

Brandon Valley School
Distance Learning Plans
October 12-16, 2020

Grade 3

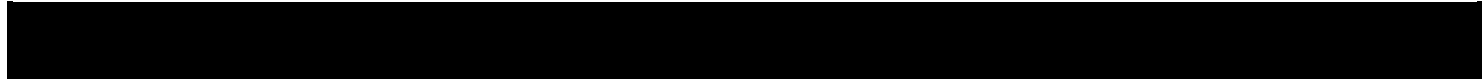


Brandon Valley School District Distance Learning Plan

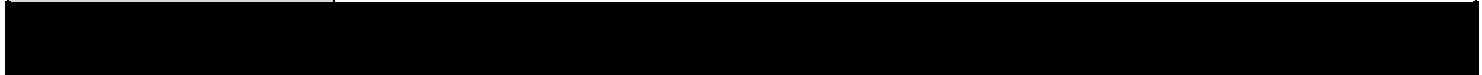
LESSON/UNIT: Chapter 4 - Understand Multiplication

SUBJECT/GRADE: 3rd Math

DATES: October 12th - 16th



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (10/12): NO SCHOOL</p> <p>Tuesday (10/13): Chapter 4 - Understand Multiplication; Lesson 1: Model Multiplication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance Instructional video. <input type="checkbox"/> Use math workbook pages 193-194 as instructions and examples for learning about making equal groups and modeling multiplication. <input type="checkbox"/> Complete Independent Practice page 195 (problems 4-13) from math workbook. <p>Wednesday (10/14): Lesson 2: Multiplication as Repeated Addition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use math workbook pages 199-200 as instructions and examples to learn about how repeated addition and multiplication are related to each other. <input type="checkbox"/> Complete Independent Practice page 201 (problems 2-10) from math workbook. <p>Thursday (10/15): Lesson 3: Multiply with Arrays</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use math workbook pages 205-206 as instructions and examples to learn about multiplying with arrays. <input type="checkbox"/> Complete Independent Practice page 207 (problems 4-10) from math workbook. <p>Friday (10/16): Lesson 4: Arrays and Multiplication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use math workbook pages 211-212 as instructions and examples to continue learning about arrays and multiplication. <input type="checkbox"/> Complete Independent Practice page 213 (problems 3-12) from math workbook.
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: (All of these pages can be located in your math workbook)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Independent Practice page 201 (problems 2-10) <input type="checkbox"/> 2. Independent Practice page 213 (problems 3-12) <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</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. Required Materials:</p> <ul style="list-style-type: none"> ● Math workbook ● Pencil
<p>What can students do if they finish early?</p>	<p>In your math book, work on the problem solving and brain building questions located on the back of your Independent Practice page from each lesson.</p> <p>Complete the homework pages from your math workbook for extra practice.</p> <p>Freckle - www.freckle.com (Will require internet access. Contact your teacher for login information.)</p> <p>Create your own math story problems based on what you've learned this week and share them with a family member.</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens - lindsey.abens@k12.sd.us</p>
<p>Notes: What do you get when you cross a dog and a calculator? A friend you can count on.</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Compare and Contrast/Unit 2

SUBJECT/GRADE: Reading 3rd Grade

DATES: October 12th - 16th

What do students need to do?

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

Monday (10/12): No School

Tuesday (10/13): Final Syllable -le, Compare and Contrast

- Watch the BV Week at a Glance instructional video.
- Using your Reading Street textbook, read pages 234-235 on **Final Syllable -le**. Complete **Final Syllable -le handout page 125 (numbers 1-15)** located in the handouts.
- Using your Reading Street textbook, read pages 236-237 to learn about the comprehension skill "**Compare and Contrast**" and strategy "**Visualize**". You will use these skills and strategies as you read to deepen and adjust your understanding of the text.

Wednesday (10/14): Vocabulary Strategy for Unfamiliar Words and Comprehension

- Read page 238 in your Reading Street textbook to learn about a vocabulary strategy to use when you come across **unfamiliar words**. Then read "**Choosing a Pet**" on page 239. Use **context clues** to figure out the meaning of unfamiliar words as you read.
- Look for your weekly **vocabulary words** listed below in the story. You can look them up in the glossary found in the back of the reading book if you want. Complete the **Vocabulary page 123 (numbers 1-10)** located in your handouts.

Vocabulary Words: **adorable, compassionate, exactly, iguana, mature, mention, trophies**

- Using your Reading Street textbook, open to page 240 and read the story "**I Wanna Iguana**" (pages 240-255). What can you tell about Alex and his mother by reading their letters? How are their personalities **alike and different**? Use the text to support your answers. Discuss with someone at home.

Thursday (10/15): Singular and Plural Nouns and Written Response

- Learn about Singular and Plural Nouns on page 1 in your handouts. Then complete the **Singular and Plural Nouns page 124 (numbers 1-9)** located in handouts.
- Complete the **Written Response to the Selection "I Wanna Iguana"** (pages 41-42) located in the handouts. You must **check all boxes on page 41** before submitting your **written response on page 42**. You will need to look back in the story "I Wanna Iguana" on page 250 in your Reading Street textbook to complete this assignment.

Friday (10/16): Vocabulary, Phonics, Comprehension Assessment

	<input type="checkbox"/> Complete the Reading Test "I Wanna Iguana". Reminder: This test should be completed independently.
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: located in handouts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Syllable -le page 125 (1-15) <input type="checkbox"/> Vocabulary page 123 (1-10) <input type="checkbox"/> Singular and Plural Nouns page 124 (1-9) <input type="checkbox"/> Written Response to the Selection "I Wanna Iguana" (pages 41-42) <input type="checkbox"/> Reading Test "I Wanna Iguana" <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1.a., 1.b.)</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension (4.a.)</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</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"> ● Reading Street textbook ● Handouts for the week from Seesaw or printed packet ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Watch daily instructional videos from your teacher in Seesaw ● Savvas Realize Online: https://www.savvasrealize.com/index.html#/
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Explore resources on Savvas Realize website www.savvasrealize.com ● Independently read books ● Listen to parent or sibling read aloud ● Read magazines or comic books ● Create your own story about a pet you would like to have in the future ● Read books online www.getepic.com ● Practice ELA skills www.freckle.com
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Ms. Freeborn blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us</p>

Mr. Ganschow- Jeff.Ganschow@k12.sd.us

Ms. Pederson- Jill.Pederson@k12.sd.us

Ms. Rozier- danylle.rozier@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- susan.foster@k12.sd.us

Teachers:

Ms. Schacht- Hayley.Schacht@k12.sd.us

Ms. Jones- Deb.Jones@k12.sd.us

Ms. Kieffer- Michelle.Kieffer@k12.sd.us

Ms. Van Leur- Chelsea.Vanleur@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Abens - lindsey.abens@k12.sd.us

Notes: Keep trying your best! Remember, mistakes are proof that you are trying. "Never let the fear of striking out keep you from playing the game." -Babe Ruth

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: U.S. Geography/Animals Through Time SUBJECT/GRADE: SS/Science/3rd Grade DATES: October 12th - 16th

<p>What do students need to do?</p> <p>Link to BV Week at a Glance Instructional Video</p>	<p>Monday (10/12): No School</p> <p>Tuesday (10/13): Social Studies - U.S. Geography Magazine</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> In the Social Studies Magazine titled, “U.S. Geography”, read pages 14-15 on Ecosystems. Explain each physical feature (rainforest, forest, grassland, wetland, desert) to someone at home in your own words. Then answer the following questions: What are the two types of rainforests? How are they different? Look back at the U.S. map on pages 8-9 to review the five regions in the United States. <p>Wednesday (10/14): Science - Animals Through Time: Mystery 1 - Animal Traits</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Exploration part of the video OR read the video transcript for “Where can you find whales in a desert?” Video link and transcripts included in handouts/printed packets.<input type="checkbox"/> Discuss what you learned with someone at home. <p>Thursday (10/15): Social Studies - U.S. Geography Magazine</p> <ul style="list-style-type: none"><input type="checkbox"/> In the Social Studies “U.S. Geography” Magazine, read pages 16-17 to learn about renewable and nonrenewable resources.<input type="checkbox"/> After reading, discuss with someone at home the following questions: What types of natural resources are used to create energy? Why might you expect to find solar panels in the desert? What are some of the benefits of forests? <p>Friday (10/16): Science - Animals Through Time: Mystery 1 - Animal Traits Continued</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Activity part of the video OR read the video transcript for “Where can you find a whale in the desert?” The video link and transcripts, as well as activity pages are included in handouts/printed packets. Complete the Fossil Dig page. You can work on this with activity with someone at home.
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: (These assignments are included in the handouts link on Seesaw/printed packets)</p> <ul style="list-style-type: none"><input type="checkbox"/> 1. Mystery Science - Fossil Dig page <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school

<p>What standards do the lessons cover?</p>	<p>3.G.1.1 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.</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. Required Materials:</p> <ul style="list-style-type: none"> ● Social Studies “U.S. Geography” Magazine ● Animals Through Time: Mystery 1 video transcripts/activity pages (located in handouts) ● paper/glue/tape
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● NGSS aligned experiments: https://www.hookedonscience.org/nextgenerationsciencestandards.html ● NASA at Home https://www.nasa.gov/specials/nasaathome/index.html ● Research an ecosystem you are interested in! ● Read or listen to books on Epic! related to geography www.getepic.com ● Explore the website www.wonderopolis.org
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Ms. Freeborn- blossom.freeborn@k12.sd.us Ms. Flint- Jill.Flint@k12.sd.us Mr. Kramer- Brent.Kramer@k12.sd.us Mr. Johnson- Andy.Johnson@k12.sd.us Mr. Gappa - matthew.gappa@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Bobzien- Adam.Bobzien@k12.sd.us Mr. Ganschow- Jeff.Ganschow@k12.sd.us Ms. Pederson- Jill.Pederson@k12.sd.us Ms. Rozier- danylle.rozier@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us Ms. Kieffer- Michelle.Kieffer@k12.sd.us Ms. Van Leur- Chelsea.Vanleur@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>
<p>Notes: Weird but True - A hamster’s cheek pouches extend all the way to its hips!</p>	

Instructional materials are posted below (if applicable)

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LESSON/UNIT: Steady Beat & Rhythm

SUBJECT/GRADE: 3rd Grade Music

DATES: Oct 12-16

What do students need to do?

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

Monday (10/12): No school

Tuesday (10/13):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Steady Beat is like bread and Rhythms are like the tasty filling. The beat is the steady pulse that you feel in the tune, like a clock's tick. It's the beat you'd naturally clap along to or tap your foot to. The rhythm is the actual sound or time value of the notes, which in a song would also be the same as the words
- Play your favorite song, and practice keeping the steady beat. Start with clapping, then switch to patting your legs. You can also try snapping, marching, or any other actions that you can think of.
- Play "Simon Says steady beat version. Find someone in your house to play this game with you! One person begins clapping a steady beat. With the beat still going, that persons says "Simon says put the beat on your head! Simon says put the beat on your legs! Put the beat on your shoulders.....If you put the beat on your shoulders you would be out of the game. Play a few rounds and then switch roles.

Wednesday (10/14):

- Sing a simple song that you know like Row Your Boat. Keep the steady beat on your legs while you sing it. Sing the same song but this time clap to the rhythm of the words.
- Play a game with someone in your family. You can either pat a steady beat or a rhythm, and see if they can correctly guess which one you are doing. Then let them take a turn.
- Sing a simple song like Itsy Bitsy Spider while clapping along to match the sound. Find someone else in your home (a brother, sister, or parent) have them pat a steady beat at the same time that you are clapping along to the rhythm of the song. Once you have got the hang of it, you can swap and take turns to practice both the beat and rhythm.

Thursday (10/15):

- Strong & Weak Beats - The strong beat is usually the first beat, and the weak beat is usually the 2nd beat.

- Pat your legs and say “strong”, then snap your fingers and say “weak.”
- Play any song and pat and snap along with the music. Say “ strong- weak” while you are patting and snapping along with the song.
 - Stars and stripes on You tube would be a great example to listen to <https://www.youtube.com/watch?v=a-7XWhyvlpE>
- If you have the technology available, click this link to watch a short video from our classroom music curriculum on strong and weak ...or use the QR code: <https://www.quavermusic.com/QR/LG2R8K>



Friday (10/16):

- Answer the questions below and submit them to your music teacher!
 - 1. **What is Beat?** A. The heartbeat of music B. The music notes C. A small vegetable
 - 2. **There are _____ beats.** A. note and rest B. strong and weak C. blue and yellow
 - 3. **The _____ beat is usually the strong beat.** A. 1st B. 2nd C. 4th
 - 4. **True or False-** The weak beats come after the strong beats.
 - 5. **True of False-** A clock keeps a steady beat.
- Then if you have technology available click this link to watch a short song from our classroom music curriculum on strong and weak beats ...or use the QR code:



<https://www.quavermusic.com/QR/L8E7RA>

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

Submit the Following (Optional):

- 1. Friday’s questions about Beat

Submit Work Via:

1. Email it to the teacher
2. Drop off at school

<p>What standards do the lessons cover?</p>	<p>3.MU.Cr.1.1.b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. 3.MU.Cr.2.1.a Demonstrate and select musical ideas for simple improvisation or composition to express intent, and describe connection to a specific purpose and context. 3.MU.Cr.2.1.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. 3.MU.Cr.3.2.a Present the final version of personal created music to others, and describe connection to expressive intent. 3.MU.Pr.4.2.b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. 3.MU.Pr.6.1.a. Perform music, alone and with others, with expression and technical accuracy.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● pencil and paper ● technology if available ● radio or computer or CD with music <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Youtube (see suggested links)
<p>What can students do if they finish early?</p>	<p>BV K-4 Music Site. Find extra resources. https://sites.google.com/k12.sd.us/bvmusick4/home Typing Club 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 Music: Ms. Fode- Rachael.Fode@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Music: Mr. Fode- Jeff.Fode@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Music: Ms. Verberg- April.Verburg@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Music: Ms. Ackerman- Jodi.Ackerman@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

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