

Brandon Valley School
Distance Learning Plans
October 26-30, 2020

Grade 3



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Multiplication and Division

SUBJECT/GRADE: 3rd Math

DATES: October 26th - 30th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (10/26): Multiply by 10; Multiples of 10

- Watch the BV Week at a Glance instructional video.
- Use math workbook pages 333-334 as instructions and examples to learn about multiplying by 10. Then turn to pages 339-340 to learn about multiples of 10.
- Complete Independent Practice page 335 (problems 6-21) from your math workbook.

Tuesday (10/27): Divide by 10

- Use math workbook pages 345-346 as instructions and examples to learn about **dividing by 10**.
- Complete Independent Practice page 348 (problem solving problems 14-18) from math workbook.
- Complete fluency pages 351-352 (problems 1-24 on both sides)

Wednesday (10/28): Multiply and Divide by 3

- Use math workbook pages 365-366 as instructions and examples to learn about **multiplying by 3**. Then turn to pages 371-372 to learn about **dividing by 3**.
- Complete Independent Practice page 367 (problems 3-11) from math workbook.

Thursday (10/29): Double a Known Fact

- Use math workbook pages 377-378 as instructions and examples to learn about **doubling a fact that you know**.
- Complete Independent Practice page 379 (problems 5-10 from math workbook).

Friday (10/30): Multiply and Divide 4

- Use math workbook pages 383-384 as instructions and examples to learn about **multiplying by 4**. Then turn to pages 389-390 to learn about **dividing by 4**.
- Complete Independent Practice page 391 (problems 4-9) from math workbook.

What do students need to submit?

Submit the Following: (located in math workbook)

- 1. Independent Practice page 335 (problems 6-21)
- 2. Independent Practice page 348 (problems 14-18)

<p>How can students submit their work?</p>	<p>☐ 3. Fluency pages 351-352 (1-24 on both sides) 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>3.OA. 2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 3.OA.7 Multiply and divide within 100.</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"> ● Math Workbook ● Pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● Scratch paper to show work
<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>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> 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 <u>Robert Bennis Elementary</u> 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 <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Schacht- Hayley.Schacht@k12.sd.us Ms. Jones- Deb.Jones@k12.sd.us</p>

	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
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Notes: What tool is best suited for math? Multi-pliers.

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Tops and Bottoms/Unit 2

SUBJECT/GRADE: 3rd Grade Reading

DATES: October 26th - 30th

What do students need to do?

[Link to BV Week at a Glance Instructional Video](#)

Monday (10/26): Word Analysis - Consonant Blends; Author's Purpose

- Watch the BV Week at a Glance instructional video.
- Using your Reading Street textbook, read pages 302-303 on **Consonant Blends squ, spl, thr, str**. Complete **Consonant Blends (page 103; numbers 1-15)** located in the handouts.
- Using your Reading Street textbook, read pages 304-305 to learn about the comprehension skill "**Author's Purpose**" and strategy "**Predict and Set Purpose**". You will use these skills and strategies as you read to deepen your understanding of the text.

Tuesday (10/27): Antonyms and Vocabulary

- Read page 306 in your Reading Street textbook to learn about **antonyms**. Then read "Farming" on page 307.
- 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 145 (problems 1-10)** located in your handouts.

Vocabulary Words: **bottom, cheated, clever, crops, lazy, partners, wealth**

Wednesday (10/28): Author's Purpose

- Read aloud the story "**Tops and Bottoms**" in your Reading Street textbook on pages 308-325. You can read it on your own, take turns reading with an older sibling/adult, or even read it aloud to a pet.
- When you are finished reading "Tops and Bottoms", **retell the story to someone in your own words**. Then turn to page 326 and discuss the "**Think Critically**" questions 1-4 with someone at home.

Thursday (10/29): Singular Possessive Nouns and Writing

- Learn about Singular Possessive Nouns on page 1 in your handouts. Then complete the **Singular Possessive Nouns page 108**.
- Complete the **Written Response to the Selection** (pages 53-54). You will need to look back in the story "Tops and Bottoms" on page 320 in your Reading Street textbook to complete this assignment. Remember to use the checkboxes on page 53 as guides to help you with your written response.

	<p>Friday (10/30): Vocabulary, Word Study, Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Reading Test “Tops and Bottoms”. The reading test is located in the handouts section in Seesaw or in the printed packet. 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"/> Consonant Blends page 103 (numbers 1-15) <input type="checkbox"/> Vocabulary page 145 (numbers 1-10) <input type="checkbox"/> Singular Possessive Nouns page 108 <input type="checkbox"/> Written Response to the Selection (pages 53-54) <input type="checkbox"/> Reading Test “Tops and Bottoms” <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.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (2.d.)</p> <p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension (4.c.)</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 ● Pick your favorite part from “Tops and Bottoms” or an AR book and record yourself reading it aloud ● Independently read books ● Listen to parent or sibling read aloud ● Read magazines or comic books ● Create your own story (real or made-up) about a problem and how you solved it
<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>

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

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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 reading for 20 minutes every night!

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Environment/Animals Through Time

SUBJECT/GRADE: SS/Science/3rd Grade

DATES: October 26th - 30th

What do students need to do?

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

Monday (10/26): Social Studies - People and the Environment

- Watch the BV Week at a Glance instructional video.
- In the Social Studies **People and the Environment** magazine, read pages 2-5 to learn about the world around you. Using your magazine and the map of the United States on pages 2-3, discuss the following questions with someone at home: **Where do most people in the eastern United States live? What kind of physical features are close to urban areas? What region of the United States is the least populated based on the map?**

Tuesday (10/27): Science - Animals Through Time

- Watch the **Exploration** part of the video OR read the video transcript for **“How do we know what dinosaurs looked like?”** Video link and transcripts included in handouts/printed packets.
- Discuss what you learned with someone at home.

Wednesday (10/28): Social Studies - People and the Environment

- In the Social Studies **People and the Environment** magazine, read pages 6-9.
- After reading, discuss the resource map on page 7 and the following questions with someone at home: **What four natural resources have been found in Washington, including along the coastline? Based on the number of icons on the map, which item is scarce? (If something is scarce, there isn't much of it around). Which state has almost every natural resource?**

Thursday (10/29): Science - Animals Through Time

- Watch the **Activity** part of the video OR read the video transcript for **“How do we know what dinosaurs looked like?”** Video link and transcripts included in handouts/printed packets.
- Complete the **What Do These Animals Eat?** activity located in the handouts.

Friday (10/30): Social Studies/Science - Review and Extend

- Use this day to get caught up on your Social Studies and Science work from the week. You can reread pages in your **People and the Environment** magazine. You can also check out the **“What do I do if I finish early?”** section for more ideas.

<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)</p> <ul style="list-style-type: none"> ❑ 1. Science - What Do These Animals Eat? activity <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.G.1.2 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.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Social Studies People and the Environment magazine ● Science - What Do Animals Eat? activity page located in handouts ● paper/pencil
<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 ● Research an ocean you are interested in and make a poster about it ● Read or listen to books on Epic! related to geography/environment www.getepic.com ● Explore the website www.wonderopolis.org
<p>Who can we contact if we have questions?</p>	<p><u>Brandon Elementary</u> 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 <u>Robert Bennis Elementary</u> 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 <u>Fred Assam Elementary</u> 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 <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Abens- lindsey.abens@k12.sd.us</p>

Notes: Weird but True: You drink the same water as the dinosaurs! You also drink the same water as woolly mammoths, the first humans, and King Tut! Earth has been recycling water for more than four billion years.

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Halloween, Call & Response, Voices, Musical Alphabet SUBJECT/GRADE: 3rd Grade Music

DATES: Oct 26-30

What do students need to do?

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

Monday (10/26):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Call and response is a form of communication that is used every day, and it can also be heard in music. It is a type of communication that uses rhythms and patterns. It is used every day in speech, actions, and music
- A spoken example of call and response might be...if someone said ONE TWO...and another person answered with the response EYES ON YOU. Another example might be HOCUS POCUS...and someone responds EVERYBODY FOCUS.
- Brainstorm ideas for a new call and response saying. You can use words, sounds, or rhythms, and be as creative as you want. Then teach your call and response to someone in your house.
- If you do have the technology available use the link or QR code below to listen and sing along to a song that uses Call and Response.
- <https://www.quavermusic.com/QR/B2SYT7>



Tuesday (10/27):

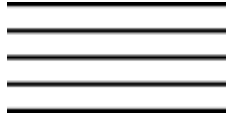
- Range is the lowest to highest pitch (music notes) that can be sung or played.
- Adult voices can be put into 4 different voice types depending on how high or low they sound. Soprano is the highest woman's singing voice. Alto is lower than the soprano. Tenor is the highest man's singing voice. And Bass is the lowest man's singing voice.
- If you do have the technology available use the link or QR code below to watch this scene about the 4 different adult voices.



- <https://www.quavermusic.com/QR/U36A44>
- Tell someone in your home the four different adult singing voices.

Wednesday (10/28):

- A STAFF in music is made up of 5 lines and 4 spaces. It is where music is



written.

+ The Staff, Notes, and Pitches

- Music is written on a staff with:
 - 5 Lines
 - 4 Spaces
 - Much like your **HAND!**
- Notes on the staff represent different pitches
- Lines and spaces are numbered from bottom to top
- So, the 5th line is on the **TOP!**

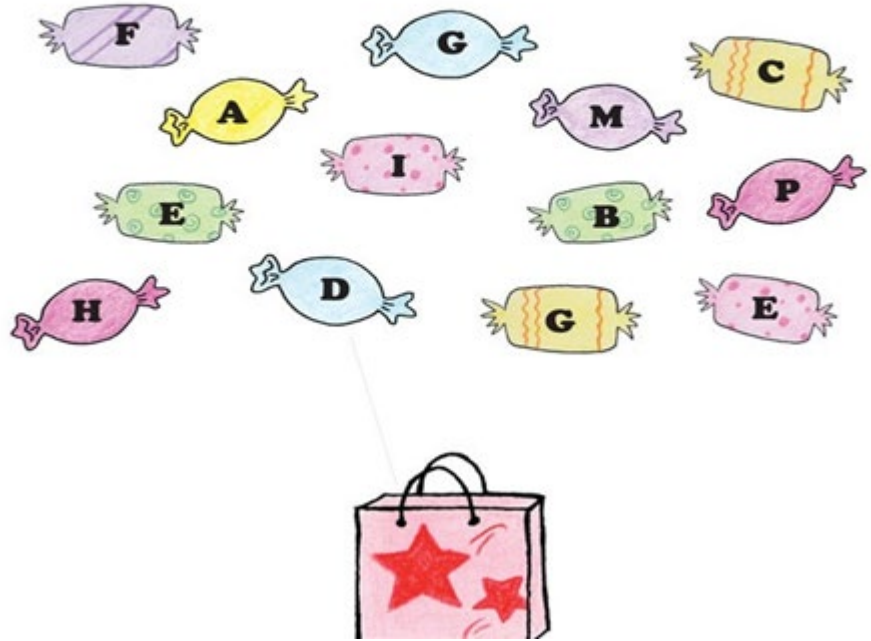


- You can use your hand to create a music staff. Hold up one hand, and then touch each finger and count to five to represent the lines. Touch in between each finger and count to four to represent the four spaces of a staff. You can watch this short video about making a hand staff.
<https://www.youtube.com/watch?v=Wk16ECakn-M>
- Like the alphabet that we use to spell words music has its own alphabet. The musical alphabet only uses 7 letters. It goes from A to G and then repeats.
- Point to the candies below that should be put into the bag. Only point to the candies that have letters of the musical alphabet!

MUSIC Alphabet



Drop the candies with letters of the music alphabet into the bag.



Thursday (10/29):

- A Round is a song where one person begins singing a song, and then a second person begins singing the same song but starts at a different time.
- Sing the song Row Your Boat:
 - Row, row, row your boat*
 - Gently down the stream*
 - Merrily merrily, merrily, merrily*
 - Life is but a dream*
- Then find someone in your home to sing the song in a round with you. You start singing the song, and when you get to the word boat have the other person start singing the song. You should finish the song before they do.
- If you do have the technology available use the link or QR code below to watch and sing along to this ROUND



<https://www.quavermusic.com/QR/742PB6>

Friday (10/30):

- Create and submit a Jazzy Jack-o-lantern with music symbols
- You will create a jazz Jack-O-Lantern Pumpkin. You can draw a big pumpkin shape. or print the one below. Then you can use any music symbols to decorate your pumpkin. If you want, you can color your pumpkin.
- Take a picture of your finished pumpkin and submit it to your music teacher.**
- Here are some examples :



- Here are some music symbols you could use:



- If you do have the technology available use the link or QR code below to sing this Halloween song called: Pumpkin Bones!




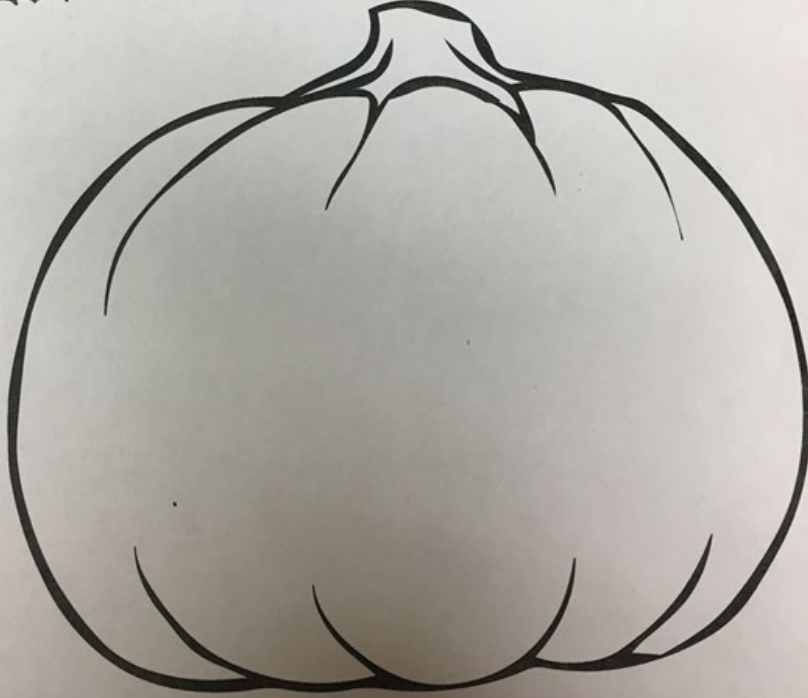
<https://www.quavermusic.com/QR/WF2RN6>

Name: _____

Directions: Create a Jazzy Jack O lantern using music notes or symbols. Then color your pumpkin. There are a few examples below.

Jazzy Jack-O-Lanterns





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

- Submit the Following (Optional):
- Take a picture of your finished pumpkin! (Friday's assignment)
- Submit Work Via:
1. Email it to the teacher
 2. Drop off at school

What standards do the lessons cover?

3.MUPre.4.2a Demonstrate knowledge of Musical Concepts 3.MUPre.6.1.a Perform music, alone and with others, with expression and technical accuracy 3.MU.Cr.1.1.b Generate musical ideas such as rhythms within a given meter

<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> • <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)

Brandon Valley School District