

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

Grade 4



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 14: Geometry

SUBJECT/GRADE: Math

DATES: March 29 - April 2



<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video.</a></p>	<p><b>Monday (03/29):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This week, we will continue in Chapter 14: Geometry. Today, we will move into Lesson 2: Draw Parallel and Perpendicular Lines, <b>as we describe lines, rays, and line segments by the way they cross each other or do not cross each other.</b></li> <li><input type="checkbox"/> Use pg. 879-880 as a guide, as you complete pg. 881-882. (4.G.1)</li> </ul> <p><b>Tuesday (03/30):</b> Watch the daily instructional video.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In this lesson, <b>we will understand that an angle is a geometric shape created when two rays share the same endpoint. Angles can be classified and measured by the amount of rotation from one ray to another.</b> Use the Angles handout, as well as pg. 894 in your math workbook, to complete Name and Identify Angles. (4.G.1)</li> <li><input type="checkbox"/> <b>We will continue in angles, using a protractor in order to measure each angle. Note that the length of each ray does not affect the measure of the angle.</b> Use a protractor, and measure the angles and angles within given shapes on pg. 901. (4.G.2)</li> </ul> <p><b>Wednesday (03/31):</b> Watch the daily instructional video.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Today, <b>we will look at how an angle can be decomposed into non-overlapping parts. The angle measure of the whole is the sum of the angle measures of the parts.</b></li> <li><input type="checkbox"/> Use pg. 911-912 as a guide, as you complete pg. 913-914. (4.MD.7)</li> </ul> <p><b>Thursday (04/01):</b> Watch the daily instructional video.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>We will use our knowledge of lines and angles, as we determine the composition of different shapes.</b> Complete the 'What's in a Shape?' (4.G.2)</li> </ul> <p><b>Friday (04/02):</b> No School</p>
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<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"> <li><input type="checkbox"/> 1. Name and Identify Angles</li> <li><input type="checkbox"/> 2. Lesson 7, pg. 913-914</li> <li><input type="checkbox"/> 3. What's in a Shape?</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</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>4.G.1</b> - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
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	<p><b>4.G.2-</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize, and identify categories of right, acute, and obtuse triangles.</p> <p><b>4.MD.7-</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</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>● Protractor</li> <li>● Angles handout</li> <li>● Name and Identify Angles</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=g7K4zztMXT0">https://www.youtube.com/watch?v=g7K4zztMXT0</a> - Classify Angles</li> <li>● <a href="https://www.youtube.com/watch?v=Gzd_IsNwTOI">https://www.youtube.com/watch?v=Gzd_IsNwTOI</a> - Using a Protractor</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Complete pg.909-910 in your math workbook.</li> <li>● <a href="https://www.mathgames.com/skill/4.1-acute-right-obtuse-and-straight-angles">https://www.mathgames.com/skill/4.1-acute-right-obtuse-and-straight-angles</a> - Identifying Angles</li> <li>● <a href="https://www.mathplayground.com/measuringangles.html">https://www.mathplayground.com/measuringangles.html</a> - Using a Protractor</li> <li>● <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></li> <li>● <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> - Activities assigned by teacher</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> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a> Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Poetry

SUBJECT/GRADE: Reading/4th

DATES: March 29 - April 2

What do students need to do?

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

**Monday (03/29):** Watch the daily instructional video.

- To begin our week in poetry, **we will work to understand and refer to the structural elements of poetry, including verse, stanza, rhythm, and meter.** Watch the video, 'Elements of Poetry', as an introduction to the structural elements. Following the video, complete Structural Elements of Poetry. (4.RL.5)
  - [Elements of Poetry](http://shorturl.at/tuyzU): shorturl.at/tuyzU
- We will put our knowledge of lines, stanzas, and rhythm to the test, as we learn about and write Haikus. Watch [Haiku Poems](http://shorturl.at/rwRTX): shorturl.at/rwRTX
- Use the provided example as a guide as you write your own Haiku.
  - DL students: Upload your Haiku to the blog and comment on a classmate's poem! (4.W.3) (4.SL.4)

**Tuesday (03/30):** Watch the daily instructional video.

- In today's lesson, **we will review the structural elements of poetry, as well as begin to look at the types of figurative language, as we practice matching each term to its definition.**
  - Cut up and separate the term and definition cards. See if you can match each term to the correct definition. (4.RL.5) (4.L.5)
- Complete the assignments, Alliteration and Hyperbole. (4.L.5)

**Wednesday (03/31):** Watch the daily instructional video.

- Today, we will identify the different types of figurative language within a given text.** Use the Figurative Language! handout as a guide to answer the questions for the Figurative Language poem, 'Sketch'. (4.L.5)
- Continue to use the Figurative Language! handout as you **demonstrate your understanding of figurative language types in completing 'Create Your Own! Figurative Language'**. (4.L.5) (4.W.3)

**Thursday (04/01):** Watch the daily instructional video.

- Today, **we will demonstrate our understanding of poetry, figurative language, and word relationships,** as we complete the activity, Poetry. (4.RL.2)

**Friday (04/02):** No School

<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"/> 1. Structural Elements of Poetry</li> <li><input type="checkbox"/> 2. Haiku</li> <li><input type="checkbox"/> 3. Create Your Own! Figurative Language</li> <li><input type="checkbox"/> 4. Poetry (Thursday)</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred method, if possible)</li> <li>2. Email it to the teacher Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p><b>4.RL.2</b> Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</p> <p><b>4.RL.5</b> Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>4.L.5</b> Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p> <p><b>4.W.3</b> Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p>
<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>● Pencil</li> <li>● Reading handouts</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=YSzT5FCzdlc">https://www.youtube.com/watch?v=YSzT5FCzdlc</a> - Stanzas, Lines, Rhyme Schemes</li> <li>● <a href="https://www.youtube.com/watch?v=98l2gZh-2X0">https://www.youtube.com/watch?v=98l2gZh-2X0</a> - Figurative Language</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://www.poetrygames.org/">https://www.poetrygames.org/</a> - Poetry Machine</li> <li>● <a href="https://www.roomrecess.com/mobile/CannonballCats/play.html">https://www.roomrecess.com/mobile/CannonballCats/play.html</a> - Cannonball Cats - Figurative Language</li> <li>● <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> -Activities assigned by teacher</li> <li>● Online books for read <ul style="list-style-type: none"> <li>○ <a href="https://www.funbrain.com/books">https://www.funbrain.com/books</a></li> <li>○ <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>○ <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></li> <li>○ <a href="http://www.epic.com">www.epic.com</a></li> </ul> </li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b></p>

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Ms. Pudwill- [Andrea.Pudwill@k12.sd.us](mailto:Andrea.Pudwill@k12.sd.us)

Mr. Sylliaasen- [Tim.Sylliaasen@k12.sd.us](mailto:Tim.Sylliaasen@k12.sd.us)

**Valley Springs Elementary**

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**Teacher:**

Ms. Lueders- [laura.lueders@k12.sd.us](mailto:laura.lueders@k12.sd.us)

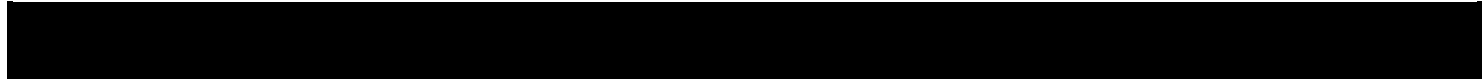
**Notes:**

# Brandon Valley School District Distance Learning Plan

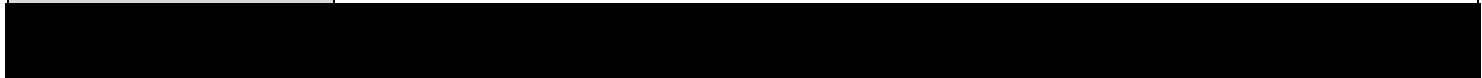
LESSON/UNIT: Waves of Sound/Sioux Falls

SUBJECT/GRADE: Science/Social SS - 4th

DATES: March 29 - April 2



<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance instructional video.</a></p>	<p><b>Monday (03/29): Science</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Today, we will look at Lesson 1 of our Waves of Sound Unit within Mystery Science. We will learn about the connection between sounds and vibration.</li> <li><input type="checkbox"/> Watch the video/read the transcript for Lesson 1: How far can a whisper travel? As you watch the video, complete the Lesson 1 Mystery Assessment. (4-PS4-1)</li> </ul> <p><b>Tuesday (03/30): Science</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In today's activity, Paper Cup Telephone, <b>we will make telephones using cups and string. We will then modify the design of our telephones using different types of supplies to see if we can improve the sound quality.</b> Watch the Lesson 1 activity video.</li> <li><input type="checkbox"/> Complete the Paper Cup Telephone activity. ( 4-PS4-1)</li> </ul> <p><b>Wednesday (03/31): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This week, <b>we will visit Sioux Falls, South Dakota, as we examine basic environmental, economic, cultural, and population issues.</b> As you read the Sioux Falls Travel Guide, discuss with a partner or family member why Sioux Falls has always been referred to as a 'boom city'. (4.H.2.2)</li> </ul> <p><b>Thursday (04/01): Social Studies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the information you learned in the Sioux Falls Travel Guide, complete the assignment, Sioux Falls, SD: A 'Boom Town' from the beginning! (4.H.2.2)</li> </ul> <p><b>Friday (04/02): 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"/> 1. Mystery 1 Assessment</li> <li><input type="checkbox"/> 2. Sioux Falls, SD: A 'Boom Town' from the beginning!</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</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>4-PS4-1</b> Develop a model of waves to describe patterns in terms of amplitude and wavelength and to provide evidence that waves can cause objects to move.</p> <p><b>4.H.2.2</b> Examine basic environmental, economic, cultural, and population issues of concern to South Dakota.</p>
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<p>What materials do students need? What extra resources can students use?</p>	<p><b>If you do not have access to the required materials, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Mystery 1 Video/Transcript</li> <li>● Mystery 1 Assessment</li> <li>● Paper Cup Telephone Handouts</li> <li>● Sioux Falls Travel Guide</li> <li>● Sioux Falls, SD: A 'Boom Town' from the beginning!</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=HblEhc0gses&amp;list=PLQInTldJs0ZQRzLgW42JXOV_KjtG7TXck">https://www.youtube.com/watch?v=HblEhc0gses&amp;list=PLQInTldJs0ZQRzLgW42JXOV_KjtG7TXck</a> - Science of Sound</li> <li>● <a href="https://www.youtube.com/watch?v=0sud_eZu7KI">https://www.youtube.com/watch?v=0sud_eZu7KI</a> - Boom Towns</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://sciencewiz.com/portals/sound/">https://sciencewiz.com/portals/sound/</a> - Science Wiz - Sound</li> <li>● <a href="https://drive.google.com/file/d/1oUSOh5NAC09HkhFpYWk3hwgjs0AmqLCO/view?usp=sharing">https://drive.google.com/file/d/1oUSOh5NAC09HkhFpYWk3hwgjs0AmqLCO/view?usp=sharing</a> - State Parks - What's in a Name?</li> <li>● Explore Pebble Go <a href="https://site.pebblego.com/">https://site.pebblego.com/</a> Ask your teacher for login information</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Elementary</b></p> <p><b>Building Principal:</b> Mr. Horst- <a href="mailto:merle.horst@k12.sd.us">merle.horst@k12.sd.us</a></p> <p><b>Teachers:</b> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b></p> <p><b>Building Principal:</b> Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a></p> <p><b>Teachers:</b> Ms. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@k12.sd.us</a></p> <p><b>Robert Bennis Elementary</b></p> <p><b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a></p> <p><b>Teachers:</b> Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a> Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a></p> <p><b>Teacher:</b> Ms. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

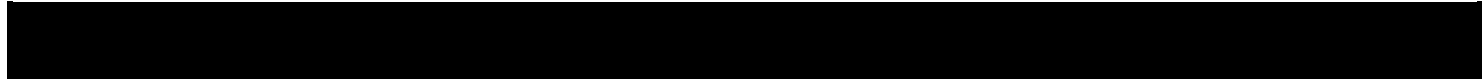
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# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Self- Portrait

SUBJECT/GRADE: Art/4th Grade

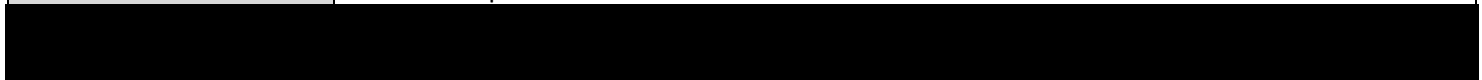
DATES: 3/29-4/1



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV Art instructional video.</u></a></p>	<p><b>Monday (3/29):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document).</li> <li><input type="checkbox"/> <b>Day 1: Self- Portraits: Draw your lego self-portrait.</b> Follow the step by step directions to create your lego person. Remember to add your favorite outfit, activities you like to do and a background (something you enjoy doing)</li> </ul> <p><b>Tuesday (3/30):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 2: Self- Portraits:</b> Color your self-portrait.</li> </ul> <p><b>Wednesday (3/31):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 3: Gallery Hunt:</b> go to <a href="https://www.metmuseum.org/art/online-features/metkids/explore">https://www.metmuseum.org/art/online-features/metkids/explore</a> and do your gallery hunt. Find artwork that fits into our different categories. Once you find something that fits, write the name of the art work on the line and check the circle.</li> </ul> <p><b>Thursday (4/1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Day 4: Art Critique:</b> go to <a href="https://www.metmuseum.org/art/online-features/metkids/explore">https://www.metmuseum.org/art/online-features/metkids/explore</a> and complete your art critique. Pick different paintings and fill out your critiques</li> </ul> <p><b>Friday (4/2):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No School</li> </ul>
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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"> <li><input type="checkbox"/> 1. Take a picture of your Lego Self-Portrait</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>
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<p>What standards do the lessons cover?</p>	<p><b>4.VA.Cr.1.1</b> Brainstorm multiple approaches to a creative art or design problem.</p> <p><b>4.VA.Cr.2.1</b> Explore and invent art- making techniques and approaches.</p> <p><b>4.VA.Cr.2.2</b> Utilize and care for art materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p><b>4.VA.Pr.4.1</b> Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</p>
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	<p><b>4.VA.Pr.5.1</b> Analyze various considerations for presenting and protecting art in various locations, indoor or outdoor settings, temporary or permanent forms, and in physical or digital formats.</p> <p><b>4.VA.Pr.6.1.a</b> Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide</p> <p><b>4.VA.Re.7.1</b> Summarize messages in art referring to contextual information, relevant subject matter, details, and use of media</p> <p><b>4.VA.Re.8.1</b> Analyze components in visual imagery that convey messages.</p> <p><b>4.VA.Re.9.1</b> Apply one set of criteria to evaluate more than one work of art.</p> <p><b>4.VA.Cn.10.1</b> Works of art that reflect community cultural traditions (I.e. State, Regional, Native American).</p> <p><b>4.VA.Cn.11.1</b> Infer information about time, place, and culture in which a work of art was created, through observation.</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>• paper, pencil, something to color with (crayons, colored pencils, markers)</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.metmuseum.org/art/online-features/metkids/explore">https://www.metmuseum.org/art/online-features/metkids/explore</a></li> </ul>
<p>What can students do if they finish early?</p>	<p>EduTyping <a href="https://www.edutyping.com/student">https://www.edutyping.com/student</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>Art:</b> Ms. Rieff- <a href="mailto:Erin.Rieff@k12.sd.us">Erin.Rieff@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>Art:</b> Ms. McNamara- <a href="mailto:Heidi.McNamara@k12.sd.us">Heidi.McNamara@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>Art:</b> Ms. Heeren- <a href="mailto:Jordan.Heeren@k12.sd.us">Jordan.Heeren@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>Art:</b> Ms. Kasten- <a href="mailto:Amy.Kasten@k12.sd.us">Amy.Kasten@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*