

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

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 6

SUBJECT/GRADE: Math / Kindergarten

DATES: March 29-April 2

What do students need to do?

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

## Monday (3/29): Am I ready?

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to subtract? (Chapter 6)*
- Complete Am I Ready? on pages 377-378 in your math workbook (Volume 1.)
- Practice your addition facts flashcards! *(Flashcards can be found in the handouts. I would recommend cutting them out and keeping them in a safe place to be used multiple times)*

## Tuesday (3/30): Lesson 1- Subtraction Stories

- Complete Lesson 1: Subtraction Stories on pages 383-386 in your math workbook (Volume 1.) (K.OA.1, K.OA.2)
- Practice your addition facts flashcards!

## Wednesday (3/31): My Homework

- Complete My Homework (Lesson 1) on pages 387-388 in your math workbook (Volume 1.) (K.OA.1, K.OA.2)
- Practice your addition facts flashcards!

## Thursday (4/1): Lesson 2- Use Objects to Subtract

- Complete Lesson 2: Use Objects to Subtract on pages 389-392 in your math workbook (Volume 1.) (K.OA.4)
- Practice your addition facts flashcards!

## Friday (4/2): No School!

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

Submit the Following:

- Lesson 1
- Lesson 2

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><b>K.OA.</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> <li>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.)</li> <li>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.</li> <li>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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</li> <li>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.</li> <li>5. Fluently add and subtract within 5.</li> </ol> <p><b>K.CC.A.1</b> Count to 100 by ones and by tens.</p>
<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>● Math Workbook- Volume 1</li> <li>● Addition Fact Flashcards (handouts)</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Go to the seesaw activity and click on the link Fun Brain: <a href="https://www.funbrain.com/">https://www.funbrain.com/</a></li> <li>● Write Numbers 1-20</li> <li>● Number Flashcards</li> <li>● Count to 100 by ones and tens</li> <li>● Addition Flashcards</li> <li>● Subtraction Flashcards</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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@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. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a></p>

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**Valley Springs Elementary**

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**Teacher:**

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**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 29-April 2

What do students need to do?

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

## Monday (3/29): Letter Yy, Sight Word- come (*final new sight word*)

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Y! 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, come. Remember that sight words are words that we can recognize without sounding them out.**
- Create a letter Yy flashcard. Tell your student letter Y is a consonant and makes the sound /y/. Ask them, "What sounds does Y make?" (K.RF.3)
- Complete **Y Handwriting Page** in the handouts.. (K.L.1)
- Complete **Color the Letter Y Pictures** in the handouts. (Color the pictures that begin with /y/.) (K.RF.3)
- Create a flashcard for the new sight word, **come**. (K.RF.3)
- Complete **Sight Word-Come Worksheet** in the handouts. (K.RF.3)
- Optional Activity: **Egg Hunt**- Using plastic eggs, place one sight word inside each egg and then hide them outside. Once your student finds an egg, they have to read the sight word inside before searching for another one. (K.RF.3)

## Tuesday (3/30):

- Warm Up: On a piece of paper or whiteboard, practice writing uppercase and lowercase letters: Y, Z, V, U, X, W, J, E, G. (Dictate the letters to your student) (K.L.1)
- Create a list of words that begin with the letter V! (5-10 total) Create a list of words that begin with the letter Z! (5-10 total) (K.RF.3)
- On a piece of paper, write the following words and have your student read them to you (most of these are nonsense words): zip, vod, vun, zot, zit, vid, van, zan, zog, von. (K.RF.2)
- Read a book of your choice! (K.RI.2)
  - What's the title of the book?
  - Who is the author?
  - Who is your favorite character?
  - What is the main idea of the story?

## Wednesday (3/31):

- Today we are going to review, **main idea**! Use the *Main Idea Cards* in the handouts to complete the following activity. They are labeled Bag 1-Bag 5. (K.RI.2)
- For this activity, you will need brown paper bags or something that you can place the cards in and the students won't see. (You will complete this FIVE TIMES for each set of cards.) (K.RI.2)

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have the student pull out all of the cards to determine what the main idea of the bag is. (For example, a bag might have a picture of a penny, dime, nickel and quarter. The main idea of this bag would be, coins.) Once they've determined what the main idea is, they are going to write a complete sentence about it. (In bag #, I found pictures of different coins.) (K.RI.2)</li> <li><input type="checkbox"/> Review ALL sight word flashcards! (K.RF.3)</li> </ul> <p><b>Thursday (4/1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why did the dog do so well in school? (Find the answer at the bottom of the page)</li> <li><input type="checkbox"/> Complete <b>Unit 5 Week 6 Assessment</b> in the handouts.</li> </ul> <p><b>Friday (4/2): No School!</b></p>
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What do students need to submit?  
How can students submit their work?

- Submit the Following:
- Y Handwriting
  - Sight Word Come Worksheet OR picture of Egg Hunt
  - Main Idea Sentences
  - Unit 5 Week 6 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.
- **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., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- **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.

	<ul style="list-style-type: none"> <li>● <b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>● <b>K.RL.3</b> With prompting and support, describe characters, settings and major events in a story.</li> <li>● <b>K.RI.1</b> With prompting and support, ask and answer questions about key details in a text.</li> <li>● <b>K.RI.2</b> With prompting and support, identify the main topic and retell key details of a text.</li> <li>● <b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>● <b>K.RI.10</b> Actively engage in group reading activities with purpose and understanding.</li> <li>● <b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>
<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>● Handwriting pg. 369</li> <li>● Phonics pg. 370</li> <li>● Fly Sight Word Cards</li> <li>● Val's Top</li> <li>● Phonics pg. 375</li> <li>● Let's Learn About Plot mini book</li> <li>● Conventions pg. 374</li> <li>● Unit 5 Week 5 Assessment</li> <li>● Cinderella Link- <a href="https://www.youtube.com/watch?v=3v07mV-r8cs">https://www.youtube.com/watch?v=3v07mV-r8cs</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Sight Word Flashcards</li> <li>● Alphabet Flashcards- Letter recognition and sound</li> <li>● Epic: <a href="https://www.getepic.com/">https://www.getepic.com/</a> (Ask your teacher for your class code)</li> <li>● Read a book!</li> <li>● Write a story!</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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@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. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a></p>

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**Notes: Because he was the teachers pet!**



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science

SUBJECT/GRADE: Kindergarten

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 (3/29):</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"/> Complete the <b>Circle of Seasons</b> and hang it on your wall BEFORE watching the Mystery. (K-ESS2-1)</li><li><input type="checkbox"/> Watch <b>Mystery 3-“What will the weather be like on your birthday?”</b> The student link can be found in the handouts OR you can watch the video through the weekly Seesaw template. (K-ESS2-1)</li><li><input type="checkbox"/> Complete the activity within the mystery using the <b>Season Sorting Cards</b> in the handouts. (K-ESS2-1)</li></ul> <p><b>Tuesday (3/30):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use Vocabulary Cards in the handouts to play Set 1: Reading Cards (<b>Matching Game.</b>) (K-ESS2-1)</li></ul> <p><b>Wednesday (3/31):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use Vocabulary Cards in the handouts to complete Set 2: Writing Cards. (Students will practice their writing skills by writing the season name below the correct picture.) (K-ESS2-1)</li><li><input type="checkbox"/> Complete Mystery 3 Assessment in the handouts. (K-ESS2-1)</li></ul> <p><b>Thursday (4/1):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Early Dismissal: No Assignment!</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:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Writing Cards (4 total)</li><li><input type="checkbox"/> Mystery 3 Assessment</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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What standards do the lessons cover?	<b>K.ESS.2.1</b> - Use and share observations of local weather conditions to describe patterns over time.
What materials do students need? What extra resources can students use?	<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 3 Link</li> <li>● Circle of Seasons</li> <li>● Vocabulary Cards</li> <li>● Mystery 3 Assessment</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● None</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● PebbleGo: <a href="https://pebblego.com/">https://pebblego.com/</a></li> </ul>
Who can we contact if we have questions?	<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> Ms. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a> Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a> Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a> Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a> Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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> Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a> Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a> Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a> Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a> Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@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. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a> Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a> Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a> Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a> Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@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. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>
<b>Notes: We are so proud of you! Keep up the hard work.</b>	

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Key Words

SUBJECT/GRADE: Kindergarten Music

DATES: March 29-April 2

What do students need to do?

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

## Monday (3/29): Beat Review

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- What is steady beat? Do you remember? Steady beat is the heart of music. We feel it during songs, and can march and dance to it as we sing. Practice singing some of your favorite spring or Easter songs while you stomp, march, and dance to the beat. Need ideas? Here are some suggestions:
  - Boom Chica Boom Easter: <https://www.youtube.com/watch?v=sOVFn2oZXWE>
  - Easter Bunny Hop: <https://www.youtube.com/watch?v=D7z-ajqTw1U>
  - Here Comes Peter Cottontail: <https://www.youtube.com/watch?v=q7UXYvRRZFc&t=12s>
  - One Green Jelly Bean: <https://www.youtube.com/watch?v=hj3u9xeqZA0>
  - 10 Little Bunnies: <https://www.youtube.com/watch?v=Tyyh8rhwKQ8>

## Tuesday (3/30): Tempo Review

- What is tempo? Tempo is how fast or slow a song is.
- Sing your favorite SLOW spring or Easter song. Need ideas?
  - Easter Lily: <https://www.youtube.com/watch?v=zDq-l-2SXIA>
- Sing your favorite FAST spring or Easter song. Need ideas?
  - One Green Jelly Bean: <https://www.youtube.com/watch?v=hj3u9xeqZA0>

## Wednesday (3/31): Long & Short Review

- Music can be divided into long and short sounds. Make a list of short sounds you can hear in the spring. Then, make a list of long sounds you can hear in the spring. Take a picture of your list & submit.

## Thursday (4/1): Early Out

- Have a great break!

## 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. Your list of long and short springtime sounds.</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>K.MU.Cr.1.1a</b> With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour. <b>K.MU.Cr.1.1.b</b> With guidance, generate musical ideas; i.e. movements or motives. <b>K.MUCr.2.1.a</b> With guidance, explore, demonstrate and choose favorite musical ideas. <b>K.MU.Cr.3.2.a</b> With guidance, demonstrate a final version of personal musical ideas to peers. <b>K.MU.Pr.4.2.a</b> 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. <b>K.MU.Pr.4.3.a</b> With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent.</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 &amp; Pen (for springtime sound list)</li> <li>● Steady beat songs (suggestions provided)</li> <li>● Slow &amp; fast songs (suggestions provided)</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Youtube Links (see suggestions provided)</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>Music:</b> Ms. Fode- <a href="mailto:Rachael.Fode@k12.sd.us">Rachael.Fode@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>Music:</b> Mr. Fode- <a href="mailto:Jeff.Fode@k12.sd.us">Jeff.Fode@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>Music:</b> Ms. Verberg- <a href="mailto:April.Verburg@k12.sd.us">April.Verburg@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>Music:</b> Ms. Ackerman- <a href="mailto:Jodi.Ackerman@k12.sd.us">Jodi.Ackerman@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*