

Brandon Valley School District  
Distance Learning Plans  
October 5 - 9, 2020

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Math

SUBJECT/GRADE: Kindergarten

DATES: October 5-9

What do students need to do?

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

## Monday (10/5):

- Watch the BV Week at a Glance instructional video.
- Before we learn a new skill today, we are going to review writing numbers 1 through 5. **Choose one of the following activities to practice writing numbers 1 through 5:**
  - 1. Writing in the Clouds- Place shaving cream on a table or tray. Spread out the shaving cream. Use your finger and practice writing numbers 1 through 5.
  - 2. Rainbow Writing- Start with a pencil and write a number. Next, choose a color (crayon or marker) and trace over the number you wrote in pencil. Choose another color and trace over the number again. Continue this process to create a rainbow number. Complete this for numbers 1, 2, 3, 4 and 5.
  - 3. Dry Erase Board- Use your dry erase board to practice writing numbers 1 through 5.
- Today we are going to learn how to read and write zero.** Get your math workbook out. Have an adult help you find pages 35-38. Complete Lesson 5: Read and Write Zero.

## Tuesday (10/6):

- Today we are going to review reading, writing and counting numbers 0 through 5.** Get your math workbook out. Have an adult help you find pages 41-42. Complete 'Check My Progress.'
- Choose one of the following activities to practice writing numbers 0 through 5: (I challenge you to choose something different than yesterday)**
  - 1. Writing in the Clouds- Place shaving cream on a table or tray. Spread out the shaving cream. Use your finger and practice writing numbers 0 through 5.
  - 2. Rainbow Writing- Start with a pencil and write a number. Next, choose a color (crayon or marker) and trace over the number you wrote in pencil. Choose another color and trace over the number again. Continue this process to create a rainbow number. Complete this for numbers 0, 1, 2, 3, 4 and 5.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3. Dry Erase Board- Use your dry erase board to practice writing numbers 0 through 5.</li> <li><input type="checkbox"/> Playdough Writing- Use playdough to build numbers 0, 1, 2, 3, 4, and 5.</li> </ul> <p><b>Wednesday (10/7):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Today we are going to learn how groups of objects can be equal to each other.</b> Get your math workbook out. Have an adult help you find pages 43-46. Complete Lesson 6: Equal To.</li> </ul> <p><b>Thursday (10/8):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Today we are going to learn how groups of objects can be greater than each other.</b> Get your math workbook out. Have an adult help you find pages 49-52. Complete Lesson 7: Greater.</li> </ul> <p><b>Friday (10/9):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Today we are going to learn how groups of objects can be less than each other.</b> Get your math workbook out. Have an adult help you find pages 55-58. Complete Lesson 8: Less Than.</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. Wednesday's Assignment (pg. 43-46)</li> <li><input type="checkbox"/> 2. Thursday's Assignment (pg. 46-49)</li> <li><input type="checkbox"/> 3. Friday's Assignment (pg. 55-58)</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>	<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. <ul style="list-style-type: none"> <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> </li> </ul>
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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>● Math Workbook</li> <li>● Animal Number Worksheets Numbers 4 and 5</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' pgs. 39-49 (Review Read and Write Zero)</li> <li>● 'My Homework' pgs. 47-48 (Review Equal To)</li> <li>● 'My Homework' pgs. 53-54 (Review Greater Than)</li> </ul>
<p>Who can we contact if we have questions?</p>	<p><b><u>Brandon Elementary</u></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. 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></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. 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></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. 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></p> <p><b>Building Principal:</b> Ms. Palmer- <a href="mailto:tanya.palmer@k12.sd.us">tanya.palmer@k12.sd.us</a></p> <p><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: Oct. 5-Oct. 9

What do students need to do?

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

## Monday (10/5):

- Watch the BV Week at a Glance instructional video.
- Today we are going to learn everything we need to know about letter T! We are going to learn what it looks like, what it sounds like, and how to write it.**
- Use the Letter Tt flashcard to show your student what letter Tt looks like. Tell them the letter t makes that sound /t/. Display the teacher card. Say “*Teacher begins with /t/ /t/ /t/. What sound does teacher begin with?*” Repeat this with all of the following cards: table, tape, tiger, telescope, tooth, ten teapot, turtle.
- You are going to go on a letter Tt hunt outside OR around your house. Gather 5 items that begin with the sound /t/ and take a picture or video of you sharing what you found. Share it with your teacher! *Extra challenge: Try spelling what you found by sounding out the word. (Hint- The first letter should be ‘t’)*
- Create a letter t by cutting out pictures that begin with the sound ‘t’ from a newspaper, magazine, old books or print outs and glue them on to the ‘Letter T-Magazine Handout.’ Make sure they start with the sound /t/! (Try to have at least 5 pictures on your T) You can also choose to draw pictures in the letter T that begin with the sound /t/!

## Tuesday (10/6):

- Yesterday, we learned that the letter Tt makes the sound /t/. **Today, we are going to practice writing upper and lowercase Tt’s.** Use the magic wand (found in the DL handouts) to practice writing the letter Tt in the air. (Optional video on Letter T: <https://www.youtube.com/watch?v=1yl9p--gEIU&t=123s>)
- Use the writing paper in the DL Handouts to practice writing uppercase and lowercase Tt’s. (Write 10 uppercase T’s and 10 lowercase t’s)
- 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 ‘to’ and ‘purple.’** Make a paper flashcard for each word. Review previous week’s sight words!
- Before you read, look through the story “Tam!” and highlight the sight words- I, am, a, to. Read the decodable reader “Tam!” to a friend or family member!
- Complete pg. 67 ‘High Frequency Words.’

## Wednesday (10/7):

- Today we are going to review rhyming and sorting.** Remember rhyming words are two or more words that have the same or similar ending sound. The words: cat, bat, and sat rhyme. The words: dog, log and jog rhyme. The words: bow, toe, and slow rhyme.
- Brainstorm and write rhyming words for the following words: bed, hen, star
- Choose 5 rhyming mats from the Rhyming Sort Mat Handout in the DL Plans and have your student sort pictures onto the correct mat. There's 14 to choose from. Send a picture or video to your classroom teacher!

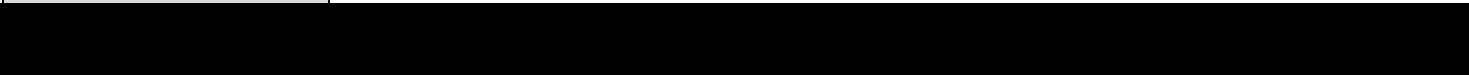
**Thursday (10/8):**

- To warm up our brains, we are going to review some beginning sounds. Listen to these words and tell what the first sound in the word is.** (Example: The first sound in move is /m/. The first sound in tell is /t/.
- What is the first sound in: moon, toad, mountain, mud, turtle, tomato, milk, minnow, tornado, touch, man?**
- Today we are going to learn about nouns for places and things.** A noun is a person, place, thing or animal. Last week, we talked about nouns for people and animals. A teacher names a person and is a noun. A monkey names an animal and is a noun. Close your eyes. Now think about different places that you've been or places that you want to go. (Examples: Mount Rushmore, Disneyland, Montana, Wild Water West)
- Take a few minutes and have an adult help you write those places down on a piece of paper. Make sure you (the kindergarten student) are writing the places. Next, think of things that you might need to bring with you when going to these places. (Examples: camera, hiking shoes, swimsuit, towel, money) Verbally brainstorm a list of what you would bring with you. The places that you thought of name a place you can go and are nouns. The things that you brainstormed are 'things' and name nouns. (Mount Rushmore is a place and is a noun. A camera is a thing and is a noun.)
- Choose one of the two ways to complete the following activity:
  - Color the pictures the appropriate colors (Directions found at the top of the activity)
  - Hide and Seek- Cut out the pictures and hide them around the room for your kindergarten student. Tell them how many they are looking for and give them a set time to find all the pictures. Once they find all the pictures, have them sort the pictures into the following categories: person, place or thing. You can use cups, bowls, or just create piles to separate them.

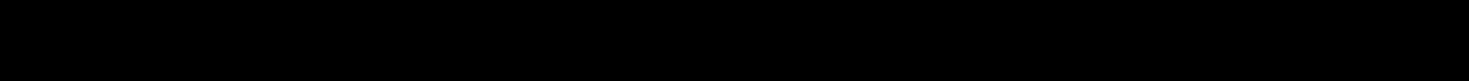
**Friday (10/9):**

- Today we are going to do reading centers! Each center will be 3-5 minutes long.**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Center 1: Memory- Use the alphabet cards found in the DL handouts to play memory. Cut out all of the uppercase and lowercase letters. Once they are cut out, lay them face down on the table. You can place this with someone or by yourself. Flip over two cards. If they match, you get to keep the two cards! You are looking for the matching uppercase and lowercase letter.</li> <li><input type="checkbox"/> Center 2: Hands-on Sight Words- Find any manipulative and build all of the sight words that we've learned in kindergarten so far. You can use things like legos, playdough, noodles, cereal, cotton balls, magnetic letters. You can also use the letters from the memory game to build sight words.</li> <li><input type="checkbox"/> Center 3: Writers Workshop- Yesterday we talked about nouns for places and things and you brainstormed different places you've been or want to go and things that you would need to bring with you. Today, you are going to create a story in 5-minutes about one of the places you brainstormed. In your story, make sure you include a few things that you would need to bring with you. Remember, writers can tell stories through drawing or writing. Use the writing paper in the DL handouts for this center.</li> <li><input type="checkbox"/> Center 4: Rhyming Sort Mats- Set a timer for 5-minutes and see how many rhyming sort mats you can complete. You completed 5 on Wednesday so start with the mats that you haven't done yet.</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"/> Monday- Letter T Activity</li> <li><input type="checkbox"/> Tuesday- High Frequency Words pg.67</li> <li><input type="checkbox"/> Thursday- Noun Worksheet (picture of it colored or sorted into appropriate categories)</li> <li><input type="checkbox"/> Friday- Writers Workshop</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>	<ul style="list-style-type: none"> <li>● K.RL.3 With prompting and support, describe characters, settings, and major events in a story.</li> <li>● K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words</li> <li>● 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.</li> <li>● K.RF.1 Demonstrate understanding of the organization and basic features of print.</li> </ul>
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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 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 Tt Card</li> <li>● Picture Cards (Tt)</li> </ul>
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	<ul style="list-style-type: none"> <li>● Letter T- Magazine Activity</li> <li>● Magic Wand</li> <li>● Writing Paper</li> <li>● Decodable Reader ‘Tam!’</li> <li>● High Frequency Words pg. 67</li> <li>● Rhyming Sort Mats and Pictures</li> <li>● Noun Activity</li> <li>● Alphabet Cards</li> <li>● Writers Workshop Paper</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- Letter recognition and sound</li> <li>● Handwriting T Page</li> <li>● Extra Cat Handwriting Page</li> <li>● Identify and Circle the Letter T worksheet</li> <li>● Identify and Circle the Letter t worksheet</li> <li>● Phonics pg. 71</li> <li>● Writing Process pg. 77</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>  <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>  <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>  <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>
<p><b>Notes: Keep up the hard work!</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: Social Studies

SUBJECT/GRADE: Kindergarten

DATES: Oct. 5- Oct. 9

What do students need to do?

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

## Monday (10/5):

- Watch the BV Week at a Glance instructional video.
- Last week, we read from the magazine 'Flags and Other Symbols.' You had the opportunity to create a flag that symbolizes you. **This week we are going to create a class quilt out of American Symbols! In the DL Handouts, you will find 12 different American Symbols to choose from.** To start, choose TWO symbols that you want to learn more about. If you don't remember what they are, refer back to your magazine or look them up!
- Today we are going to **brainstorm** what our American Symbols are going to look like. On a piece of white paper, practice drawing the two symbols that you chose. This is called a **rough draft**. It is not our final product so it's okay if it isn't exactly what you want it to look like! Answer the following question verbally: Where can you find this symbol?

## Tuesday (10/6):

- Today we are going to create ONE of our American Symbols.** Use the printout from the DL Handouts. This is our final draft! That means that you should give your best effort, be creative and show detail in your drawing. After you finish your picture, you will write a sentence at the bottom of the page answering the question, where can you find this symbol? Remember a good sentence has a capital letter at the beginning, finger spacing in between words and a period at the end. (Sentence starter: You can find this symbol...)

## Wednesday (10/7):

- Today we are going to create our SECOND American Symbols.** Use the printout from the DL Handouts. This is your final draft! That means that you should give your best effort, be creative and show detail in your drawing. After you finish your picture, you will write a sentence at the bottom of the page answering the question, where can you find this symbol? Remember a good sentence has a capital letter at the beginning, finger spacing in between words and a period at the end. (Sentence starter: You can find this symbol...)

## Thursday (10/8):

- Today we are going to present our work! Take a picture of your 'quilt' pieces and share it with your teacher.

## Friday (10/9):

- Ketchup and Mustard Day!

<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. Rough Draft</li> <li><input type="checkbox"/> 2 American Symbols (2 Quilt Pieces)</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>	<p>K.C.1.1 Identify our country's flag of the United States as a symbol of the nation.</p>
<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>● Blank Paper</li> <li>● American Symbols Handouts (12 to choose from)</li> </ul> <p>Extra Materials:</p> <ul style="list-style-type: none"> <li>● Paint, markers, crayons, colored pencils, glitter, jewels, stickers</li> </ul>
<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>● Create another quilt piece (DL Handouts)</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>  <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>  <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>  <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></p>

**Teacher:**

Ms. Rasmussen- [Emily.Rasmussen@k12.sd.us](mailto:Emily.Rasmussen@k12.sd.us)

**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 8

SUBJECT/GRADE: Counselor/Kindergarten

DATES: October 5, 2020 - October 9, 2020

What do students need to do?

[Link to BV Counseling Instructional Video](#)

## Monday (10/5):

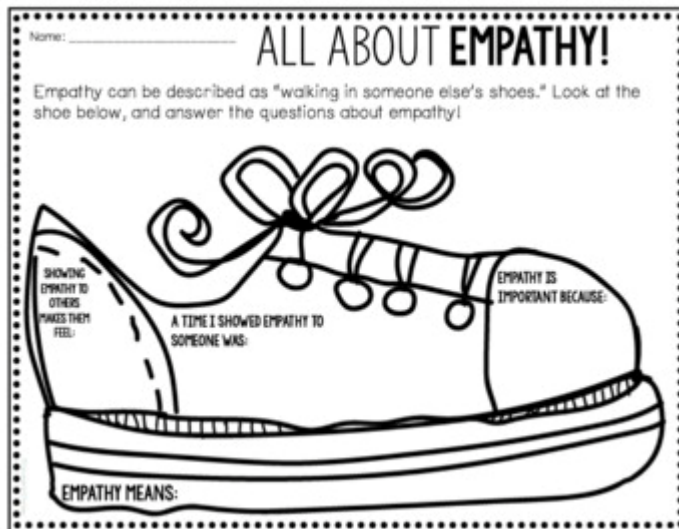
- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- **Teamwork**
  - We can build a positive learning area:
    1. We can use kind words and actions
    2. We can take turns and include others
    3. We can be helpful and lend a hand when needed
    4. We can share and take care of materials and supplies
    5. We can listen when others are speaking and wait our turn to share
    6. We can be courteous, careful, helpful, patient, and polite.

## Tuesday (10/6):

- **Anger**
  - When I get mad...
    1. I can count to 10
    2. I can take a deep breath

## Wednesday (10/7):

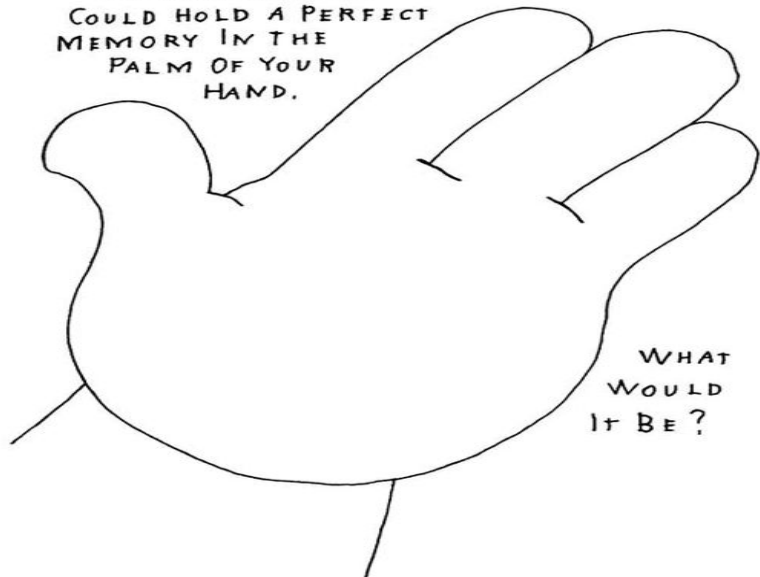
- **Empathy - Putting Yourself in Someone Else's Shoes**



## Thursday (10/8):

- **Grief - Coping with Loss**

IMAGINE THAT YOU  
COULD HOLD A PERFECT  
MEMORY IN THE  
PALM OF YOUR  
HAND.



WHAT  
WOULD  
IT BE ?

- Book Suggestions:

- "Lifetimes" by Bryan Mellonie and Robert Ingpen
- "Fall of Freddie the Leaf" by Leo Buscaglia

**Friday (10/9):**

- **Last Day of Kindergarten Counseling**

- Review of previous counseling lessons

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

Submit the Following:

- 1. Pictures of your student completing the activities are always welcome. Please submit them to your building counselor.

Submit Work Via:

1. Electronically via [Seesaw](#) (preferred, if possible)
2. Email it to the teacher
3. Drop off at school

What standards do the lessons cover?

ASCA Standards: A.1.a.; A.1.d.; A.3.a.; A.4.d.

What materials do students need?  
What extra resources can students use?

Required Materials:

- Monday: None
- Tuesday: None
- Wednesday: None
- Thursday: None
- Friday: None

Extra Resources:

- Monday:  
<https://www.teacherspayteachers.com/Browse/Search:classroom%20behavior%20social%20skills>

	<ul style="list-style-type: none"> <li>● Tuesday: <a href="https://www.teacherspayteachers.com/Browse/Search:social%20story%20for%20anager%20management">https://www.teacherspayteachers.com/Browse/Search:social%20story%20for%20anager%20management</a></li> <li>● Wednesday: <a href="https://www.teacherspayteachers.com/FreeDownload/Empathy-Worksheets-Free-2234454">https://www.teacherspayteachers.com/FreeDownload/Empathy-Worksheets-Free-2234454</a></li> <li>● Thursday: <a href="https://cdn.memiah.co.uk/blog/wp-content/uploads/counselling-directory.org.uk/2017/11/Making-a-Memory-Box-Guide-for-Kids-CounsellingDirectory-and-HappifulKids-.pdf">https://cdn.memiah.co.uk/blog/wp-content/uploads/counselling-directory.org.uk/2017/11/Making-a-Memory-Box-Guide-for-Kids-CounsellingDirectory-and-HappifulKids-.pdf</a></li> <li>● Friday: Previous Extra Resources</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)***

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