

Brandon Valley School District  
Distance Learning Plans  
September 28 - October 2, 2020

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Math

SUBJECT/GRADE: Kindergarten

DATES: Sept. 28-Oct. 2

What do students need to do?

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

## Monday (9/28):

- Watch the BV Week at a Glance instructional video.
- Today we are going to review writing numbers 1, 2 and 3.** In kindergarten, we use poems to help us remember the correct way to write a number. Sing these poems when practicing your numbers.
- Number 1: Number 1 is like a stick, a straight line that is very quick.
- Number 2: Around and back on the railroad track. Two! Two!
- Number 3: Around the tree, around the tree. That's the way to make a 3!
- Complete the Animal Number Worksheets (found in the handouts) for 1, 2 and 3.

## Tuesday (9/29):

- Today we are going to learn how to count numbers 4 and 5 in different ways.** Get your math workbook out. Have an adult help you find pages 23-26. Complete Lesson 3: Count 4 and 5 on pages 23-26.

## Wednesday (9/30):

- Today we are going to review counting numbers 1, 2, 3, 4 and 5 using Rainbow Fish Mats.**
- To start, you will need to print off the rainbow fish mat (found in DL handouts.) Use any manipulative (pom-pom-, mini erasers, gold fish, playdough, counters) to lay down on the mat to represent the number you are working with.
- Optional: Print two copies. Cut one apart and add the pieces to a sensory bin. Students can hunt for the pieces and match them to the full copy.
- Use the Rainbow Fish Counting Mat to practice counting numbers 1-5.

## Thursday (10/1):

- Today we are going to learn how to write numbers 4 and 5.** Get your math workbook out. Have an adult help you find pages 29-32. Complete Lesson 4: Write 4 and 5 on pages 29-32.
- Use these poems to help you write numbers 4 and 5 the right way. **Number 4:** Down and over, down once more. That's the way to make a 4! **Number 5:** Short neck. Body fat. Add a hat!

	<p><b>Friday (10/2):</b></p> <p><input type="checkbox"/> <b>No School!</b></p>
<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. Tuesday Assignment (pg. 23-26)</li> <li><input type="checkbox"/> 2. Thursday Assignment (pg. 29-32)</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>
<p>What standards do the lessons cover?</p>	<ul style="list-style-type: none"> <li>● K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>● K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</li> <li>● K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>● K.CC.B.4.B Understand that the last number name is said, tells the of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>● K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.</li> <li>● K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</li> </ul>
<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>● Math Workbook</li> <li>● Animal Number Worksheets Numbers 1, 2 and 3</li> <li>● Rainbow Fish Mat</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Vocabulary Cards (from workbook)</li> <li>● School Supplies</li> <li>● Manipulatives</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Go to the seesaw activity and click on the link Fun Brain: <a href="https://www.funbrain.com/">https://www.funbrain.com/</a></li> <li>● 'My Homework' Pages 21-22 (Read and Write Numbers 1, 2 and 3)</li> <li>● 'My Homework' pages 27-28 (Count 4 and 5)</li> </ul>

<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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a>  Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a>  Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a>  Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a>  Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@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>  Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a>  Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a>  Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a>  Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a>  Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a>  <b>Fred Assam Elementary</b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a>  Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a>  Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a>  Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a>  Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a>  <b>Valley Springs Elementary</b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>
<p><b>Notes: YOU are AMAZING!</b></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: Sept. 28-Oct. 2

What do students need to do?

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

## Monday (9/28):

- Watch the BV Week at a Glance instructional video.
- Today we are going to learn everything we need to know about letter M! We are going to learn what it looks like, what it sounds like, and how to write it.**
- Use the Letter Mm flashcard to show your student what letter Mm looks like. Tell them letter m makes the sound /m./ When we say /m/, we press our lips together. Have them repeat the sound back to you three times.
- Display the monkey card. Say “Monkey begins with /m/ /m/ /m/. What sound does monkey begin with?” Repeat this with all of the following cards: map, muffin, milk, monster, mail. **Complete the ‘Beginning Sound Picture Sort.’** Make sure to listen carefully when saying what the picture looks like. We are looking for the pictures that begin with the sound /m./
- Now we are going to practice writing an uppercase and lowercase Mm. Practice writing upper and lowercase Mm in the air with your finger, on the table with your finger and on the wall with your finger. **Complete the Letter Discrimination Sort.** (Decide if it’s a letter M or not and then practice writing letter M)

## Tuesday (9/29):

- Use the picture cards from yesterday (monkey, map, muffin, milk, monster, mail) and review the beginning sounds along with clapping out the sounds in the word. How many syllables does each word have?
- We have 2 new sight words! Remember sight words are words that are often seen in stories that we read. **Our two new sight words are ‘a’ and ‘blue.’** Make a paper flashcard for each word. Review previous week’s sight words!
- Read the decodable reader ‘Little Mouse.’ (pg. 3-4 in DL handouts)**

## Wednesday (9/30):

- Today we are going to be writing about character’s!** Remember character’s are the people or animals in a story. Sometimes there can be more than one character.
- Today you are going to spin the character wheel! (Use a pen/pencil and a paperclip for the spinner.) Whatever you land on is what you will be writing/drawing about. You can spin the wheel up to 3 times!

- Put on your thinking cap and create a story about the character you landed on. I want to know everything about your character. What do they look like? What do they like to do? Where do they live? Remember, you can tell a story through writing or drawing a picture so you get to choose how you tell your story today. **Use the “Spin the Character Wheel!” writing sheet to complete your writing.**

**Thursday (10/1):**

- Today we are going to learn about nouns for people and animals.** A noun is a person, place, animal, or thing. Nouns name a person, place, animal or thing. For example, I am a teacher. The word teacher is a naming word. Teacher is a noun for a person.
- Display the monkey card from Monday. Say, “This is a monkey. The word monkey names an animal. Monkey is a noun for an animal.”
- Show the following sentences (also found in DL handouts) to your student and have them verbally fill in the blank:
  - I work on a farm. I am a \_\_\_\_\_. (Farmer)
  - I take care of you when I am sick. I am a \_\_\_\_\_. (Doctor)
  - I have long ears and like to hop. I am a \_\_\_\_\_. (Bunny)
  - I buzz around flowers. I am a \_\_\_\_\_. (Bee)
- Complete Pg. 60 Nouns for People and Animals (in DL handouts)**

**Friday (10/2):**

- No School!**

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

Submit the Following:

- 1. Beginning Sound Picture Sort (Monday)
- 2. Letter Discrimination (Monday)
- 3. Spin the Character Wheel! (Wednesday)

Submit Work Via:

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?

- K.RL.3 With prompting and support, describe characters, settings, and major events in a story.
- K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words
- 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.

<p>What materials do students need? What extra resources can students use?</p>	<ul style="list-style-type: none"> <li>● K.RF.1 Demonstrate understanding of the organization and basic features of print.</li> </ul> <p><b>If you do not have access to the materials you need, contact your teacher.</b></p> <p>Required Materials:</p> <ul style="list-style-type: none"> <li>● School supplies-pencil, scissors, glue, crayons</li> <li>● Letter Mm Flashcard</li> <li>● (m) Picture Flashcards (monkey, map, muffin, milk, monster, mail)</li> <li>● <b>Letter Discrimination Sort (required)</b></li> <li>● <b>Beginning Sound Picture Sort (required)</b></li> <li>● Decodable Reader 'Little Mouse'</li> <li>● Character Wheel</li> <li>● <b>Spin the Character Wheel! Worksheet (required)</b></li> <li>● Pg. 60- Nouns for People and Animals</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Sight Word Flashcards</li> <li>● Alphabet Flashcards</li> <li>● Drawing</li> <li>● Mm Roll and Cover Worksheet (found in DL Handouts)</li> <li>● 'I can read M words' Worksheet (found in DL Handouts)</li> <li>● Color by Number-Monkey (found in DL Handouts)</li> <li>● Epic: <a href="https://www.getepic.com/">https://www.getepic.com/</a> (Ask your teacher for your class code)</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></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. Karl- <a href="mailto:Erica.Karl@k12.sd.us">Erica.Karl@k12.sd.us</a>  Ms. Osheim- <a href="mailto:Laryssa.Osheim@k12.sd.us">Laryssa.Osheim@k12.sd.us</a>  Ms. Moots- <a href="mailto:Kimberly.Moots@k12.sd.us">Kimberly.Moots@k12.sd.us</a>  Ms. Rasmussen- <a href="mailto:Jessica.Rasmussen@k12.sd.us">Jessica.Rasmussen@k12.sd.us</a>  Mr. Van Sloten- <a href="mailto:Jerrid.VanSloten@k12.sd.us">Jerrid.VanSloten@k12.sd.us</a></p> <p><b><u>Robert Bennis Elementary</u></b>  <b>Building Principal:</b>  Ms. Hofkamp- <a href="mailto:kristin.hofkamp@k12.sd.us">kristin.hofkamp@k12.sd.us</a>  <b>Teachers:</b>  Ms. Boscaljon- <a href="mailto:Marcel.Boscaljon@k12.sd.us">Marcel.Boscaljon@k12.sd.us</a>  Ms. Ernste- <a href="mailto:Amber.Ernste@k12.sd.us">Amber.Ernste@k12.sd.us</a>  Ms. Huber- <a href="mailto:Paula.Huber@k12.sd.us">Paula.Huber@k12.sd.us</a>  Ms. Sandager- <a href="mailto:Emily.Sandager@k12.sd.us">Emily.Sandager@k12.sd.us</a>  Ms. Uithoven- <a href="mailto:Cassie.Uithoven@k12.sd.us">Cassie.Uithoven@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></b>  <b>Building Principal:</b>  Ms. Foster- <a href="mailto:susan.foster@k12.sd.us">susan.foster@k12.sd.us</a>  <b>Teachers:</b>  Ms. Becker- <a href="mailto:Kimberly.Becker@k12.sd.us">Kimberly.Becker@k12.sd.us</a>  Ms. Feenstra- <a href="mailto:Tina.Feenstra@k12.sd.us">Tina.Feenstra@k12.sd.us</a>  Ms. Kroger- <a href="mailto:Chelsea.Kroger@k12.sd.us">Chelsea.Kroger@k12.sd.us</a>  Ms. Nuebel- <a href="mailto:Jill.Nuebel@k12.sd.us">Jill.Nuebel@k12.sd.us</a>  Ms. Williamson- <a href="mailto:Leah.Williamson@k12.sd.us">Leah.Williamson@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></b>  <b>Building Principal:</b>  Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a>  <b>Teacher:</b>  Ms. Rasmussen- <a href="mailto:Emily.Rasmussen@k12.sd.us">Emily.Rasmussen@k12.sd.us</a></p>

**Notes: Keep up the hard work!**

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

*Brandon Valley School District*



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Social Studies

SUBJECT/GRADE: Kindergarten

DATES: Sept. 28-Oct. 2

What do students need to do?

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

## Monday (9/28):

- Watch the BV Week at a Glance instructional video.
- Today we are going to start reading for the magazine *Flags and Other Symbols*.** Read pages 2-9 in your *Flags and Other Symbols* social studies magazine with an adult.
- After you finish reading, verbally answer these questions:
  - Where do we live? (United States of America)
  - What flag is a symbol of our country? (American Flag)
  - What is our country's song? (The National Anthem)
  - What bell stands for freedom? (The Liberty Bell)
  - What is our national bird? (Bald Eagle)

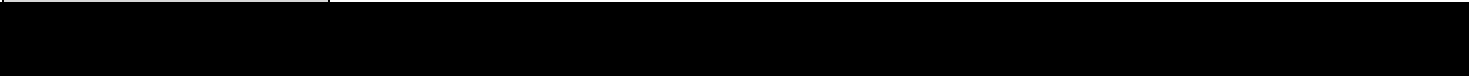
## Tuesday (9/29):

- Today we are going to create 'My Flag.'** You are going to redesign the American Flag to a flag that represents YOU. Your flag will be a symbol of YOU.
- Before you start, read 'The American Flag' handout. After reading, think about all of the different meanings on the American Flag. The 50 stars represent our 50 states. The blue represents loyalty. The red represents strength and bravery. The white represents honesty and fairness.
- Now, think of different items and words that describe you. Complete 'My Flag' with art supplies (paint, markers, crayons, colored pencils, glitter, jewels, stickers, ect). It's your flag, so you get to choose how you decorate it.
- After you complete your flag, choose one of the following:
  - Send a picture of your completed flag to your teacher.
  - Hang your flag on your front door and take a picture of you standing by it. Send it to your teacher.
  - Send a video of you explaining what your flag means to your teacher.

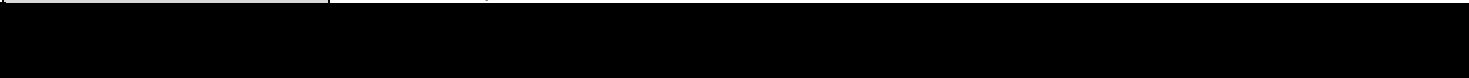
## Wednesday (9/30):

- Today we are going to finish reading 'Flags and Other Symbols.'** Read pages 9-17 in your 'Flags and Other Symbols' social studies magazine with an adult.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go back to page 12 (Statue of Liberty.) Review the Statue of Liberty. Put on your imagination cap and imagine that the Statue of Liberty can talk. What do you think she would say to people coming to the United States?</li> <li><input type="checkbox"/> Record 3 things that you think she would say. <ul style="list-style-type: none"> <li><input type="checkbox"/> Write it down.</li> <li><input type="checkbox"/> Send a video.</li> <li><input type="checkbox"/> Draw a picture.</li> </ul> </li> </ul> <p><b>Thursday (10/1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ketchup and Mustard Day!</li> </ul> <p><b>Friday (10/2):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No School!</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. My Flag</li> <li><input type="checkbox"/> 2. “What do you think she would say to people coming to the United States?” Response</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>K.C.1.1 Identify our country’s flag of the United States as a symbol of the nation.</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>● Flags and Other Symbols</li> <li>● ‘The American Flag’ handout</li> <li>● My Flag Worksheet</li> </ul> <p>Extra Materials:</p> <ul style="list-style-type: none"> <li>● Paint, markers, crayons, colored pencils, glitter, jewels, stickers</li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● PebbleGo: <a href="https://pebblego.com/">https://pebblego.com/</a></li> <li>● Watch this video on the Statue of Liberty: <a href="https://www.youtube.com/watch?v=H5tncvdWyeU">https://www.youtube.com/watch?v=H5tncvdWyeU</a></li> <li>● America to Me: <a href="https://www.youtube.com/watch?v=oex3j_9AhGA">https://www.youtube.com/watch?v=oex3j_9AhGA</a></li> </ul>
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Who can we contact if we have questions?

**Brandon Elementary**

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**Notes: YOU are SMART!**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 7

SUBJECT/GRADE: Counselor/Kindergarten

DATES: September 28, 2020 - October 2, 2020

What do students need to do?

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

## Monday (9/28):

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- Assertiveness - Standing Up for Yourself**
  - The Zax and Kelso's Choices
    - Go to another game
    - Talk it out
    - Share and take turns
    - Ignore it
    - Walk away
    - Tell them to stop
    - Apologize
    - Make a deal
    - Wait and cool off
    - Book suggestion: "Stand Tall Molly Lou Melon" by Patty Lovell*
    - Book suggestion: "Sophie's Big Voice" by Becky Bailey and Rebecca Bailey*

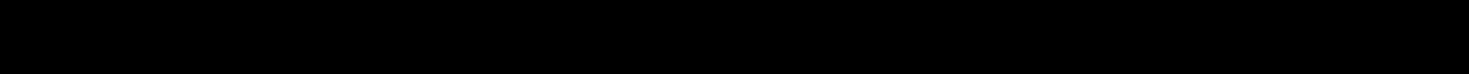
## Tuesday (9/29):

- Rules/Laws - What If Everybody Did That?**
  - What are the rules of our home?
  - Why do we have those rules?
  - What are some of the rules that you follow in public such as the swimming pool, mall, restaurant, etc.?

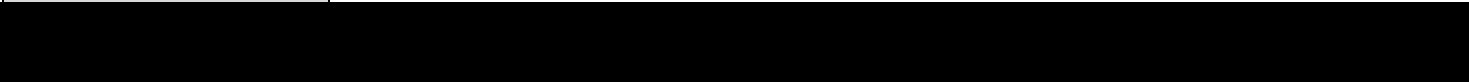
## Wednesday (9/30):

- Bullying/Meanness**
  - We will not bully others
  - We are buddies and not bullies
  - We will include others so they don't feel left out
  - We will help those who are being bullied

	<ul style="list-style-type: none"> <li><input type="checkbox"/> If someone tries to bully us, we will say “Stop!” in a loud voice.</li> <li><input type="checkbox"/> We will always tell an adult, if we are being bullied. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Book suggestion: “Billy Bully” by Ana Galan and Alvaro Galan</i></li> <li><input type="checkbox"/> <i>Book suggestion: “Patrick and the Big Bully” by Geoffrey Hayes</i></li> </ul> </li> </ul> <p><b>Thursday (10/1):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Personal Safety - Body Boundaries</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> QUESTIONS TO ASK YOUR CHILD <ul style="list-style-type: none"> <li><input type="checkbox"/> How can you politely tell people when you’re uncomfortable?</li> <li><input type="checkbox"/> What are ways I can help you become more of a master of your own body?</li> <li><input type="checkbox"/> What kinds of touch are healthy and positive?</li> <li><input type="checkbox"/> What would be examples of unhealthy or negative touch?</li> <li><input type="checkbox"/> What should you do if someone forces you into a situation that doesn’t make you comfortable?</li> </ul> </li> </ul> </li> </ul> <p><b>Friday: (10/2): - No School</b></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. Nothing to submit</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <a href="#">Seesaw</a> (preferred, 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>ASCA Standards: M 1.; M 2.; M 4.; M 5.; M 7.; B-PF- 1.; B-PF 4.; B-PF 6.; B-PF 9.; B-SS 1.; B-SS 6.; B-PA 1.; B-PA 4.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Monday: None</li> <li>● Tuesday: None</li> <li>● Wednesday: None</li> <li>● Thursday: None</li> <li>● Friday:</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Monday: <a href="https://www.teacherspayteachers.com/Browse/Search:the%20zax%20and%20kelsos%20choices">https://www.teacherspayteachers.com/Browse/Search:the%20zax%20and%20kelsos%20choices</a></li> <li>● Tuesday: <a href="https://www.youtube.com/watch?v=811dQ_OisK0">https://www.youtube.com/watch?v=811dQ_OisK0</a></li> <li>● Wednesday: <a href="https://www.teacherspayteachers.com/Product/National-Unity-Day-Buddies-NOT-Bullies-Classroom-Poster-Pack-326694">https://www.teacherspayteachers.com/Product/National-Unity-Day-Buddies-NOT-Bullies-Classroom-Poster-Pack-326694</a></li> <li>● Thursday: <a href="https://www.youtube.com/watch?v=DnllZpahIE">https://www.youtube.com/watch?v=DnllZpahIE</a></li> <li>● Friday:</li> </ul>

What can students do if they finish early?	Typing Club Jungle Junior <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a>
Who can we contact if we have questions?	<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>Counselor:</b> Ms. Kolb- <a href="mailto:Vickie.Kolb@k12.sd.us">Vickie.Kolb@k12.sd.us</a></p> <p><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>Counselor:</b> Ms. Osheim- <a href="mailto:Tammy.Osheim@k12.sd.us">Tammy.Osheim@k12.sd.us</a></p> <p><b>Fred Assam Elementary</b>  <b>Building Principal:</b> Ms. Foster- <a href="mailto:Susan.Foster@k12.sd.us">Susan.Foster@k12.sd.us</a>  <b>Counselor:</b> Ms. Nelson- <a href="mailto:Angie.Nelson@k12.sd.us">Angie.Nelson@k12.sd.us</a></p> <p><b>Valley Springs Elementary</b>  <b>Building Principal:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a>  <b>Counselor:</b> Ms. Palmer- <a href="mailto:Tanya.Palmer@k12.sd.us">Tanya.Palmer@k12.sd.us</a></p>
<b>Notes:</b>	

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

*Brandon Valley School District*