

Brandon Valley School District
Distance Learning Plans
April 12-16, 2021

Grade 2

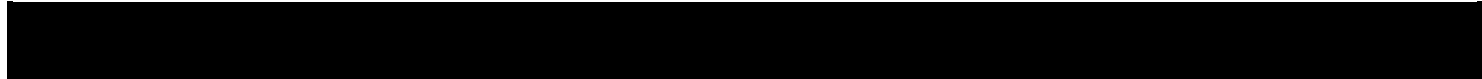


Brandon Valley School District Distance Learning Plan

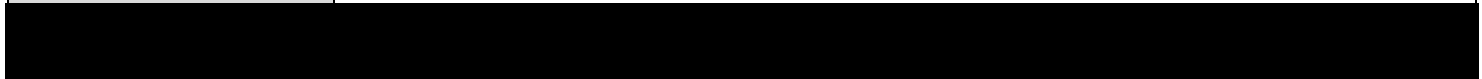
LESSON/UNIT: Chapter 11: Measurement

SUBJECT/GRADE: Math / 2nd

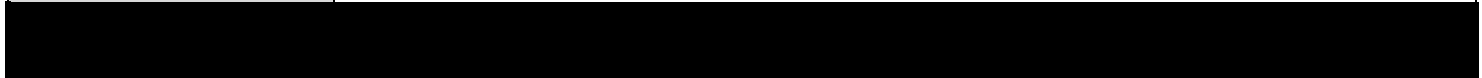
DATES: April 12-16



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Chapter 11 Learning Target: I can estimate and measure objects using the appropriate standard and customary tools and units of measurement (i.e. inches, feet, yards, centimeters, and meters).</p> <p>NOTE FOR THE WEEK: There will be examples of objects in the book you may not have to measure, so choose something similar or something that you're curious to know the length or width of!</p> <p>Monday (4/12):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Select and Use Customary Tools workbook pages 659-660 OR 661-662. (2.MD.1) <p>Tuesday (4/13):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Check My Progress workbook pages 663-664. (2.MD.1) <p>Wednesday (4/14):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Compare Customary Lengths workbook pages 667-670. (2.MD.1) <p>Thursday (4/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Relate Inches, Feet, and Yards workbook pages 673-676. (2.MD.1) <p>Friday (4/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving Strategy: Use Logical Reasoning workbook pages 679-682. (2.MD.1)
--	---



<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"/> 1. Check My Progress workbook pages 663-664 <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
---	--



<p>What standards do the lessons cover?</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>
---	--

<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the required materials, contact your teacher. Required Materials:</p> <ul style="list-style-type: none"> • math book, pencil, ruler, yard or meter stick
<p>What can students do if they finish early?</p>	<p>Extra Materials:</p> <ul style="list-style-type: none"> • Freckle Math https://student.freckle.com/#/login
<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. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us <u>Valley Springs Elementary:</u> Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
<p>Notes: Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Red, White, and Blue: The Story of the American Flag SUBJECT/GRADE: Reading / 2nd DATES: April 12-16

What do students need to do?

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

Monday (4/12):

- Watch the BV Week at a Glance instructional video.
- Grammar:** Complete either page 307 OR 308 (in your handouts packet) to practice using Quotation Marks in your writing to show dialogue (people speaking). If you would like a challenge, you may complete both practice pages. (2.L.2)

Tuesday (4/13):

- Review Author's Purpose and Summarizing Skills:** In your Reading Street book, read "Red, White, and Blue: The Story of the American Flag" on pages 400-417. You may use the reading guide found in your handouts packet to help you organize the information in the text. Then, answer the comprehension questions from page 418 on a piece of paper or verbally with a guardian. (2.RI.2, 2.RI.6, 2.RI.7, 2.RL.4, 2.RF.3, 2.RF.4, 2.L.4, 2.SL.1, 2.SL.3)
- Writing:** You will write a conversation that the presidents who are present on Mt. Rushmore may have. You will use quotation marks to show their dialogue (speaking). You may have two speaking back and forth or all four men involved in the conversation, but you need to have at least four sentences as part of their conversation. You may use PebbleGo or links that Mrs. Kroger will send you to learn more about the presidents before you begin writing, unless you have your own idea already! Write a few different example conversations to practice your dialogue writing skills on a scratch piece of paper. (2.L.2, 2.W.3, 2.SL.1)
 - Example for length:
 - "Hello students!" said Mrs. Kroger. "I hope you're having an incredible day!"
 - "We are," they replied. "We are enjoying the sunshine and playing outside."
 - "That's fantastic! Did anyone get a chance to create anything beautiful with chalk?" responded Mrs. Kroger.
 - "I did!" shouted four of the students.

Wednesday (4/14):

	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling: Complete either page 306 OR 307 (in your handouts packet) to practice Abbreviations. If you would like a challenge, you may complete both practice pages. (2.RF.3, 2.L.2) <input type="checkbox"/> Writing: Choose which of the conversations you wrote yesterday that you would like to use for the final copy of your writing project, then see if you can add any more detail or challenge yourself to make it longer. (2.L.2, 2.W.3, 2.SL.1) <p>Thursday (4/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Fact and Opinion Skills: Complete page 304: Fact and Opinion Review (in your handouts packet) to practice distinguishing between facts (true statements) and opinions (how someone feels about something). (2.RF.2, 2.RF.4, 2.L.4) <input type="checkbox"/> Writing: Use the editing checklist to evaluate your Mt. Rushmore dialogue rough draft and make changes if necessary. Show your revised rough draft and editing checklist to an adult and ask them to use the editor’s marks to add suggestions to your writing. Make suggested changes (if any) to your draft and then write the final copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft). (2.L.2, 2.W.3, 2.SL.1) <p>Friday (4/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment: Complete the “Red, White, and Blue: The Story of the American Flag” weekly assessment (found in your handouts packet). (2.RI.2, 2.RI.6, 2.RI.7, 2.RL.4, 2.RF.3, 2.RF.4, 2.L.4, 2.SL.1, 2.SL.3, 2.W.3)
--	---

<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"/> 1. Final Copy of Mt. Rushmore dialogue writing <input type="checkbox"/> 2. Red, White, and Blue weekly Assessment <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>2.RI.1 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (e.g. photo, chargers, diagrams) contribute to and clarify text.</p> <p>2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p>2.W.3 Write narratives (e.g., story, poetry).</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.</p>
---	--

	<p>2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults.</p> <p>2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Reading Street book, and handouts packet ● Scratch paper, Editing Checklist, Editing Marks page, Final Copy paper
<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login Read for 20 minutes every day. https://www.getepic.com/sign-in https://www.storylineonline.net/</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us Valley Springs Elementary: Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Plant Adventures / America's Beginnings

SUBJECT/GRADE: Science/SS/2nd grade

DATES: April 12-16

What do students need to do?

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

*Traditional classroom teachers may have different activities planned for the same standards this week.

Science Learning Targets:

1. I can make observations about plants and animals to compare the diversity of life in different habitats.
2. I can plan and carry out an investigation to determine if plants need sunlight and water to grow.

Monday (4/12): Science Introduction

- Watch the BV Week at a Glance instructional video.
- View the video presentation using the link in the handouts packet OR view the daily instructional video for Adaptations and Habitat: Where do plants grow best? (2-LS2-1, 2-LS4-1)

Tuesday (4/13): Science Exploration

- Watch or read the slides labeled "activity" in the Mystery Science video presentation or in the transcript provided to complete the Plant Survivor activity. (2-LS2-1, 2-LS4-1)
 - Parent note: Please fold over the bottom of the activity cards before your student begins or they will see all of the answers.

Social Studies Learning Targets:

1. I can put events from history in order.
2. I can tell the meaning behind our national symbols.

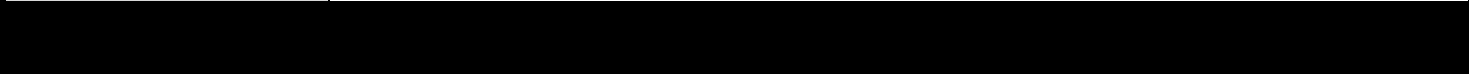
Wednesday (4/14): Social Studies

- In your America's Beginnings magazine, read pages 12-13: Fighting for Freedom. Then, *identify your favorite American Revolution freedom fighter and tell a family member or peer about the character traits and actions that made you pick them. If you'd like to post your thoughts on the Class Blog on Seesaw- please do! Tell how this person might have changed how they thought from before the American Revolution to after.* (2.H.1.1)

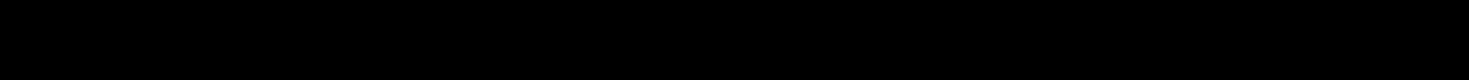
Thursday (4/15): Social Studies

- In your America's Beginnings magazine, read pages 14-15: Our American Heritage. Then, *discuss with a family member or peer: What is the difference between a landmark, a symbol, and a memorial? Which of the objects pictured on these pages*

	<p><i>do you think is the most important in communicating about America to the rest of the world? Tell why. (2.C.1.1)</i></p> <p>Friday (4/16): Social Studies</p> <p><input type="checkbox"/> Get creative! Design a landmark that would represent you or your family, then write 3-5 complete sentences telling why. Add color and details! (2.C.1.1)</p>
--	--



<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"/> 1. Personal or family symbol <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>2-LS2-1 Plan and carry out an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>2.H.1.1 Demonstrate chronological order using events from history.</p> <p>2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols.</p>
---	---

<p>What materials do students need? What extra resources can students use?</p>	<p>If you do not have access to the required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Adaptations and Habitats video link or transcript, Plant Survivor cards ● America’s Beginnings magazine
--	--

<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.pebblego.com
---	--

<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>Teachers:</p>
---	--

Ms. Deitering- Kayla.Deitering@k12.sd.us

Ms. Bobzien- Morgan.Bobzien@k12.sd.us

Ms. Livingston- Missy.Livingston@k12.sd.us

Ms. Olson- Angie.Olson@k12.sd.us

Ms. Presler- JoAnn.Presler@k12.sd.us

Valley Springs Elementary:

Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us

Teacher:

Ms. Bertsch- Megan.Bertsch@k12.sd.us

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Realistic Fiction/Historical Fiction

SUBJECT/GRADE: Library

DATES: April 12 – April 16

What do students need to do?

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

Monday, April 12:

- Watch the Library instructional video (link can be found in the upper left corner of this document).
- Watch the video showing the different types of genre in literature: <https://www.youtube.com/watch?v=zexQyDZOQp4>
- Listen to the song found at the link provided. This song shows the difference between fiction and nonfiction.
 - a. Link to the song: Link to video: <https://www.tes.com/lessons/UAIXPkn-3z-6PA/fiction-vs-nonfiction>
 - b. After clicking on the link, click on the first song: Fiction vs. Nonfiction

Tuesday, April 13:

- Listen to the story *Library Lion* by Michelle Knudsen. You will find this story on Storyline Online: [Storyline Online - Library Lion](#)
- After reading, tell an adult if this story is fiction or nonfiction.
- Complete the worksheet for *Library Lion*.

Wednesday, April 14:

- Historical fiction is a special type of fiction that takes place at a specific time in the past. It is not real, but the events could have taken place in the past.
- Listen to the story *The Coal Thief* by Alane Adams. You will find this story on Storyline Online: [Storyline Online - The Coal Thief](#)
- After reading this story, tell an adult how you know this story is historical fiction. Give two ways you know this story took place in the past.

Thursday, April 15:

- Realistic fiction is not real, but the characters and events seem real.
- Listen to the story *Astronaut Annie* by Suzanne Slade. This story can be found at Story Time From Space: [Astronaut Annie – Story Time From Space](#)
- After reading this story, complete the worksheet for the story.

Friday, April 16:

	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to the story <i>Lotus and Feather</i> by Ji-li Jiang. This story can be found at Storyline Online: Storyline Online - Lotus & Feather <input type="checkbox"/> After reading this story, tell an adult if this book is realistic fiction or historical fiction. <input type="checkbox"/> What lesson does Lotus learn in the story? Tell an adult what you think. <input type="checkbox"/> Just for fun, complete the word search for <i>Lotus and Feather</i> – optional activity.
<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"> ○ Library Lion Worksheet ○ Astronaut Annie Worksheet <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email one of the district librarians: mary.erickson@k12.sd.us or pamela.klenner@k12.sd.us 2. Drop off at school
<p>What standards do the lessons cover?</p>	<p>2.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● Library Lion Worksheet ● Astronaut Annie Worksheet ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Dance Mat Typing https://www.dancemattypingguide.com/</p>
<p>Who can we contact if we have questions?</p>	<p><u>District Librarians:</u> Ms. Erickson: Mary.Erickson@k12.sd.us Ms. Klenner: Pamela.Klenner@k12.sd.us <u>Brandon Elementary</u> Building Principal: Mr. Horst- Merle.Horst@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- Susan.Foster@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District