

Brandon Valley School District  
Distance Learning Plans  
May 3-7, 2021

Grade 2



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 12: Geometric Shapes and Equal Shares

SUBJECT/GRADE: Math / 2nd

DATES: May 3-7



What do students need to do?  <a href="#">Link to BV Week at a Glance instructional video.</a>	<p><b>Chapter 12 Learning Target:</b> I can name Two- and Three-Dimensional shapes based on their attributes (the number of sides, angles, faces, edges, and vertices) and draw them.</p> <p><b>Monday (5/3):</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 Problem Solving: Draw a Diagram workbook pages 753-756. (2.G.1)</li> </ul> <p><b>Tuesday (5/4):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Check My Progress workbook pages 757-758. (2.G.1)</li> </ul> <p><b>Wednesday (5/5):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Three-Dimensional Shapes workbook pages 760-764. (2.G.1)</li> </ul> <p><b>Thursday (5/6):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Faces, Edges, and Vertices workbook pages 766-770. (2.G.1)</li> </ul> <p><b>Friday (5/7):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Relate Shapes and Solids workbook pages 772-776. (2.G.1)</li> </ul>
What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Check My Progress workbook pages 757-758</li> </ul> Submit Work Via: <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>
What standards do the lessons cover?	<p><b>2.G.1</b> Recognize, identify, and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; to include triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)</p>
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> Required Materials: <ul style="list-style-type: none"> <li>● math book, pencil, ruler, yard or meter stick</li> </ul>
What can students do if they finish early?	Extra Materials: <ul style="list-style-type: none"> <li>● Freckle Math <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></li> </ul>

Who can we contact if we have questions?

**Brandon Elementary**

**Building Principal:**

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**Valley Springs Elementary:**

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**Teacher:**

Ms. Bertsch- [Megan.Bertsch@k12.sd.us](mailto:Megan.Bertsch@k12.sd.us)

**Notes:** Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Grace for President

SUBJECT/GRADE: Reading / 2nd

DATES: May 3-7

What do students need to do?

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

## Monday (5/3):

- Watch the BV Week at a Glance instructional video.
- Review Comparing and Contrasting:** Complete page 334: Compare and Contrast Review (in your handouts packet). (2.RL.1, 2.RF.3, 2.RF.4)

## Tuesday (5/4):

- Review Predicting and Setting a Purpose for Reading / Facts and Details:** In your Reading Street book, find "Grace for President" which begins on page 504. Look at the genre and set a purpose for reading this story (to be informed, to be entertained, to be persuaded, or a combination) and make a prediction about what will happen in the story based on the pictures you see. Next, read the story on pages 504-519. Then, answer the comprehension questions from page 520 on a piece of paper using complete sentences or verbally with a guardian. (2.RL.1, 2.RL.3, 2.RF.3, 2.RF.4, 2.L.4, 2.SL.2)
- Writing:** This week you will write an opinion piece about why you would make the best class president. Begin brainstorming a strong introductory sentence, at least three detailed sentences persuading people that you would be the best candidate, and a concluding sentence that people will remember. Think about your strong character traits or changes you would make to benefit your classmates and school. (2.W.1, 2.L.2)

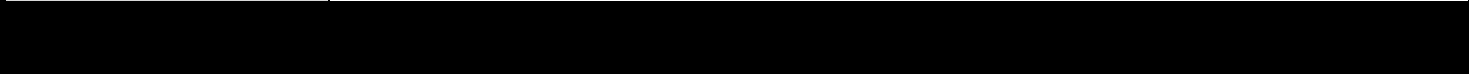
## Wednesday (5/5):

- Spelling:** Complete either page 335 OR 336 (in your handouts packet) to practice spelling words with the Prefixes mis- and mid-. If you would like a challenge, you may complete both practice pages.
- Writing:** Continue working on the rough draft of your Class President opinion writing. (2.W.1, 2.L.2)

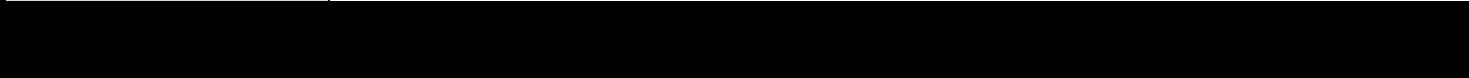
## Thursday (5/6):

- Grammar:** Complete either page 337 OR 338 (in your handouts packet) to practice using Commas in Compound Sentences. If you would like a challenge, you may complete both practice pages. (2.L.2)
- Writing:** Use the editing checklist to evaluate your Class President opinion 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

	<p>copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft). (2.W.1, 2.L.2)</p> <p><b>Friday (5/7):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Assessment:</b> Complete the “Grace for President” weekly assessment (found in your handouts packet). (2.RL.1, 2.RL.3, 2.RF.3, 2.RF.4, 2.L.2, 2.L.4)</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"/> 1. Final Copy of Class President opinion writing</li> <li><input type="checkbox"/> 2. Grace for President weekly 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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<p>What standards do the lessons cover?</p>	<p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p><b>2.W.1</b> Write opinion pieces</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media</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>● Reading Street book, and handouts packet</li> <li>● Rough Draft paper, Editing Checklist, Editing Marks page, Final Copy paper</li> </ul>
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<p>What can students do if they finish early?</p>	<p><a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> Read for 20 minutes every day. <a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a> <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p>
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<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. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@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></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: Biodiversity / Heroes

SUBJECT/GRADE: Science/SS/2nd grade

DATES: May 3-7

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.

### **Monday (5/3): Science Exploration: Animals**

- Watch the BV Week at a Glance instructional video.
- Choose two animals on PebbleGo to research (or use the articles found in the handouts packet), then draw a visual Venn Diagram comparing and contrasting the creatures; include details about their habitats, their appearance, and their diet. (2-LS4-1)

### **Tuesday (5/4): Science Exploration: Plants**

- Choose two plant habitats on PebbleGo to research (or use the articles found in the handouts packet), then create pictures with labels to teach others about what you learned. You may make these into cartoons to have the plants and animals found in each speaking to each other. (2-LS4-1)

## Social Studies Learning Targets:

1. I can put events and people from history in order and tell about their significance.

### **Wednesday (5/5): Social Studies**

- In your Heroes magazine, read pages 6-7: Heroes for Women. *Then, think about the heroes you just read about. How did the actions of the first women build a platform for the women behind them to continue working towards the goal of gender equality? (2.H.1.1)*

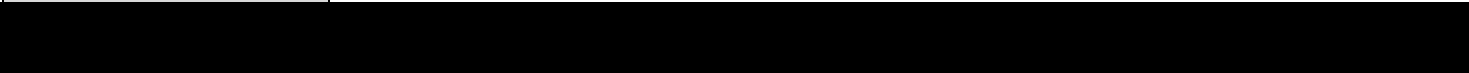
### **Thursday (5/6): Social Studies**

- In your Heroes magazine, read pages 8-9: Standing Up For Themselves and Others. *Then, choose one hero to focus on and think about how they would have felt in their fight for equality. Brainstorm character traits you could use to describe that person, and think about if you have any of those character traits too! (2.H.1.1)*

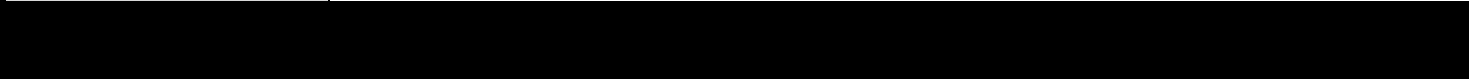
### **Friday (5/7): Social Studies**

- In your Heroes magazine, read pages 10-11: A Mountainous Monument. *Then, think about the four heroes you would put on Mt. Rushmore if you were to have been the one to decide. Please think of four significant historical figures that aren't already*

	<p><i>present on the monument. You may use PebbleGo to research more influential people from history. (2.H.1.1)</i></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. Animal Venn Diagram <b>OR</b> Plant Habitat Picture (you may submit both if you so choose)</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>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><b>2.H.1.1</b> Demonstrate chronological order using events from history.</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>● PebbleGo Articles: Chameleons, Tiger Sharks, Ocean Plants, Grassland Plants</li> <li>● Heroes magazine</li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Epic <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>● PebbleGO <a href="https://www.pebblego.com">https://www.pebblego.com</a></li> </ul>
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<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> Ms. Johnson- <a href="mailto:Alyssa.Johnson@k12.sd.us">Alyssa.Johnson@k12.sd.us</a> Ms. Kueter- <a href="mailto:Kim.Kueter@k12.sd.us">Kim.Kueter@k12.sd.us</a> Ms. Pearson- <a href="mailto:Cassie.Pearson@k12.sd.us">Cassie.Pearson@k12.sd.us</a> Ms. Shutes- <a href="mailto:Cassandra.Shutes@k12.sd.us">Cassandra.Shutes@k12.sd.us</a> Ms. Westhoff- <a href="mailto:Kendra.Westhoff@k12.sd.us">Kendra.Westhoff@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. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@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. Deitering- <a href="mailto:Kayla.Deitering@k12.sd.us">Kayla.Deitering@k12.sd.us</a> Ms. Bobzien- <a href="mailto:Morgan.Bobzien@k12.sd.us">Morgan.Bobzien@k12.sd.us</a> Ms. Livingston- <a href="mailto:Missy.Livingston@k12.sd.us">Missy.Livingston@k12.sd.us</a> Ms. Olson- <a href="mailto:Angie.Olson@k12.sd.us">Angie.Olson@k12.sd.us</a> Ms. Presler- <a href="mailto:JoAnn.Presler@k12.sd.us">JoAnn.Presler@k12.sd.us</a></p>
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**Teacher:**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Author Study/Kevin Henkes

SUBJECT/GRADE: Library

DATES: 5/3-5/7

What do students need to do?

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

## Monday, May 3:

- Watch the Library instructional video (link can be found in the upper left corner of this document).
- Learn more about Kevin Henkes. Go to <https://kevinhenkes.com> Click on the video that it titled *Meet Kevin Henkes*.

## Tuesday, May 4:

- Kevin Henkes is an award-winning author/illustrator. He won the Caldecott Medal for *Kitten's First Full Moon* in 2005. Listen to Kevin Henkes read *Kitten's First Full Moon*.
- Link to the story: [Kitten's First Full Moon - Picture Book Read Aloud with Kevin Henkes - YouTube](#)
- Do you like the illustrations? The Caldecott Medal is awarded to an illustrator for illustrations that make strong connections between the words and the pictures.
- Complete the worksheet for *Kitten's First Full Moon*.

## Wednesday, May 5:

- Listen to the book *Chrysanthemum* by Kevin Henkes. You will find this book on Bookflix.
- Go to <https://library.sd.gov>
- Click on "Databases"; then scroll down and click on "Bookflix".
- Type **Kevin Henkes** in the search tab and you will find *Chrysanthemum*.
- After reading, tell an adult what you would like to say to Victoria, Jo, and Rita if you had been a part of this story.
- Now tell an adult what you would say to Chrysanthemum.

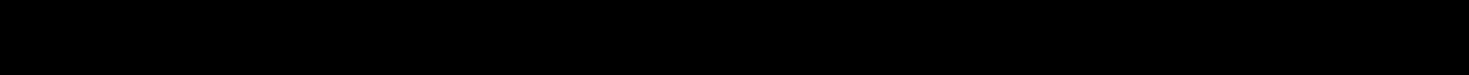
## Thursday, May 6:

- Listen to *Chester's Way* by Kevin Henkes.
- Find this book at Storyline Online: <https://storylineonline.net>
- Type **Kevin Henkes** in the search tab and you will find *Chester's Way*.

	<p><input type="checkbox"/> After reading, complete the worksheet for <i>Chester's Way</i>.</p> <p><b>Friday, May 7:</b></p> <p><input type="checkbox"/> The book <i>Waiting</i> by Kevin Henkes is a Caldecott Honor book. Kevin Henkes won this honor in 2016.</p> <p><input type="checkbox"/> Listen to Kevin Henkes read this book. <a href="#">Waiting - Picture Book Read Aloud with Kevin Henkes - YouTube</a></p> <p><input type="checkbox"/> Tell an adult what you think is worth waiting for.</p> <p><input type="checkbox"/> Then tell an adult what gifts were left for the 5 characters on the windowsill. Who might have left those gifts?</p> <p><input type="checkbox"/> One day the characters looked out the window at the clouds. If it is nice outside, go out and look at the clouds. See if you can see any pictures in the clouds. Then draw what you see.</p>
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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. Kitten's First Full Moon worksheet</li> <li><input type="checkbox"/> 2. Chester's Way worksheet</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Email it to one of the district librarians: <a href="mailto:mary.erickson@k12.sd.us">mary.erickson@k12.sd.us</a> or <a href="mailto:pamela.klenner@k12.sd.us">pamela.klenner@k12.sd.us</a></li> <li>2. Drop off at school</li> </ol>
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<p>What standards do the lessons cover?</p>	<p>2.LIB.TL.1.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.</p> <p>2.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.</p>
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<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Kitten's First Full Moon worksheet</li> <li>● Chester's Way worksheet</li> <li>● pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● none</li> </ul>
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<p>What can students do if they finish early?</p>	<p>Dance Mat Typing <a href="https://www.dancemattypingguide.com/">https://www.dancemattypingguide.com/</a></p>
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<p>Who can we contact if we have questions?</p>	<p><b>District Librarians:</b>  <b>Ms. Erickson:</b> <a href="mailto:Mary.Erickson@k12.sd.us">Mary.Erickson@k12.sd.us</a>  <b>Ms. Klenner:</b> <a href="mailto:Pamela.Klenner@k12.sd.us">Pamela.Klenner@k12.sd.us</a>  <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>Robert Bennis Elementary</b>  <b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a></p>
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**Notes:**

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