>Notes: Remember to continue practicing your multiplication and division facts at home!</b></p>	

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Research Report

SUBJECT/GRADE: 3rd Grade Writing

DATES: March 29th-April 2nd

What do students need to do?

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

## Monday (3/29): Animal Research Report

- Watch the BV Week at a Glance instructional video.
- Watch the daily instructional video or read the transcripts located in your handouts for **“How to Write a Research Paper for Kids - Episode 1: Brainstorming Topics”** (Video: 1 minute 40 seconds) For this research paper, you will choose one **animal** to research. (3.W.4)
- Watch the daily instructional video or read the transcripts located in your handouts for **“How to Write a Research Paper for Kids - Episode 2: Planning”** (Video: 2 minutes 12 seconds) (3.W.4) (3.W.8)
- Complete the **“I know...”** and **“I wonder...”** sections of the **Planning Graphic Organizer** located in the handouts. This step will take about 10-20 minutes. You can set a timer if you'd like. **Discuss** your graphic organizer with someone at home. (3.W.4) (3.W.8) (3.W.10) (3.SL.1)

## Tuesday (3/30): Animal Research Report - Researching

- Watch the daily instructional video or read the transcripts located in your handouts for **“How to Write a Research Paper for Kids - Episode 3: Researching”** (Video: 4 minutes 21 seconds) (3.W.4)
- Use your **Planning Graphic Organizer** to fill in the **“What I learned...”** section while researching your animal. Discuss your research with someone at home. (3.W.4) (3.W.7) (3.W.8) (3.SL.1) (3.SL.4)

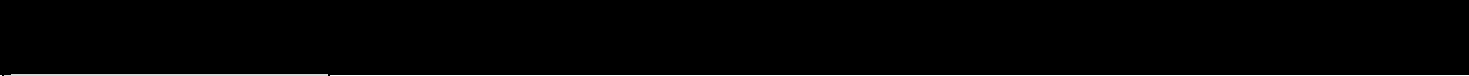
## Wednesday (3/31): Animal Research - Write a Draft

- Watch the daily instructional video or read the transcripts located in your handouts for **“How to Write a Research Paper for Kids - Episode 4: Writing a Draft”** (Video: 3 minutes 42 seconds) (3.W.4)
- Begin writing your rough draft using the **Draft Organizer** located in the handouts. You will be using the information you gathered and put into your **Planning Graphic Organizer** to complete your draft. (3.W.4) (3.W.7) (3.W.8)

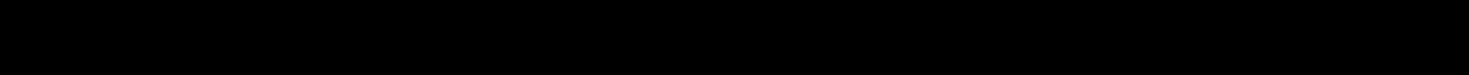
## Thursday (4/1): Research Report - Revise and Final Copy

- Watch the daily instructional video or read the transcripts located in your handouts for **“How to Write a Research Paper for Kids - Episode 5: Revising”** (Video: 4 minutes 8 seconds) Read aloud your draft with someone at home and discuss ways to improve your writing. (3.W.4) (3.SL.1) (3.SL.4)

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use your draft pages to create a <b>final copy</b> of your research report! You can choose to either write it on the final copy paper in the handouts or type your writing. (3.W.4) (3.W.6) (3.W.10) (3.L.6)</li> <li><input type="checkbox"/> <b>Record yourself reading your research report in Seesaw or read it aloud to someone at home. Submit your final research report when complete</b> (handwritten or typed) to your teacher when you are finished. (3.SL.4) (3.SL.6) (3.L.6)</li> </ul> <p><b>Friday (4/2): No School</b></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: <b>located in handouts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research Paper - Final Copy (handwritten or typed)</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>3.W.4</b> With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p><b>3.W.6</b> With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>3.W.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>3.W.8</b> Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>3.W.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p><b>3.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. (1.b.)</p> <p><b>3.SL.4</b> Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.</p> <p><b>3.L.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p>
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<p>What materials do students need?</p> <p>What extra resources can students use?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>• Handouts for the week from Seesaw or printed packet</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://bestkidswebsites.com/category/animals/">http://bestkidswebsites.com/category/animals/</a></li> <li>• <a href="https://enchantedlearning.com/themes/topics/animals.shtml">https://enchantedlearning.com/themes/topics/animals.shtml</a></li> <li>• <a href="https://kids.sandiegozoo.org/">https://kids.sandiegozoo.org/</a></li> <li>• <a href="https://animalfactguide.com/animal-facts/">https://animalfactguide.com/animal-facts/</a></li> <li>• <a href="https://www.natgeokids.com/au/category/discover/animals/">https://www.natgeokids.com/au/category/discover/animals/</a></li> <li>• <a href="https://www.coolkidfacts.com/animals/">https://www.coolkidfacts.com/animals/</a></li> <li>• <a href="https://www.ducksters.com/">https://www.ducksters.com/</a></li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>• Explore resources on Savvas Realize website</li> <li>• Freckle - <a href="http://www.freckle.com">www.freckle.com</a></li> <li>• Epic! - <a href="http://www.getepic.com">www.getepic.com</a></li> </ul>
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Who can we contact if we have questions?

**Brandon Elementary**

**Building Principal:**

Mr. Horst- [merle.horst@k12.sd.us](mailto:merle.horst@k12.sd.us)

**Teachers:**

Ms. Freeborn [blossom.freeborn@k12.sd.us](mailto:blossom.freeborn@k12.sd.us)

Ms. Flint- [Jill.Flint@k12.sd.us](mailto:Jill.Flint@k12.sd.us)

Mr. Kramer- [Brent.Kramer@k12.sd.us](mailto:Brent.Kramer@k12.sd.us)

Mr. Johnson- [Andy.Johnson@k12.sd.us](mailto:Andy.Johnson@k12.sd.us)

Mr. Gappa - [matthew.gappa@k12.sd.us](mailto:matthew.gappa@k12.sd.us)

**Robert Bennis Elementary**

**Building Principal:**

Ms. Hofkamp- [Kristin.Hofkamp@k12.sd.us](mailto:Kristin.Hofkamp@k12.sd.us)

**Teachers:**

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Mr. Ganschow- [Jeff.Ganschow@k12.sd.us](mailto:Jeff.Ganschow@k12.sd.us)

Ms. Pederson- [Jill.Pederson@k12.sd.us](mailto:Jill.Pederson@k12.sd.us)

Ms. Rozier- [danylle.rozier@k12.sd.us](mailto:danylle.rozier@k12.sd.us)

**Fred Assam Elementary**

**Building Principal:**

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**Teachers:**

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Ms. Jones- [Deb.Jones@k12.sd.us](mailto:Deb.Jones@k12.sd.us)

Ms. Kieffer- [Michelle.Kieffer@k12.sd.us](mailto:Michelle.Kieffer@k12.sd.us)

Ms. Van Leur- [Chelsea.Vanleur@k12.sd.us](mailto:Chelsea.Vanleur@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:**

Ms. Palmer- [tanya.palmer@k12.sd.us](mailto:tanya.palmer@k12.sd.us)

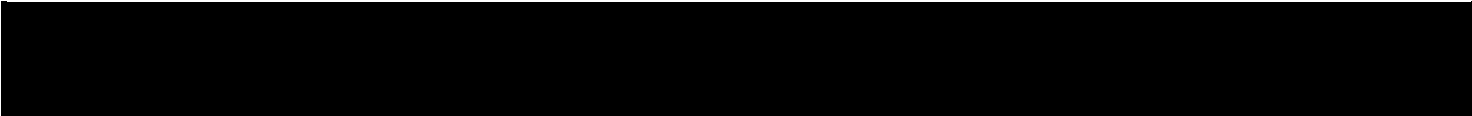
**Teacher:**

Ms. Abens - [lindsey.abens@k12.sd.us](mailto:lindsey.abens@k12.sd.us)

**Notes: Keep reading for 20 minutes every night!**

# Brandon Valley School District Distance Learning Plan

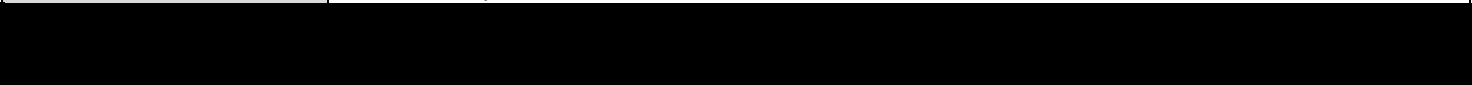
LESSON/UNIT: Weather/America: Heritage and Culture    SUBJECT/GRADE: SS/Science/3rd Grade    DATES: March 29th-April 2nd



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Week at a Glance instructional video</u></a></p>	<p><b>Monday (3/29): Social Studies - America: Heritage and Culture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li> <li><input type="checkbox"/> In the Social Studies “<b>America: Heritage and Culture</b>” magazine read pages 14-17. Discuss the following questions with someone at home: <b>Why do some people turn into American legends? Name some things that states can have as symbols.</b> Use the text to help support your answers. (3.H.2.3)</li> </ul> <p><b>Tuesday (3/30): Science - Weather and Climate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rewatch the <b>Exploration</b> portion of the “<b>Where do clouds come from?</b>” Mystery Science video OR read transcripts located in the handouts. Complete the <b>End of Mystery Assessment</b> located in the handouts. ( 3-ESS2-1)</li> </ul> <p><b>Wednesday (3/31): Social Studies - Heritage and Culture</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the “<b>Food Around the World</b>” Pebble Go article located in the handouts. Discuss with someone at home how the food from these different cultures and countries are similar and different. (3.H.2.3)</li> </ul> <p><b>Thursday (4/1): 2-Hour Early Dismissal (No Science)</b></p> <p><b>Friday (4/2): No School</b></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"> <li><input type="checkbox"/> End of Mystery Assessment (located in handouts)</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#"><u>Seesaw</u></a> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p><b>3.H.2.3</b> Analyze a community’s culture and history</p> <p><b>3-ESS2-1</b> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p>
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<p>What materials do students need?</p>	<p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Handouts for the week</li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● NGSS aligned experiments: <a href="https://www.hookedonscience.org/nextgenerationsciencestandards.html">https://www.hookedonscience.org/nextgenerationsciencestandards.html</a></li> <li>● Read/listen to books on Epic! related to social studies/science <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Explore the website <a href="http://www.wonderopolis.org">www.wonderopolis.org</a></li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></b>  <b>Building Principal:</b>  Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a>  <b>Teachers:</b>  Ms. Freeborn- <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<p><b>Notes:</b> A baseball-sized piece of hail falls as fast as a professional baseball pitcher can throw! You can check out more facts on Epic! Go to <a href="http://www.getepic.com">www.getepic.com</a> and search: Weird-but-True Facts about Weather.</p>	



# Brandon Valley School District Distance Learning Plan

COUNSELING LESSON: Assertiveness; Take and Give “No”; Self-Talk; Wrap Up!

WEEK 8: 3/29/2021-4/2/2021

What do students need to do?

[Link to BV Counseling instructional video](#)

## Monday (3/29): Assertiveness

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- Definition - Being assertive means being direct about what you need, want, feel or believe in a way that's respectful of the views of others.
- Characteristics of an assertive person
  - You can give an opinion or say how you feel.
  - You can ask for what you want or need.
  - You can disagree respectfully.
  - You can offer your ideas and suggestions.
  - You can say no without feeling guilty.
  - You can speak up for someone else.
- Assertive Body Language
  - Walk steadily, hold your back straight and your head up. Try to speak slowly, audibly, and calmly.
  - Have open, direct eye contact.
  - Have an open body posture that is still and relaxed, with upright posture, and with straight shoulders.
  - Smile.
  - Have a voice that is appropriately firm/warm
  - Respect personal space.
- Recommended book
  - <https://www.youtube.com/watch?v=c4FmQiRTQLg>

## Tuesday (3/30): Take and Give “No”

- “No” is a relational boundary word.
- “No” helps us learn limits.
- We need to learn how to give a “No” and accept a “No.”
- Another word for “No” is “STOP.”
- Children who can’t hear a “no” may make bad choices.
- The following are reasons why we fear giving a “No.”
  - We might fear rejection.
  - We might disappoint someone.
  - We might make someone angry.
  - We might hurt someone’s feelings.
  - We think the other person will stop liking us.
  - We think it is not nice.
- Why do some people refuse to take “No.”
  - They want their way.
  - They are having fun.
  - They want control.
- When we give a “No” to another person we need to be assertive by using direct eye contact and a firm voice.
- When someone gives us a “No” then we must stop what we are doing to them.

- Recommended book
  - [https://www.youtube.com/watch?v=zHTKSZT\\_a6Y](https://www.youtube.com/watch?v=zHTKSZT_a6Y)

**Wednesday (3/31): Self Talk - Self-talk is the inner voice that goes on inside our heads throughout our waking hours.**

- There are 2 kinds of self-talk
  - positive - the talking that encourages us
  - negative - the talking that discourages us
- The difference between positive and negative self-talk
  - Positive self-talk makes you feel good about yourself and the things that are going on in your life. It's like having an optimistic voice in your head that always looks on the bright side.
  - Negative self-talk makes you feel pretty bad about yourself and the things that are going on. It can put a downer on anything, even if something is good.
- Why should I practice positive self-talk?
  - Self-talk is a huge part of our self-esteem and confidence.
  - By working on replacing negative self-talk with more positive self-talk, you're more likely to feel in control of the things that are going on in your life and to achieve your goals.
- What to do if you have negative self-talk
  - Stop the thought.
  - Challenge your thinking.
  - Replace the thoughts with something positive.
  - Use affirmations.
- Video: Positive Self Talk: <https://www.youtube.com/watch?v=AJ2YQp3judg>

**Thursday: (4/1): Wrap Up**

- Feelings are the sensations we have in our body created by our thoughts.
- Friendship is important because life can be more interesting and fun when we have friends.
  - To make and keep friends we need to:
    - Avoid tattling - do report on serious issues.
    - Learn to take "No" and "Stop."
    - Apologize: If you hurt someone then tell them you are sorry.
    - Stay in your bubble.
    - Need empathy to understand the situations of people and what he/she might be feeling
    - Manners: People want to be around us when we have good manners.
- Become good decision makers because it keeps us safe.
- Bullying hurts friendships.
  - The source of bullying is sometimes at home.
  - Avoid name calling:
    - Don't believe the names people call you.
    - You allow the other person to control you if you believe the names.
- Anger - learn to handle anger and disappointment
  - Breathe.
  - Say to yourself - "I can handle this."
  - Go with the flow.

**Friday: (4/2): No School**

<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"> <li><input type="checkbox"/> 1. Nothing to submit</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Email it to the teacher</li> <li>2. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p><b>American School Counseling Association (ASCA) Standards for Students:</b></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>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>• none required</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• recommended books and videos</li> </ul>
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a></p>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b>  <b>Building Principal:</b> Mr. Horst- <a href="mailto:Merle.Horst@k12.sd.us">Merle.Horst@k12.sd.us</a>  <b>Counselor:</b> Mrs. Kolb- <a href="mailto:Vickie.Kolb@k12.sd.us">Vickie.Kolb@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b>  <b>Building Principal:</b> Mrs. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a>  <b>Counselor:</b> Mrs. Osheim- <a href="mailto:Tammy.Osheim@k12.sd.us">Tammy.Osheim@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b>  <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a>  <b>Counselor:</b> Mrs. Nelson- <a href="mailto:Angie.Nelson@k12.sd.us">Angie.Nelson@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b>  <b>Building Principal:</b> Mrs. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a>  <b>Counselor:</b> Mrs. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*