

Brandon Valley School District
Distance Learning Plans
September 14-18, 2020

Junior Kindergarten



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Math

SUBJECT/GRADE: Math / Jr. Kindergarten

DATES: 09/14-09/18

<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (9/14):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Let's Get Fit/Count to 20 with Jack Hartmann. <ul style="list-style-type: none"> <input type="checkbox"/> https://www.youtube.com/watch?v=MVzXKfr6e8 <input type="checkbox"/> I Spy Colors in the house. Find all 11 colors in the house while playing I Spy. <ul style="list-style-type: none"> <input type="checkbox"/> Red, Orange, Yellow, Green, Blue, Purple, Pink, Black, White, Grey, Brown <p>Tuesday (9/15):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counting with actions. Practice counting to 20 while marching, clapping, jumping in the air, and hopping. <input type="checkbox"/> Sort beads into three color groups (focus on red-yellow-green) using a tweezer or clothes pin to pick up the beads while sorting. (can use other items to sort if beads are unavailable) <p>Wednesday (9/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a puppet or stuffed animal and whisper count to 50. <input type="checkbox"/> I Spy Colors on a nature walk. Find all 11 colors while on a nature walk. <ul style="list-style-type: none"> <input type="checkbox"/> Red, Orange, Yellow, Green, Blue, Purple, Pink, Black, White, Grey, Brown <p>Thursday (9/17):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Circle counting. Pass a ball back and forth counting while you pass to 50. <input type="checkbox"/> Sort buttons large to small. (can use other items to sort if buttons are unavailable) <p>Friday (9/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Let's Get Fit/ Count to 100 with Jack Harmann. <ul style="list-style-type: none"> <input type="checkbox"/> https://www.youtube.com/watch?v=0TgLtF3PMOc&t=28s <input type="checkbox"/> Use objects such as cups, legos, blocks, shoes and number cards to match the number of objects to the number on the number card. Focus on numbers 1-10.
<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. Photo of beads after they are sorted into their three groups. <input type="checkbox"/> 2. Photos of colors you found on your nature walk. <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>CD-4a: Rote count by ones to 20 with increasing accuracy.</p>

	<p>CD-5b: Name basic shapes and describe their characteristics using descriptive and geometric attributes.</p> <p>CD-6c: Sorting groups of up to 10 objects using two attributes.</p> <p>CD-8d: Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p> <p>CD-8g: Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound)</p> <p>HPD-5b: Display strength and control while using a variety of tools and materials. Including scissors, pencils, toys, spray bottles, tweezers, and hole punchers.</p>
<p>What materials do students need?</p> <p>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"> • Beads (or other items that can be sorted into colors) • Buttons (or other items that can be sorted into big and small) • Number cards 1-10 and objects to count. • Ball for pass the ball counting • Puppet or stuffed animal for whisper counting <p>Extra Resources:</p> <ul style="list-style-type: none"> •
<p>What can students do if they finish early?</p>	<p>https://www.education.com/games/math/</p>
<p>Who can we contact if we have questions?</p>	<p><u>Building Principals:</u></p> <p>FAE: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p><u>Teachers:</u></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>
<p><u>Notes:</u></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: 09/14-09/18

What do students need to do?

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

Monday (9/14):

- ☐ Watch the BV Week at a Glance instructional video.
- ☐ Read "The Gingerbread Man Loose in the School"
 - ☐ <https://www.youtube.com/watch?v=LcgGWMJWODY>
- ☐ Using the Gingerbread Salt, practice writing letters that are found in your child's name.
 - ☐ <http://creeksidelearning.com/handwriting-practice-gingerbread-salt-tray/>
 - ☐ If you cannot make the recipe you can just use regular salt.
- ☐ Heggerty Week 1 Lesson 1

Tuesday (9/15):

- ☐ Read "Tap the Magic Tree".
 - ☐ <https://www.youtube.com/watch?v=crzYxOeIdM>
- ☐ Sorting upper and lowercase letters. Using the tree template and your letter cards, have your child place the uppercase letters on the top of the tree and lowercase letters at the base of the tree.
- ☐ Heggerty Week 1 Lesson 2

Wednesday (9/16):

- ☐ Read "We're Going on a Leaf Hunt".
 - ☐ <https://www.youtube.com/watch?v=XwjeZtq8lkc>
- ☐ Using your letter and number cards, mix them up and have your child sort them out into letters and numbers.
- ☐ Heggerty Week 1 Lesson 3

Thursday (9/17):

- ☐ Read "Apple Trouble".
 - ☐ <https://www.youtube.com/watch?v=OokS4c5Ua0g>
- ☐ Using the apple template, write one letter on each apple spelling out your child's name. Have your child cut out the apples and place them in the correct order to make their name. For extra practice, make some for your family members' names.
- ☐ Heggerty Week 1 Lesson 4

Friday (9/18):

- ☐ Read "There was an Old Lady Who Swallowed Some Leaves".
 - ☐ <https://www.youtube.com/watch?v=FJvGgmBbdJs>
- ☐ Write uppercase letters on a sheet of paper and have your child match the uppercase cards to the uppercase letters written on the sheet.

	<input type="checkbox"/> Heggerty Week 1 Lesson 5
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.Submit a picture of your child’s name written in salt. <input type="checkbox"/> 2.Submit a picture of your child's sorted uppercase and lowercase letters on the tree template. <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>CLL-9d: Demonstrate motivation to draw and write during play, experimenting with writing tools , such as pencils, crayons, and markers.</p> <p>CLL-10c: Attempt to write their own name using a variety of materials (crayons, markers, sand,salt,or shaving cream).</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-6d: Recognize own first name in print and that of some friends</p> <p>CLL-9a: Represent thoughts and ideas in drawings and by writing letters or letter-like forms</p> <p>CLL-5h: Give a reasoning for liking, or not liking, a story or book</p> <p>CLL-7f: Listen attentively to books and stories</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"> ● Letter cards and tree template for sorting uppercase and lowercase letters ● Letter and number cards for sorting numbers and letters. ● Apple template and writing utensil for apple names. ● Sheet of paper with letters written on it and uppercase letter cards. <p>Extra Resources:</p> <ul style="list-style-type: none"> ●
What can students do if they finish early?	https://www.getepic.com/students
Who can we contact if we have questions?	<p>Building Principals:</p> <p>FAE: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>BE: 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. Emily Harris - emily.harris@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:

Motor

SUBJECT/GRADE:

Jr. Kindergarten

DATES: 09/14-09/18

What do students need to do?

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

These 2 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 9/14):

- ☐ 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.
- ☐ 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.

Tuesday (9/15):

- ☐ Helicopter Exercise
- ☐ Balance Beam

Wednesday (9/16):

- ☐ Helicopter Exercise
- ☐ Balance Beam

Thursday (9/17):

- ☐ Helicopter Exercise
- ☐ Balance Beam

Friday (9/18):


- ☐ Helicopter Exercise
- ☐ Balance Beam

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

Submit the Following:

- ☐ 1. One video of your child walking on the balance beam.
- ☐ 2. One video of your child helicopter spinning.

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>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-4c: Move quickly through the environment and be able to both change directions and stop</p> <p>HPD-4d: Show awareness of 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>
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. <p>Extra Resources:</p> <ul style="list-style-type: none"> •
What can students do if they finish early?	<div>  <h1>Play outside!</h1> <ul style="list-style-type: none"> • https://www.typingclub.com/login.html </div>
Who can we contact if we have questions?	<p><u>Building Principals:</u></p> <p>FAE: Ms. Foster- Susan.Foster@k12.sd.us</p> <p>RBE: Ms. Hofkamp- kristin.hofkamp@k12.sd.us</p> <p>BE: Mr. Horst- Merle.Horst@k12.sd.us</p> <p><u>Teachers:</u></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>
<u>Notes:</u>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Weekly Zoom Call

SUBJECT/GRADE: Community / JK

DATES: 9/14-9/18

What do students need to do?	Activities to be completed during your weekly scheduled zoom call (Individual) <ul style="list-style-type: none"> <input type="checkbox"/> Practice Rote Counting (1-20) Really emphasis teen numbers <input type="checkbox"/> Practice reciting the alphabet <input type="checkbox"/> Practice spelling out student's name <input type="checkbox"/> Frog Street Shape books (circle, square, triangle, rectangle) <input type="checkbox"/> Frog Street Shape songs (circle, square, triangle, rectangle) <input type="checkbox"/> Answer any questions students or parents may have about the activities. Demonstrate skills as necessary.
What do students need to submit? How can students submit their work?	Submit the Following: <ul style="list-style-type: none"> <input type="checkbox"/> 1. Participation in zoom call 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?	SED-2b: Build and strengthen positive relationships with new teachers or caregivers over time. SED-2c: Use language effectively to converse with familiar adults, to ask for help, or to do something CD-4a: Rote count by ones to 20 with increasing accuracy. CD-5b: Name basic shapes and describe their characteristics using descriptive and geometric attributes. 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 CLL-1a: Initiate and engage in conversation and discussions with adults and other children that include multiple back and forth exchanges CLL-6d: Recognize own first name in print and that of some friends CLL-7a: Show joy in playing with the sounds of language, repeating songs, poems, fingerplays, and rhymes, occasionally adding their own rhymes CLL-7c: Repeat familiar songs, rhymes, and phrases from favorite storybooks
What materials do students need? What extra resources can students use?	If you do not have access to the required materials, contact your teacher. Required Materials: <ul style="list-style-type: none"> • Extra Resources: <ul style="list-style-type: 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?	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 Teachers: Ms. Schaffer- Beth.Schaffer@k12.sd.us Ms. Anderson-Gappa- Nicole.Anderson-Gappa@k12.sd.us Ms. Harris - emily.harris@k12.sd.us
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District