

Brandon Valley School District
Distance Learning Plans
November 16-20, 2020

Grade 4



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 6 - Divide by a One-Digit Number

SUBJECT/GRADE: Math

DATES: November 16-20



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (11/16):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the 'BV Week at a Glance' instructional video. <input type="checkbox"/> Today, we are focusing on the relationship between multiplication and division, as we work on the first step of long division. <input type="checkbox"/> Use what you know about the relationship between multiplication and division, as you complete the 'Preparing for Long Division' worksheet. <p>Tuesday (11/17):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Chapter 6, Lesson 1, we will apply our prior knowledge of place value and multiplication, as we divide multiples of 10, 100, and 1,000. <input type="checkbox"/> Use pg. 329-330 in order to complete pg. 331. <p>Wednesday (11/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> In today's lesson, we will use base-ten blocks, in a 'hands on' approach, to divide using place value. <input type="checkbox"/> Use pg. 341-342 as a teaching guide in order to complete pg. 343-344. <p>Thursday 11/19):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Today, you will apply your knowledge of fact families, place value, and models, as you begin long division with no remainder. <input type="checkbox"/> Complete the Division Task Cards with QR Codes. <p>Friday (11/20):</p> <ul style="list-style-type: none"> <input type="checkbox"/> As we move into Lesson 4, we will work on dividing with remainders. You will focus on the steps of long division and use pg. 353-354 to help you in completing pg. 355.
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. 'Preparing for Long Division' worksheet (Monday) <input type="checkbox"/> 2. Lesson 4: Dividing with Remainders, pg. 355 (Friday) <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>4.NBT.1- - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right</p>

	4.NBT.6-6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
What materials do students need? What extra resources can students use?	<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"> ● Math Workbook ● 'Preparing for Long Division' worksheet ● Division Task Cards with QR Codes ● pencil <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=0uZiqk_ZdcA -Steps to Long Division ● https://www.coolmath4kids.com/manipulatives/base-ten-blocks -Base ten manipulatives ● https://www.youtube.com/watch?v=HArnaESnm_E -Division without Remainders
What can students do if they finish early?	<ul style="list-style-type: none"> ● Complete pg. 333-334, and/or pg. 346 in your mathbook. ● https://www.splashlearn.com/division-games-for-4th-graders-Long Division Game ● https://www.factmonster.com/math/flashcards ● https://student.freckle.com/#/login - Activities assigned by teacher
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p>Valley Springs Elementary</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 2 Review/Novel

SUBJECT/GRADE: Reading/4th

DATES: November 16-20

What do students need to do?

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

Monday (11/16):

- Watch the 'BV Week at a Glance' instructional video.
- This week, we are continuing in our classroom novel; be sure to follow the pacing guide provided by your classroom teacher.
- Today, **we will focus on describing the setting, characters, and events, as we summarize** the reading from our classroom novel. Make sure to write in complete sentences as you complete the 'Summarizing' worksheet.

Tuesday (11/17):

- Continue reading in your classroom novel, according to the pacing guide provided by your teacher.
- Throughout today's reading in our classroom novel, **we will refer to details and examples in order to draw inferences from the text.** Use the reading from today, and complete the 'Inferences' assignment.

Wednesday (11/18):

- Follow the pacing guide provided by your classroom teacher as you continue reading in your classroom novel.
- Include dialogue, and develop a scene within your reading today as you complete the Comic Strip activity.

Thursday (11/19):

- Use your novel pacing guide and continue reading within your classroom novel.
- You will demonstrate your understanding of singular and plural possessive nouns** as we complete Part 3: Writing Conventions within the Unit 2 Assessment.

Friday (11/20):

- Today, we will follow the pacing guide and complete our classroom novel.
- Following the completion of your classroom novel, use the writing reminders below to write the next chapter of your novel. Make sure the **development and organization are appropriate to task, purpose, and audience.**
 - Write with complete sentences.
 - Use a capital letter to start each sentence.

	<ul style="list-style-type: none"> ● End each sentence with appropriate punctuation. ● Use transition and time order words throughout your writing.
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. 'Inferences' worksheet <input type="checkbox"/> 2. Part 3: Writing Conventions <input type="checkbox"/> 3. 'Write the Next Chapter' assignment <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RI.9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject. (Research for Writing)</p> <p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (Plural Possessive Nouns)</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level</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"> ● Pencil ● Novel PDF and/or Access to read aloud ● Reading worksheets <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=i_hbzv2EacM -Inferences ● https://www.youtube.com/watch?v=SmnR4AZ-XM8 -Summarizing
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● http://www.philtulga.com/Riddles.html -Riddle Game - Inferences ● https://reading.ecb.org/student/summarizing/monsters/ -Into the Book:Summarizing ● https://student.freckle.com/#/login -Activities assigned by teacher ● Online books for read <ul style="list-style-type: none"> ○ https://www.funbrain.com/books ○ https://www.storylineonline.net/ ○ https://www.freechildrenstories.com/ ○ www.epic.com
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p>

Fred Assam Elementary

Building Principal:

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

Teachers:

Ms. Harte- Sarah.Harte@k12.sd.us

Ms. Scholten- Tara.Scholten@k12.sd.us

Mr. Steemken- Evan.Steemken@k12.sd.us

Ms. Sunne- Noel.Sunne@k12.sd.us

Robert Bennis Elementary

Building Principal:

Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us

Teachers:

Mr. Linneweber- Cody.Linneweber@k12.sd.us

Ms. Pudwill- Andrea.Pudwill@k12.sd.us

Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us

Valley Springs Elementary

Building Principal:

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

Teacher:

Ms. Lueders- laura.lueders@k12.sd.us

Notes:

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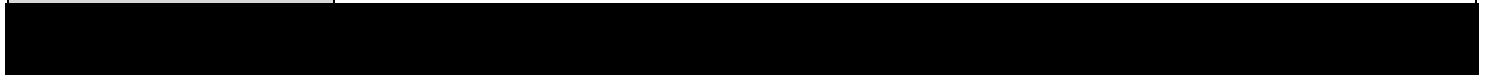
LESSON/UNIT: The Birth of Rocks/Midwest

SUBJECT/GRADE: Science/Social SS -4th

DATES: November 16-20



<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p>Monday (11/16): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> This week in Science, we look specifically at creating solutions to reduce the impacts of natural Earth processes on humans.<input type="checkbox"/> We will use the Tsunami Awareness video, as well as the reading 'Explore Tsunamis!', to answer the questions that follow..<ul style="list-style-type: none"><input type="checkbox"/> Video URL: https://rb.gy/ykiiwc <p>Tuesday (11/17): Science</p> <ul style="list-style-type: none"><input type="checkbox"/> In Science, today, we will focus on preventative safety measures, as well as structural solutions to lessen the destruction caused by natural events, such as a tsunami.<input type="checkbox"/> Read the article, 'Is it Possible to Build a Tsunami-Proof Building?' and complete the assignment, 'Tsunami Awareness'. <p>Wednesday (11/18): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> This week in Social Studies, we will continue in the Midwest region. Today, we will study the landmarks located within the Midwest. Read the 'Landmarks' section, and complete the questions that follow. <p>Thursday (11/19): Social Studies</p> <ul style="list-style-type: none"><input type="checkbox"/> Today, we will focus, specifically, on South Dakota. We will look at the people and events that impacted South Dakota throughout history.<input type="checkbox"/> Read over 'South Dakota State History', and choose one person or event from South Dakota history, as you complete 'History of South Dakota: Notable People and Events'. <p>Friday (11/20): No Assignment</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"><input type="checkbox"/> 1. 'Tsunami Awareness' assignment (Tuesday)<input type="checkbox"/> 2. History of South Dakota: Notable People and Events (Thursday) <p>Submit Work Via:</p> <ul style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher
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3. Drop off at school	
What standards do the lessons cover?	<p>4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>4.G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe.</p> <p>4.G.3.1 Describe how natural and human conditions shape places and regions</p>
What materials do students need? What extra resources can students use?	<p>If you do not have access to the required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Tsunami Awareness video and/or transcript ● 'Is it Possible to Build a Tsunami-Proof Building?' article ● Tsunami Awareness assignment ● 'Landmarks' student slides and questions ● History of South Dakota: Notable People and Events <p>Extra Resources:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=64FxBgv0n2o - Tsunami Facts For Kids ● https://www.youtube.com/watch?v=-xIUwPPID8A&t=29s -South Dakota For Kids
What can students do if they finish early?	<ul style="list-style-type: none"> ● https://www.stopdisastersgame.org/ -Stop Disasters Game ● https://online.seterra.com/en/vgp/3138 -Midwest Map ● Explore Pebble Go https://site.pebblego.com/ Ask your teacher for login information
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- merle.horst@k12.sd.us</p> <p>Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us</p> <p>Fred Assam Elementary</p> <p>Building Principal: Ms. Foster- susan.foster@k12.sd.us</p> <p>Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us</p> <p>Valley Springs Elementary</p> <p>Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us</p> <p>Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
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LESSON/UNIT: Folktales/Traditional Literature

SUBJECT/GRADE: Library

DATES: Nov. 16 - Nov. 20



<p>What do students need to do?</p> <p><u>Link to BV Library instructional video.</u></p>	<p>Monday, :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the Library instructional video (link can be found in the upper left corner of this document). <input type="checkbox"/> While listening to the video, refer to the handout on folktales <p>Tuesday, September 29:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <u>Sootface: An Ojibwa Cinderella Story</u> by Robert D. San Souci <input type="checkbox"/> Refer to the Link under to Instructional Video link for a video reading of this book <input type="checkbox"/> After reading, complete the worksheet on the story <p>Wednesday, September 30:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read <i>Bigfoot Cinerrrella</i> by Tony Johnston <input type="checkbox"/> Click the link for the story: <u>https://www.youtube.com/watch?v=zHqsre8Omk4</u> <input type="checkbox"/> After reading complete the worksheet on the story <p>Thursday, October 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the two Cinderellas stories <input type="checkbox"/> Complete compare and contrast worksheet on the Cinderella stories <p>Friday, October 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read a book of your choice today!
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.Cinderella Stories Compare/Contrast Worksheet <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Email it to the teacher 2. Drop off at school
<p>What standards do the lessons cover?</p>	<p>4.LIB.TL.1.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction</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 or pen <p>Extra Resources:</p> <ul style="list-style-type: none"> ●
<p>What can students do if they finish early?</p>	<p>EduTyping https://www.edotyping.com/student</p>
<p>Who can we contact if we have questions?</p>	<p>District Librarians: Ms. Erickson: Mary.Erickson@k12.sd.us Ms. Klenner: Pamela.Klenner@k12.sd.us Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us</p>
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