

Brandon Valley School District
Distance Learning Plans
April 5-9, 2021

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 6 (Subtraction)

SUBJECT/GRADE: Math / Kindergarten

DATES: April 5-9

What do students need to do?

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

Practice everyday:

1. Counting to 100 by tens and ones
2. Days of the Week
3. Months of the Year
4. Phone Number (Template to practice in handouts)
5. Address (Template to practice in handouts)

Monday (4/5):

- No School!

Tuesday (4/6): My Homework (Lesson 2) + Check My Progress

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to subtract? (Chapter 6)*
- Watch the instructional video for today!
- Complete My Homework (Lesson 2) on pages 393-394 in your math workbook (Volume 2.) (K.OA.1, K.OA.2)
- Complete Check My Progress on pages 395-396 in your math workbook (Volume 2.) (K.OA.1, K.OA.2) *Required Assignment*

Wednesday (4/7): Lesson 3: Use the - Sign

- Watch the instructional video for today!
- Complete Lesson 3: Use the - Sign on pages 397-400 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5) *Required Assignment*

Thursday (4/8): My Homework (Lesson 3)

- Watch the instructional video for today!
- Complete My Homework (Lesson 3) on pages 401-402 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5)

Friday (4/9): Lesson 4: Use the = Sign

- Watch the instructional video for today!

	<input type="checkbox"/> Complete Lesson 4: Use the = Sign on pages 403-406 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5) <i>Required Assignment</i>
<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"/> Check My Progress <input type="checkbox"/> Lesson 3 <input type="checkbox"/> Lesson 4 <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>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>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 ● Phone Handout ● Address Handout
<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 ● Days of the Week ● Month of the Year ● Addition Flashcards ● Subtraction Flashcards
<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</p>

Ms. Moots- Kimberly.Moots@k12.sd.us
Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us
Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us

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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: 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: April 5-9

What do students need to do?

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

Monday (4/5): No School!

Tuesday (4/6): Letter Q + Review Sight Words

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Q! We will be able to recognize it, say the sounds it makes, isolate it in a word and write it!**
- Create a letter Qq flashcard. Tell your student letter Q is a consonant and makes the sound /kw/. Ask them, "What sounds does Q make?" (K.RF.3)
- Letter Q Scavenger Hunt- Create 5 index cards that have letter Q on them and 5-10 index cards with random letters. Hide ALL of the cards outside and have your student collect all the letter Q's. Time them to see how fast they can find them! (K.RF.3)
- Complete Handwriting page 381 in the handouts. (K.L.1) (*Required Assignment*)
- Complete Phonics page 382 in the handouts. (K.RF.3)
- Review Sight Word Activity- Choose one of the following. (K.RF.3)
 - Make a **Sight Word Memory Game** by writing each sight word on two different index cards. Choose 10-12 sight words that your child needs to work on. You will have 20-24 cards total.
 - Write (12) Sight Words in muffin tin liners and play a simple game of **Three in a Row**.
 - Where's the bear?** Write Sight Words on paper cups and hide a small bear or other tiny object. Your student guesses where the bear is hiding by naming the word on the cup.
- Read Run, Tim in the handouts. (K.RF.3)
- Read or listen to a book of your choice!

Wednesday (4/7): Isolate /y/ and /kw/ + Verbs

- Complete Phonics page 391 in the handouts. (K.RF.2) (*Required Assignment*)
- Review Verbs: Verbs are words that show actions, motions, doing, or states of being. A few examples of verbs are running, jumping, eating and dancing.
- Complete Popping Verbs in the handouts. (K.L.1b)
- Read or listen to a book of your choice!

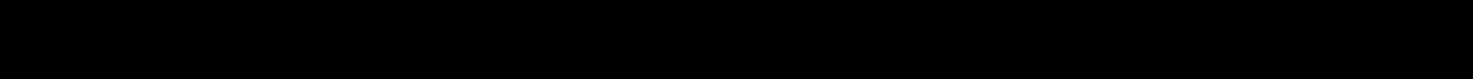
Thursday (4/8): Drawing Conclusions

- Today we are going to be investigators by drawing conclusions or making a smart guess based on clues and what we already know! Authors don't always tell us everything in stories so we have to draw conclusions to figure it out. We are going to solve cases today to practice this new skill. (*Required Assignment*)

	<ul style="list-style-type: none"> <input type="checkbox"/> Read the letter from Detective Dan and Spot in the handouts! (Have your Kindergartener read as much as they can or words they know.) <input type="checkbox"/> Complete Case Files #1 and #2 today! (Pages found in the handout) (K.RI. 8) <ul style="list-style-type: none"> <input type="checkbox"/> (Have your Kindergartener read as much of the case files as they can or words they know.) <p>Friday (4/9): Drawing Conclusions Continued + Sight Words</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Case Files #3 and #4 today! (Pages found in the handout) (K.RI. 8) <ul style="list-style-type: none"> <input type="checkbox"/> (Have your Kindergartener read as much of the case files as they can or words they know.) <input type="checkbox"/> Review Sight Word Activity- Choose one of the following. (K.RF.3) <ul style="list-style-type: none"> <input type="checkbox"/> Make a Sight Word Memory Game by writing each sight word on two different index cards. Choose 10-12 sight words that your child needs to work on. You will have 20-24 cards total. <input type="checkbox"/> Write (12) Sight Words in muffin tin liners and play a simple game of Three in a Row. <input type="checkbox"/> Where's the bear? Write Sight Words on paper cups and hide a small bear or other tiny object. Your student guesses where the bear is hiding by naming the word on the cup
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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"> <input type="checkbox"/> Handwriting pg. 381 <input type="checkbox"/> Phonics pg. 391 <input type="checkbox"/> Popping Verbs <input type="checkbox"/> Choose 2 Case File's to submit <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via SeeSaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
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<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> ● 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., <i>who, what, where, when, why, how</i>). e. Use
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	<p>the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <ul style="list-style-type: none"> ● 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.RI.2 With prompting and support, identify the main topic and retell key details of 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. 8 With prompting and support, identify the reasons an author gives to support points in a text. ● 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. 381 ● Phonics pg. 382 ● Decodable: Run, Tim ● Phonics pg. 391 ● Popping Verbs ● Letter from Detective Dan and Spot ● Case Files 1-4
<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><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 <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- kristin.hofkamp@k12.sd.us Teachers: Ms. Boscaljon- Marcel.Boscaljon@k12.sd.us</p>

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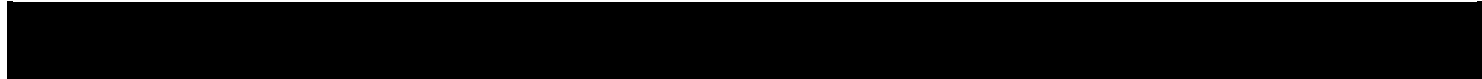
Notes: Because he was the teachers pet!

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science (Weather)

SUBJECT/GRADE: Kindergarten

DATES: April 5-9



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video</p>	<p>Monday (4/5):</p> <ul style="list-style-type: none"><input type="checkbox"/> No School! <p>Tuesday (4/6): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Watch Mystery 4-“How do you know what to wear for the weather?” The student link can be found in the handouts OR you can watch the video through the weekly Seesaw template. (K-ESS2-1)<input type="checkbox"/> Complete Mystery 4 Assessment in the handouts. (K-ESS2-1) <p>Wednesday (4/7): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> DL COHORT: Act it Out! Today we are going to act out what to wear depending on the weather. Dress in the appropriate clothing for the next three scenarios and upload a picture for each scenario into Seesaw. (K-ESS2-1)<input type="checkbox"/> <i>There’s a blizzard outside. What are you going to wear?</i><input type="checkbox"/> <i>The sun is shining but it’s very windy. What are you going to wear?</i><input type="checkbox"/> <i>It’s 80 degrees outside and you are going to the park. What are you going to wear?</i> <p>Thursday (4/8): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Read pages 2-7 in your Maps Magazine. After reading, draw a map of your favorite room in your house! DL COHORT ONLY: After you create your map, record a video of you explaining what your map represents and share it to the Seesaw Blog. (K.G.1.1) <p>Friday (4/9):</p> <ul style="list-style-type: none"><input type="checkbox"/> No Assignment!
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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"><input type="checkbox"/> Mystery 4 Assessment<input type="checkbox"/> Map of Room<input type="checkbox"/> DL COHORT: Pictures of Scenarios<input type="checkbox"/> DL COHORT: Upload video to Seesaw Blog explaining your map <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher
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	3. Drop off at school
What standards do the lessons cover?	<p>Science K.ESS.2.1- Use and share observations of local weather conditions to describe patterns over time.</p> <p>Social Studies K.G.1.1 Recognize that maps and globes represent places.</p>
What materials do students need? What extra resources can students use?	<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 4 Link ● Mystery 4 Assessment ● Maps Magazine
What can students do if they finish early?	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/
Who can we contact if we have questions?	<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</p> <p>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</p> <p>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</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</p>
Notes: Get outside and enjoy the beautiful weather!	

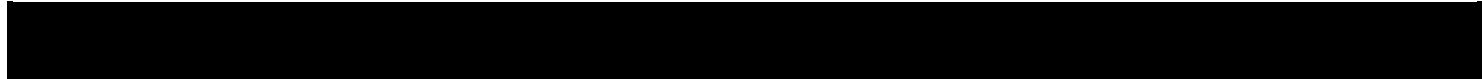
Instructional materials are posted below (if applicable)

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Line

SUBJECT/GRADE: Art/KDG

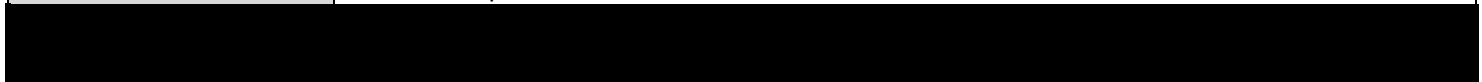
DATES: 4/5- 4/9



<p>What do students need to do?</p> <p><u>Link to BV Art instructional video.</u></p>	<p>Monday (4/5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document). <input type="checkbox"/> <u>Day 1: No School</u> <p>Tuesday (4/6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Day 2: Supply Survey:</u> Check off the supplies you have at home that you can use on your art projects. If you have them, mark yes; if not mark no. No supplies are required, you can use what you have at home. <p>Wednesday (4/7):</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Day 3: Lines:</u> watch The Line Song: https://www.youtube.com/watch?v=DQEVllmeWH4 <input type="checkbox"/> Do the 100 line challenge: choose 10 different colors and make 10 different types of line. Draw 10 of each line. <p>Thursday (4/8):</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Day 4: Lines that Wiggle:</u> watch our story The Lines that Wiggle: https://www.youtube.com/watch?v=a1I03hHWGhM <input type="checkbox"/> Draw our Line Monster: Follow the direction page and draw your line monsters. Don't forget to add eyes and a mouth! Add different types of line to your monster. <p>Friday (4/9):</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Day 5: Lines that Wiggle:</u> Color your Line Monsters
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Supply Survey <input type="checkbox"/> 2. Line Monster <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>K.VA.Cr.2.1 Through experimentation, build safe skills in various media and approaches to art- making</p>
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	K.VA.Cr.3.1 Explain the process of making art while creating
What materials do students need? What extra resources can students use?	<p>Required Materials:</p> <ul style="list-style-type: none"> • paper, pencil, something to color with (crayons, markers, colored pencils) <p>Extra Resources:</p> <ul style="list-style-type: none"> • Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub
What can students do if they finish early?	Typing Club Jungle Junior https://www.typingclub.com/login.html
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>
Notes:	

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