

Brandon Valley School District
Distance Learning Plans
April 19-23, 2021

Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 6 (Subtraction)

SUBJECT/GRADE: Math / Kindergarten

DATES: April 19-23

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- *A great way to practice their phone number is to change the passcode on a table or phone to the phone number they are learning.*
5. Address

Monday (4/19): Lesson 7

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I use objects to subtract? (Chapter 6)*
- Complete **Lesson 7: Subtract to Take Apart 10** on pages 421-424 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5) *Required Assignment*

Tuesday (4/20): My Homework

- Complete **My Homework (Lesson 7)** on pages 425-426 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5)

Wednesday (4/21): Fluency Practice

- Complete **Fluency Practice** on pages 427-428 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5) *Required Assignment*

Thursday (4/22): My Review

- Complete **My Review** on pages 429-432 in your math workbook (Volume 2.) (K.OA.1, K.OA.2, K.OA.5)

Friday (4/23): Smash Subtraction

- Today we are going to play Smash It Subtraction to review Chapter 6! (K.OA.1, K.OA.2, K.OA.5) *Required Assignment*
- Watch the instructional video!
- Directions (Option 1): Cut out the 12 subtraction cards in the handouts and hang them in different places around the house. Have your student find each card, solve the subtraction problem using playdough or any manipulative you have at home, and record the answer on the recording sheet. Use the ten-frame in the handouts to solve the subtraction problem!

	<ul style="list-style-type: none"> <input type="checkbox"/> Directions (Option 2): Cut out the 12 subtraction cards in the handouts and mix them up. Have your student draw one card from the pile, solve the subtraction problem using playdough or any manipulative you have at home, and record the answer on the recording sheet. Use the ten-frame in the handouts to solve the subtraction problem!
<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"/> Lesson 7 <input type="checkbox"/> Fluency Practice <input type="checkbox"/> Smash It Subtraction Recording Sheet <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. <ol style="list-style-type: none"> 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 2
<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 Ms. Moots- Kimberly.Moots@k12.sd.us Ms. Rasmussen- Jessica.Rasmussen@k12.sd.us Mr. Van Sloten- Jerrid.VanSloten@k12.sd.us 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 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 Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Rasmussen- Emily.Rasmussen@k12.sd.us</p>
<p>Notes: Continue reviewing everything you have learned!</p>	

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 19-23

What do students need to do?

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

Monday (4/19):

- Complete **Handwriting** page 413 in the handouts. (Review letter O)
- Complete **Phonics** page 414 in the handouts.
- Read the decodable **Spin the Top** in the handouts.
- Sight Word Practice** (Choose ONE of the following activities) **Choose sight words that your child may need extra practice with. If they know them all, reach out to your classroom teacher for more challenging words. (K.RF.3)*
 - Sight Word Hopscotch:** Sketch out a hopscotch course, but use sight words instead of numbers. Toss your marker, read the word it lands on, then hop to it!
 - Sight Word Soccer:** This sight word game is perfect for your little soccer players! Write out sight words on index cards and tape them to cones (or buckets, cups, etc). Have kids dribble between the markers and read the words as they go. When they get to the end, they get to take a shot at the goal.
 - Yard Clean Up:** With a sharpie, write sight words (or letters for younger kids) on ping pong balls. Throw them all over the yard and have kids run to gather them up. The only rule is they must read and call out the word/letter before running the balls back.
 - Sight Word Target Practice:** Write out sight words on paper plate targets and stick them up on a wall. When you call out a word, kids have to find the "target", read it, and throw a ball to hit it.

Tuesday (4/20):

- Using the picture grids and Secret Words Recording sheet in the handouts complete the **Secret Words Activity**. The goal is to find the beginning sound and letter of each picture to create a secret word. After you find all three letters, write the secret word on the recording sheet and read the word aloud. There are TEN secret words to solve.
- Handwriting- Dictate uppercase and lowercase letters to your student and have them practice writing it in shaving cream! *If you prefer not to do this activity, use lined writing paper and practice writing that way.*

Wednesday (4/21):

- Today we are going to practice using prepositional words!
- Read **Where's the Monkey?** in the handouts.
- Hide the cut out monkey in the handouts and have your student use prepositional phrases to describe where the monkey can be found.

	<ul style="list-style-type: none"> <input type="checkbox"/> After reading the short story, complete Where's the Monkey activity sheet. There are TWO to choose from. Use the story to determine where the monkey is! <p>Thursday (4/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Roll, Read and Write in the handouts. During this activity, students will roll the dice (template in handouts), read the sight word on the dice and then write a sentence using that sight word. <i>They will write SIX sentences total.</i> Let your kindergartener complete writing on their own! <input type="checkbox"/> Using the DICE TEMPLATE in the handouts, create a dice for your student before starting the activity. Choose 6 sight words that are challenging for your student! <p>Friday (4/23): Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Unit 6 Week 2 Assessment in the handouts.
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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"/> Phonics <input type="checkbox"/> Secret Word Recording Sheet <input type="checkbox"/> Where's the Monkey? <input type="checkbox"/> Roll, Read and Write! <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 the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ● 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/.)
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	<ul style="list-style-type: none"> ● 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.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"> ● Beginning Sound Activity ● Monster Mash ● Handwriting pg. 401 ● Phonics pg. 407 ● Vin and the Bag ● Let’s Compare: Cats and Dogs ● Conventions pg. 406 ● Unit 6 Week 1 Assessment
<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>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</p>

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

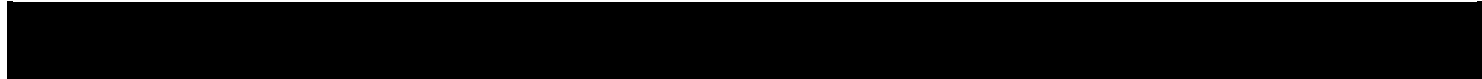
Notes: Remember to.... **READ, READ, READ!**

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science (Weather)

SUBJECT/GRADE: Kindergarten

DATES: April 19-23



What do students need to do? Link to BV Week at a Glance instructional video	<p>Monday (4/19): 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 6-”How could you walk barefoot across hot pavement without burning your feet? ” The student link can be found in the handouts OR you can watch the video through the weekly Seesaw template. (K-PS3-1, K-PS3-2) <input type="checkbox"/> Complete Find a cool path for Keya in the handouts. <p>Tuesday (4/20): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Mystery 6 Assessment in the handouts. (K-PS3-1, K-PS3-2) <p>Wednesday (4/21): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Maps Assessment in the handouts.(K.G.1.1) <p>Thursday (4/22):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No Assignment! <p>Friday (4/23):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ketchup + Mustard Day!
What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <input type="checkbox"/> Mystery 6 Assessment <input type="checkbox"/> Maps Assessment Submit Work Via: <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
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> Required Materials: <ul style="list-style-type: none"> ● Mystery 5 Link ● Mystery 5 Assessment ● Maps Magazine

<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● PebbleGo: https://pebblego.com/
<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 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>
<p>Notes: Get outside and enjoy the beautiful weather!</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Portrait

SUBJECT/GRADE: Art/Kindergarten

DATES: 4/19-4/23

What do students need to do?

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

Monday (4/19):

- Watch the Art instructional video (link can be found in the upper left corner of this document).
- Day 1: Portrait:** Watch How to Make a Self-Portrait. <https://www.youtube.com/watch?v=yTnJw91s7Wk>
- There are many different types of art. A picture of a person is called a portrait, but a picture of yourself is called a self-portrait. Follow the directions on the how to draw guide. Draw a picture of yourself! Use a black crayon.

Tuesday (4/20):

- Day 2: Portrait: Adding color:** Use a piece of tin foil the same size as your paper. With washable markers, color onto the tinfoil using any colors that you would like. Be careful not to overlap your colors, color next to each color not on top of the other colors. Get your paper wet with water and a paintbrush. Make sure to go over top of your crayon, don't worry the water won't do anything to the crayon. While your paper is still wet, place the drawing side down onto the colored tin foil and rub. This will transfer the color from the tin foil onto your paper. Let dry.

Wednesday (4/21):

- Day 3: Portrait: Adding details:** With your crayons you can add details to your self-portraits. Make a design on your shirt or the background. Be creative!

Thursday (4/22):

- Day 4: Experiment with Nature:** can we find different things from outside that we could use to make art? Go on a scavenger hunt, look around outside. What things could we use to make art with?

Friday (4/23):

- Day 5: Experiment with Nature:** Use what you found from yesterday's scavenger hunt to create your own masterpiece!

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

Submit the Following (Optional):

- 1. Take a picture of your self-portrait
- 2. Take a picture of your Nature experiment

Submit Work Via:

	<ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
What standards do the lessons cover?	<p>K.VA.Cr.1.1 Engage in exploration and imaginative play with materials that reference nature or environments.</p> <p>K.VA.Cr.2.1 Through experimentation, build safe skills in various media and approaches to art- making.</p> <p>K.VA.Cr.3.1 Explain the process of making art while creating</p> <p>K.VA.Re.8.1 Describe what an image represents.</p>
What materials do students need? What extra resources can students use?	<p>Required Materials:</p> <ul style="list-style-type: none"> • paper, black crayon, markers, water, paintbrush and tin foil <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:	

Instructional materials are posted below (if applicable)

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