

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

Junior Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Math

SUBJECT/GRADE: Jr. Kindergarten

DATES: 5/03-5/07



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (5/03):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Comparing size worksheet: Using the worksheet provided, have your child color the object that is biggest and circle the object that is smallest in each box to help Goldilocks find the perfect item. (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d, CD-6) <p>Tuesday (5/04):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count and Graph: Using the worksheet provided, have your child count and graph the spring themed items. (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d, CD-6) <p>Wednesday (5/05):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count and write the number: Using the worksheet provided, have your child count and write the number of objects in the box provided. (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d, CD-6) <p>Thursday (5/06):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cut and Paste number order worksheet: Using the worksheet provided, have your child count, cut out and paste the numbers in the correct order. (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d, CD-6) <p>Friday (5/07):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board game with number cards: Play a board game with your child. Instead of using a dice, have your child use number cards and say each number that gets pulled. For added fun, have your child show you that number on their fingers. (CD-4h, CD-7c, HPD-5b, HPD-5c CD-4d, CD-6)
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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"/> 1. Picture of your comparing size worksheet. <input type="checkbox"/> 2. Picture of your count and write worksheet. <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
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<p>What standards do the lessons cover?</p>	<p>CD-4a: Rote count by ones to 20 with increasing accuracy</p> <p>CD-6c: Sorting groups of up to 10 objects using two attributes.</p> <p>CD-8g: Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound)</p> <p>CD-6d: Arrange up to 5 objects in order according to characteristics or attributes, such as height</p> <p>CD-5b: Name basic shapes and describe their characteristics using descriptive geometric attributes.</p> <p>CD-5c: Recognize a shape remains the same shape when it changes positions.</p> <p>CD-4i: Use and understand the term “first” through “fifth” and “last” in their play and daily activities.</p>
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	<p>CD-4h: Recognize numerals up to 10 and attempt to write them during play and daily activities.</p> <p>CD-4d: Count the number of items in a group of up to 10 objects and know that the last number tells how many.</p> <p>CD-7c: Use drawing and other concrete materials to represent an increasing variety of mathematical ideas.</p> <p>CD-6f: Identify, repeat, extend, and describe a simple pattern.</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.</p> <p>HPD-5c: Draw and write figures with more detail (faces with features, letters, or letter-like forms).</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"> ● Pencil, pens, markers, crayons ● Worksheets ● Dice ● Objects around home <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Practice counting 1-20! (CD-4a) Fun Brain https://www.education.com/games/math/</p> <ul style="list-style-type: none"> ● Create and review shapes (CD-5b, CD-5c) ● Order Objects 1st, 2nd, 3rd, 4th, and 5th or by size/height (CD-6d, CD-4i) ● Create Patterns (CD-6f) ● Practice sorting into two groups. (CD-6c, CD-8g)
<p>Who can we contact if we have questions?</p>	<p>Building Principals: FAE: Ms. Foster- Susan.Foster@k12.sd.us RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Harris - emily.harris@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: ELA

SUBJECT/GRADE: Jr. Kindergarten

DATES: 5/03-5/07

What do students need to do?

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

Monday (5/03): IDEAS:

- Watch the BV Week at a Glance instructional video.
- Read Book: Goldilocks and the Three Bears (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=Rm3JsewQIWw>
- Questions to ask before & after listening to the read aloud-
 - Prior to reading the story, ask your child to make a prediction of what the story is about based on the cover of the book
 - What was your favorite part of the story and why?
 - Who are the characters in the story?
 - Where does the story take place (setting)?
- Heggerty Week 31 Lesson 1 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Goldilocks and the Three Bears syllable worksheet: Using the worksheet provided, have your child clap out how many syllables are in each word/picture. (CLL-8b, HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)

Tuesday (5/04):

- Read Book: Goldilocks and the Three Hares (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - <https://www.youtube.com/watch?v=srxaQDHyV1c>
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 31 Lesson 2 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Initial Sounds Worksheet: Using the worksheet provided, have your child color the initial sound for the picture provided. (CLL-8b, HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)

Wednesday (5/05):

- Read Book: Goldilocks and Just the One Bear (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c)
 - https://www.youtube.com/watch?v=YA_E6OPCPFk
- Continue with asking the questions listed above before & after the read aloud story
- Heggerty Week 31 Lesson 3 (CLL-10d, CLL-8a, CLL-7d)
 - Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw.
- Cut and Paste Rhyming Worksheet: Using the worksheet provided, have your child cut out and glue the matching rhyming pictures. (CLL-8b, HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a)

Thursday (5/06):

	<ul style="list-style-type: none"> <input type="checkbox"/> Read Book: Goatilocks and the Three Bears (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c) <ul style="list-style-type: none"> <input type="checkbox"/> https://www.youtube.com/watch?v=j7x9AWp1Q8g <input type="checkbox"/> Continue with asking the questions listed above before & after the read aloud story <input type="checkbox"/> Heggerty Week 31 Lesson 4 (CLL-10d, CLL-8a, CLL-7d) <ul style="list-style-type: none"> <input type="checkbox"/> Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw. <input type="checkbox"/> Goldilocks and the Three Bears Sequencing worksheet: Using the worksheet provided have your child cut out and glue the story in the correct order. (CLL-8b, HPD-5b, HPD-5c, CLL-9d, CLL-10b, CLL-9c, CLL-10a) <p>Friday (5/07):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Book: Goldilocks and the Three Dinosaurs (CLL-5b, CLL-1a, CLL-7, CLL-5h, CLL-3a, CLL-4c) <ul style="list-style-type: none"> <input type="checkbox"/> https://www.youtube.com/watch?v=xWMSFuW9ItM <input type="checkbox"/> Continue with asking the questions listed above before & after the read aloud story <input type="checkbox"/> Heggerty Week 31 Lesson 5 (CLL-10d, CLL-8a, CLL-7d) <ul style="list-style-type: none"> <input type="checkbox"/> Your teacher will place the link to the video in Seesaw. Contact your teacher if you cannot access Seesaw. <input type="checkbox"/> STEM Activity: Using materials around your home, create a chair or bed that is “just right” for Goldilocks.
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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"/> 1. A picture of your Rhyming worksheet. <input type="checkbox"/> 2. A picture of your Sequencing worksheet. <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>	<p>CLL-1a: Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges.</p> <p>CLL-6d: Recognize your own first name in print and that of some friends.</p> <p>CLL-3a: Use an increasing rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).</p> <p>CLL-7f: Listen attentively to books and stories.</p> <p>CLL-8b: Recognize and name at least half of both upper and lowercase letters of the alphabet, including those in their own name and other words that are the most meaningful to them.</p> <p>CLL-6b: Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, and directionality of print).</p> <p>CLL-5h: Give a reasoning for liking, or not liking, a story or book</p> <p>HPD-5b: Display strength and control while using materials such as pencils, crayons, scissors, markers.</p> <p>CLL-5b: Make predictions of next steps in a story.</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.</p> <p>HPD-5c: Draw and write figures with more detail (faces with features, letters, or letter-like forms).</p> <p>CLL-9d: Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers, and other electronic devices.</p>
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	<p>CLL-10c: Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream).</p> <p>CLL-6a: Hold a book upright while turning pages one by one from front to back.</p> <p>CLL-4a: Engage in reading behaviors independently with increased focus for longer periods of time.</p> <p>CLL-10b: Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.</p> <p>CLL-9c: Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).</p> <p>CLL-10a: Use a variety of writing tools and materials with increasing precision.</p> <p>CLL-4c: Listen to and discuss increasingly complex story books, information books, and poetry.</p> <p>CLL-6c: Run their finger under or over print as they pretend to read text, with prompting and support from an adult.</p> <p>CLL-10d: Try to connect the sounds in spoken words with letters in the written word. (Write “M” and say, “This is Mommy”).</p> <p>CLL-8a: Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.</p> <p>CLL-7d: Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.</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"> ● Pencil, crayons, markers ● Glue/scissors ● Worksheets <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none
<p>What can students do if they finish early?</p>	<p>Practice writing your name!(CLL-6d,CLL-10c) Epic Digital Reading Platform https://www.getepic.com/students</p> <p>Practice holding and reading a book with the proper form. (CLL-6b,CLL-6a, CLL-4a, CLL-6c)</p>
<p>Who can we contact if we have questions?</p>	<p>Building Principals: FAE: Ms. Foster- Susan.Foster@k12.sd.us RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Emily Harris - emily.harris@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Motor

SUBJECT/GRADE: Jr. Kindergarten

DATES: 5/03-5/07

What do students need to do?

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

These exercises are an introduction to the activities we use in the classroom for our Boost Up program. You will notice that we are repeating the same exercises each day. To create success in this program, repetitive exercises are imperative. The activities only take a minute but you will notice over time, how your child becomes stronger and more balanced with repetitive instruction. We will continue to add more exercises every couple of weeks.

Monday (5/03):

- Watch the BV Week at a Glance instructional video.
- Helicopter Exercise:** Mark a 1 foot by 1 foot box on the floor. This box is their “launchpad” area. Encourage them to stay within their launchpad while spinning. Have your child practice helicopter spins. Arms shoulder length extended, looking at finger tips and turning in one direction for 15 seconds. After the first 15 seconds, have your child bend over and hold their knees while counting to 10. Then have them switch and spin the other way for another 15 seconds. (HPD-4a, HPD-2b)
- Balance Beam:** Walk on a balance beam, painters tape, or yard stick, and walk heel to toe for 6 feet. Practice walking while focusing on a visual target on the wall. Encourage your child to not look at their feet while walking on the balance beam. (HPD-4a)
- Superman Exercise:** Mark a 1 foot by 1 foot box on the floor. This box is their superman pad on the floor. This will help your student maintain their position on the floor. Lying flat on their stomach, have the student raise their chin off of the floor, bring her extended arms overhead close to her ears, and lift their straightened legs off the floor. Their body should be taut, only touching the floor at the stomach. Ask the student to hold this position for 20 seconds. Repeat 3 times. (HPD-4a, HPD-2b)
- Alligator Crawl:** Students will crawl on their stomach across the floor or a mat using the opposite arm and leg simultaneously. For example, the student would move the left arm and right leg and then the right arm and left leg. Make sure they keep their chin tucked and their hands flat on the ground while crawling.(HPD-4a, HPD-2b)
- Creep Track:** Have the student creep on hands and knees using the opposite arm and leg simultaneously. The students should move at a slow and even pace. Using the letter flashcards, place the uppercase and lowercase Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh cards on the ground and have your child name the letters as they creep past them. (HPD-4a, HPD-2b)
- Giraffe Stretch:** Have the student get down on the floor on their hands and knees. The knees should be directly below the hips, feet touching the floor in back, and the hands directly under the shoulders, making a nice square “cube” out of her body. Without moving their hands or knees on the ground have the student lean forward as far as they can go and then backward in a rocking motion. Repeat this for 1 minute. (HPD-4a, HPD-2b)
- Popcorn Exercise:** Have the student lay flat on their back and ask them to bring their knees to their chest, wrapping their arms around their legs. They should then lift their head, trying to keep their eyes close to their knees. Ask the student to hold this position for 20 seconds and repeat 3 times. For fun release movement, they may POP out with their body straight and taut, feet together, and arms moving above their head to a flat position on the floor = “Popcorn”. (HPD-4a, HPD-2b)

- Cross Pattern Walking:** Place a sticker or a dot using a marker on the top of your child's right hand and left knee. Have the student slap the hand with the sticker or dot onto the knee with the sticker while they walk forward. Have the students lift their knees waist high and visually follow their hands. (HPD-4a, HPD-2b)
- Holiday Hop Game:** Using the action cards provided, have your child hop around to holiday music and when the music stops they have to perform the action that they land on. (HPD-2b, HPD-2d, HPD-4c)
- Snowman Fine Motor Play:** Using any plastic bottle with a wide opening, have your child pick up pom pom balls or cotton balls with tweezers or using their pointer finger and thumb, place the item in the plastic bottle (Bottle Examples: coffee creamer bottle, gatorade bottle, etc). (HPD-5a, HPD-5b)
- Wagon Wheels:** Using the wagon wheel worksheet. Place 4 sets of matching stickers around the wheel. Have your child cover one eye and use the other hand to trace from one sticker to the matching sticker. If you do not have stickers, you may draw matching colored dots around the wagon wheel worksheet. (HPD-5a)
- Valentine Visual Tracking:** Using the heart zig zag sheets provided, have your child close one eye and track from left to right (heart to heart). (HPD-5a)
- Dental Health Exercise:** Using a balance beam or tape on the group and toothpaste tubes and toothbrushes, have your child walk on the balance beam or tape and pick up toothpaste and toothbrushes off of the ground as they walk along balancing. (HPD-4a)
- Pot of Gold Exercise:** Using the template provided and tweezers or tongs, have your child place pom pom balls, lucky charms cereal, or anything small in the pot of gold. Draw a number out of the deck of cards to place that many in the pot, place the items in the pot using the tweezers, and write that number on a piece of paper.
- Throwing Practice:** Using a ball or a pair of socks, have your child practice throwing a ball at a target on the wall outside or inside and practice stepping and throwing overhand with the opposite hand and foot (right hand and left foot, left hand and right foot). Try to hit the target 10 times.
- Midline passing:** Sit back to back with your child, make sure your child is sitting cross legged while seated, pass a ball or any round object around to each other. Make sure to switch directions every 5 passes. Make sure your child is crossing the midline without rotating their entire body.
- Overs and Unders:** Using the worksheet provided, place the worksheet on the wall and using your finger trace the dotted lines going over and under the pictures. For added difficulty, cover one eye while tracing on the lines.
- Hopscotch:** Practice traditional hopscotch using chalk lines outside to create it or tape inside. For added difficulty, have your child alternate their single foot (1 foot in left, two feet in, 1 foot in right).

Tuesday (5/04):

- Choose TWO activities from those described above.

Wednesday (5/05)

- Choose TWO activities from those described above.

Thursday (5/06):

- Choose TWO activities from those described above.

Friday (5/07):

- Choose TWO activities from those described above.

What do students need to submit?

Submit the Following:

- 1. One brief video of your child doing two exercises.

How can students submit their work?	<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
What standards do the lessons cover?	<p>HPD-2b: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination</p> <p>HPD-2d: Develop strength and stamina by increasing their amount of play and activity using more muscles for longer periods of time</p> <p>HPD-4c: Move quickly through the environment and be able to both change directions and stop.</p> <p>HPD-4a: Demonstrate stability, flexibility, and balance while performing complex movements by turning and by balancing on beams.</p> <p>HPD-4d: Show awareness of your own body in relation to other people and objects when moving through space. When asked can move in front of, beside, or behind someone or something else</p> <p>HPD-5a: Engage in complex hand-eye coordination activities and play with moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads)</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers.</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"> • Yardstick or painters tape for balance beam. • Use the alphabet cards for the creep track. <p>Extra Resources:</p> <ul style="list-style-type: none"> • none
What can students do if they finish early?	<p>Play outside!</p> <p><u>Typing Club Jungle Junior</u> https://www.typingclub.com/login.html</p>
Who can we contact if we have questions?	<p>Building Principals:</p> <p>F AE: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>R BE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>B E: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers:</p> <p>Ms. Schaffer- Beth.Schaffer@k12.sd.us</p> <p>Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us</p> <p>Ms. Harris - emily.harris@k12.sd.us</p>
Notes:	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Weekly Zoom Call

SUBJECT/GRADE: JK

DATES: 5/03-5/07



What do students need to do?	<p>Activities to be completed during your weekly scheduled zoom call (Group).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorm ideas on ways you can help your mother for Mother’s Day!
What do students need to submit? How can students submit their work?	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Participation in zoom call <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
What standards do the lessons cover?	<p>SED-2b: Build and strengthen positive relationships with new teachers or caregivers over time.</p> <p>SED-2c: Use language effectively to converse with familiar adults, to ask for help, or to do something</p> <p>CD-12e: Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening and using musical instruments</p> <p>CLL-1a: Initiate and engage in conversation and discussions with adults and other children that include multiple back and forth exchanges</p> <p>CLL-7a: Show joy in playing with the sounds of language, repeating songs, poems, fingerplays, and rhymes, occasionally adding their own rhymes</p> <p>CLL-7c: Repeat familiar songs, rhymes, and phrases from favorite storybooks</p> <p>CLL-1b: Participate in a group discussion, making comments and asking questions related to the topic.</p> <p>CLL-2b: Speak clearly enough to be understood by most people, although may make some pronunciation errors.</p> <p>CLL-2c: Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.</p> <p>CLL-2a: Adapt their communication to meet social expectations (speak quietly in the library, speak politely to older relatives).</p> <p>CLL-1c: Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met.</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"> ● none <p>Extra Resources:</p> <ul style="list-style-type: none"> ● none

What can students do if they finish early?	https://www.indypl.org/blog/for-parents/free-video-read-alouds
Who can we contact if we have questions?	<p>Building Principals: FAE: Ms. Foster- Susan.Foster@k12.sd.us RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Harris - emily.harris@k12.sd.us</p>
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