

Brandon Valley School District
Distance Learning Plans
May 10-14, 2021

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Division Review

SUBJECT/GRADE: Math

DATES: May 10-14



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p> <p>*Classroom Teachers may provide their own review activities, based on the needs of their students.</p>	<p>Monday (05/10): Watch the daily instructional video.</p> <ul style="list-style-type: none"><input type="checkbox"/> This week, we will review division as we Design a Theatre.<input type="checkbox"/> Today, we will begin by recalling basic strategies in long division, to decide the details of our theatre. Complete Congratulations! and Designing a Theatre. (4.NBT.6) <p>Tuesday (05/11): Watch the daily instructional video.</p> <ul style="list-style-type: none"><input type="checkbox"/> In this lesson, we will find whole number quotients with up to four digit dividends, using what we know about place value and the relationship between multiplication and division.<input type="checkbox"/> Complete the handout, Watching Workers.(4.NBT.6) <p>Wednesday (05/12): Watch the daily instructional video.</p> <ul style="list-style-type: none"><input type="checkbox"/> We will continue to review long division, applying learned strategies to real-world problems.<input type="checkbox"/> Complete Movie Madness. (4.NBT.6) <p>Thursday (05/13): Watch the daily instructional video.</p> <ul style="list-style-type: none"><input type="checkbox"/> Today, we will divide three and four digit dividends by a one digit divisor. Make sure to record each problem and show work to determine the length, in minutes, of each movie.<input type="checkbox"/> Complete Movie Madness 2. (4.NBT.6) <p>Friday (05/14): Watch the daily instructional video.</p> <ul style="list-style-type: none"><input type="checkbox"/> In today's lesson, we will use our understanding of division in order to write an equation. We will use the given information, as well as the chart, to complete Food & Fanfare. (4.NBT.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. Design a Theatre<input type="checkbox"/> 2. Movie Madness<input type="checkbox"/> 3. Food & Fanfare <p>Submit Work Via:</p> <ul style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school
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What standards do the lessons cover?	4.NBT.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
What materials do students need? What extra resources can students use?	If you do not have access to the materials you need, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● Math Handouts Extra Resources: <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=PFfcC6MO660 - Long Division Help ● https://www.youtube.com/watch?v=od-tHGrudcA - 3 Digit by 1 Digit Multiplication
What can students do if they finish early?	<ul style="list-style-type: none"> ● https://mrnussbaum.com/divide-pal-online-workshop - Divide Pal ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Personal Narrative

SUBJECT/GRADE: Reading/4th

DATES: May 10-14

What do students need to do?

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

*Classroom Teachers may provide their own review activities, based on the needs of their students.

Monday (05/10): Watch the daily instructional video.

- This week, **we will write a personal narrative, a story you choose to share with readers, told in first person.**
- Watch [Personal Narrative: Brainstorming](https://tinyurl.com/3rzirz84)/URL: <https://tinyurl.com/3rzirz84>
- Complete Narrative Writing: A Life Event (But First). (4.W.3)

Tuesday (05/11): Watch the daily instructional video.

- In today's lesson, **we will begin to plan our stories, as we look at the structural elements of our story.**
- Watch [Personal Narrative: Making a Plan](https://tinyurl.com/2j778h97)/URL: <https://tinyurl.com/2j778h97>
- Complete Elements of a Plot. (4.RI.5) (4.W.4)

Wednesday (05/12): Watch the daily instructional video.

- As we start writing our personal narratives, we will first focus on how to begin the story! Look at the handout, One More Thing. Decide how you would like to start telling your story, and think about details you could add to be more descriptive.
- Watch [Personal Narrative: Writing an Introduction](https://tinyurl.com/9rk3wd6f)/URL: <https://tinyurl.com/9rk3wd6f>
- After you have planned your story and decided how to start, **write your introduction for your personal narrative. Make sure to use proper capitalization, punctuation, and your best spelling.** (4.L.1) (4.W.3)

Thursday (05/13): Watch the daily instructional video.

- Complete your Personal Narrative Writing. **Continue to use descriptive language, dialogue, and appropriate capitalization and punctuation.** (4.L.1) (4.W.3)

Friday (05/14): Watch the daily instructional video.

- Today, **we will use what we know about story structure, literary elements, and characteristics of grade-level writing** as we practice self-reflection.
- Complete Narrative Writing Checklist: Self Editing. (4.RI.5) (4.W.3)

What do students need to submit?

Submit the Following:

- 1. Elements of Plot (Tuesday)

<p>How can students submit their work?</p>	<p>☐ 2. Narrative Writing (Wednesday/Thursday)</p> <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>4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing</p>
<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"> ● Pencil ● Reading handouts <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=hQ1OwYu4GsY&t=83s - 6 ways to start a sentence ● https://www.youtube.com/watch?v=8_qRnwvbpmg - What does good writing look like?
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.roomrecess.com/pages/45.html - Room Recess ● https://www.abcya.com/grades/4 - Reading Games ABCya ● https://student.freckle.com/#/login -Activities assigned by teacher ● Online books for read <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/ ○ https://www.freechildrenstories.com/ ○ www.epic.com
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us</p>

Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us

Valley Springs Elementary

Building Principal:

Ms. Palmer- tanya.palmer@k12.sd.us

Teacher:

Ms. Lueders- laura.lueders@k12.sd.us

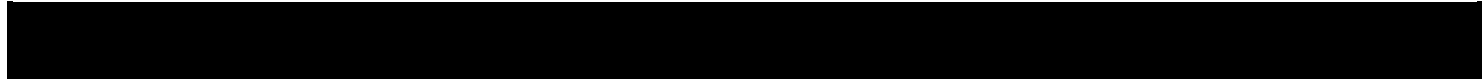
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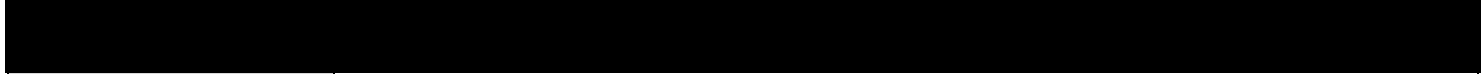
LESSON/UNIT: Sound Waves / Map Skills

SUBJECT/GRADE: Science/Social SS - 4th

DATES: May 10-14



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p> <p>*Classroom Teachers may provide their own review activities, based on the needs of their students.</p>	<p>Monday (05/10): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Following the completion of our Waves of Sound Unit, we will be using our understanding of both height energy and sound waves to complete an activity entitled, Riding the Waves. (4-PS4-1) <input type="checkbox"/> Today, we will extend our knowledge of sound waves as we read Let’s Break it Down! <input type="checkbox"/> Watch the video Wavelength and Amplitude. URL - https://tinyurl.com/3mbtarcr <p>Tuesday (05/11): Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today’s lesson, you will recall the relationship between height and energy transfer from previous lessons. Use your understanding of both height energy and properties of sound waves (amplitude and length) to complete the activity Riding the Waves. (4-PS4-1). <p>Wednesday (05/12): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Social Studies, we will be reading about roller coasters located all over the country. We will use the information in Screamin’ Roller Coasters in order to locate the city, state, and location of each coaster. (4.G.1.1) <p>Thursday (05/13): Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, we will use the information we gathered as we read Screamin’ Roller Coasters to complete Map That Coaster! In this activity, we will map each roller coaster, as well as demonstrate our knowledge of map features. (4.G.1.1) <p>Friday (05/14): Use this time to finish your assignments if you need more time.</p>
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<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Riding the Waves <input type="checkbox"/> Map That Coaster! <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>4-PS4-1 - Develop a model of waves to describe patterns in terms of amplitude and wavelength and to provide evidence that waves can cause objects to move.</p> <p>4.G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe.</p>
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<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"> ● Let's Break it Down ● Riding the Waves ● Screamin' Roller Coasters ● Map That Coaster! <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=TsQL-sXZOLc - Sound (Wavelength, Frequency) ● https://www.youtube.com/watch?v=7C2bxzqbvY8 - 5 Essential Elements of a Map
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● https://www.funderstanding.com/educators/coaster/ - Roller Coaster Game ● https://www.uen.org/3-6interactives/social_studies.shtml - Map Game Interactives ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u></p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p><u>Fred Assam Elementary</u></p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p><u>Robert Bennis Elementary</u></p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p><u>Valley Springs Elementary</u></p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

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COUNSELOR LESSON: Bullying; Name Calling; Blaming; Self-Talk

WEEK 6

DATES: 5/10 - 5/14

What do students need to do?

[Link to BV Counseling instructional video](#)

Monday (5/10): Bullying

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- What is a bully?
 - A bully is a person who seeks to harm, intimidate or coerce someone who is perceived as vulnerable.
- What are the actions of a bully?
 - Actions include, but are not limited to, hitting, kicking, name calling, excluding, bossing, making fun of, push, trip, grab, and gossip.
- What can we do to stop the bully?
 - Learn to be assertive.
 - Learn how to react when someone is mean to us.
 - Use the Golden Rule
 - Treat people the way you want to be treated.
 - It is difficult to be mean to kind people.
- What is the difference between a Mean Moment vs. Bullying?
 - Mean Moment: **One** Time • Hurtful
 - Bullying: Repeatedly Hurtful
 - Book Recommendation: Secret of the Peaceful Warrior
<https://www.youtube.com/watch?v=VOOS5GKrtJc>

Tuesday (5/11): Name Calling

- What is name calling?
 - It is the use of offensive names to belittle or humiliate a person or group.
- Why do people call each other names?
 - To attempt to be funny
 - To see what reaction will be given to them
 - To feel or look more important or powerful than others
 - To scare or intimidate others
 - To make others feel bad when they are angry
- What do we do when we are called a name?
 - Do not return the name calling
 - Do not believe the name calling
 - Use positive self-talk
 - Model respect
 - Do helpful things for other people
 - Use one of Kelso's Choices such as Ignore
 - Book Recommendation: Mookey the Monkey Gets Over Being Teased
<https://www.youtube.com/watch?v=8YxTIEl4pz0>

Wednesday (5/12): Blaming

- What is blaming?
 - It is placing the responsibility on someone else for something we did.
 - It is making excuses and denying what you did in order not to be held accountable.
- Why do we blame?
 - To get back at someone
 - To provide an excuse to act in a harmful manner
 - To avoid responsibility
- How does blaming affect us?
 - It contributes to feelings of helplessness and powerlessness.
 - We experience diminished freedom of choice.
 - We increase our sense of victimhood.
- What can be done to avoid blaming
 - Take a deep breath.
 - Reframe the situation as an opportunity to learn.
 - Keep things in perspective.
 - If we slip up and blame someone then apologize.
 - Book Recommendation: Berenstain Bears and the Blame Game
<https://www.youtube.com/watch?v=0i5geTCbKCG>

Thursday (5/13): Self Talk

- **Self-talk is the inner voice that goes on inside our heads throughout our waking hours.**
- There are 2 kinds of Self-Talk
 - Positive - the talking that encourages us
 - Negative - the talking that discourages us
- The difference between Positive and Negative Self-Talk
 - Positive self-talk makes you feel good about yourself and the things that are going on in your life. It's like having an optimistic voice in your head that always looks on the bright side.
 - Negative Self-Talk makes you feel pretty bad about yourself and the things that are going on. It can put a downer on anything, even if something is good.
- Why should I practice Positive Self-Talk?
 - Self-talk is a huge part of our self-esteem and confidence.
 - By working on replacing Negative Self-Talk with more Positive Self-Talk, you're more likely to feel in control of the things that are going on in your life and to achieve your goals.
- What to do if you have negative self-talk
 - Stop the thought.
 - Challenge your thinking.
 - Replace the thoughts with something positive.
- Use affirmations.
- Video: Positive Self Talk: <https://www.youtube.com/watch?v=AJ2YQp3judg>

Friday: (5/14): Weekly Review

<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional): Work submission is optional.</p> <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
<p>What standards do the lessons cover?</p>	<p>American School Counselor Association (ASCA) Standards for Students:</p> <p>PS: A1.1 - develop positive attitudes toward self as a unique and worthy person</p> <p>PS: A1.2 - identify values, attitudes and beliefs</p> <p>PS: A1.5 - Identify and express feelings</p> <p>PS: A1.6 - distinguish between appropriate and inappropriate behavior</p> <p>PS: A1.8 - understand the need for self-control and how to practice it</p> <p>PS: A1.10 - identify personal strengths and assets</p> <p>PS: A2.1 - recognize that everyone has rights and responsibilities</p> <p>PS: A2. 6 - use effective communication skills</p> <p>PS: B1.2 - understand consequences of decisions and choices</p> <p>PS: B1.4 - develop effective coping skills for dealing with problems</p> <p>PS: B1.6 - know how to apply conflict resolution skills</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● Handouts <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Please see the recommended resources with the daily topics.
<p>What can students do if they finish early?</p>	<p>Typing Club Jungle Junior https://www.typingclub.com/login.html</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Mrs. Kolb- Vickie.Kolb@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Mrs. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Mrs. Osheim- Tammy.Osheim@k12.sd.us</p> <p>Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Mrs. Nelson- Angie.Nelson@k12.sd.us</p> <p>Valley Springs Elementary Building Principal: Mrs. Palmer- Tanya.Palmer@k12.sd.us Counselor: Mrs. Palmer- Tanya.Palmer@k12.sd.us</p>
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