

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

Kindergarten



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Math (Chapter 11)

SUBJECT/GRADE: Kindergarten

DATES: November 16-20

What do students need to do?

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

## Monday (11/16): Lesson 1- Squares and Rectangles

- Watch the BV Week at a Glance instructional video.
- Essential Question: How can I compare shapes?
- As a warm up, count to 50 in a whisper voice!
- The shape of the day is.... a square! Complete the square page in the DL handouts.
- Today we are going to discuss and compare squares and rectangles!** Get your math workbook out. Have an adult help you find pages 623-626. Complete Lesson 1: Squares and Triangles.
- Optional: My Homework (pages 627-628)

## Tuesday (11/17): Lesson 2- Circles and Triangles

- As a warm up, say the days of the week in a silly voice.
- The shape of the day is.... a rectangle. Complete the rectangle page in the DL handouts.
- Today we are going to discuss and compare circles and triangles.** Get your math workbook out. Have an adult help you find pages 629-632. Complete Lesson 2: Circles and Triangles.
- Optional: My Homework (pages 633-634)

## Wednesday (11/18): Lesson 3- Square, Rectangles, Circles and Triangles

- As a warm up, say the months of the year in a scary voice.
- The shape of the day is... a circle! Complete the circle page in the DL handouts.
- Today we are going to compare squares, rectangles, circles and triangles.** Get your math workbook out. Have an adult help you find pages 635-638. Complete Lesson 3: Squares, Rectangles, Circles and Triangles.
- Optional: My Homework (pages 639-640)

## Thursday (11/19): Lesson 4- Hexagons

- As a warm up, count by 10's to 100!

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The shape of the day is... a triangle! Complete the triangle page in the DL handouts.</li> <li><input type="checkbox"/> <b>Today we are going to explore hexagons!</b> Get your math workbook out. Have an adult help you find pages 641-644. Complete Lesson 4: Hexagons.</li> <li><input type="checkbox"/> Optional: My Homework (pages 645-646)</li> </ul> <p><b>Friday (11/20): Check My Progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As a warm up, say the days of the week and the months of the year!</li> <li><input type="checkbox"/> The shape of the day is... a hexagon! Complete the hexagon page in the DL handouts.</li> <li><input type="checkbox"/> <b>Today we are going to review all the shapes we explored and see the progress we are making in chapter 11!</b> Get your math workbook out. Have an adult help you find pages 647-648. Complete Check My Progress.</li> </ul>
<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"/> Shape of the Day (5)</li> <li><input type="checkbox"/> Wednesday- Lesson 3</li> <li><input type="checkbox"/> Thursday- Lesson 4</li> <li><input type="checkbox"/> Friday- Check My Progress</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.G.A. 2- Correctly name shapes regardless of their orientations or overall size.</li> <li>● K.G.A.3- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</li> <li>● K.G.B.4- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</li> <li>● K.G.B.5- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>● K.G.B.6- Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></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>● Pencil, eraser</li> <li>● Math Workbook - Volume 2</li> <li>● Shape of the Day pages</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>● Write Numbers 1-10</li> <li>● Number Flashcards</li> <li>● Review the Shapes</li> <li>● My Homework Pages for lessons 1-4 (Page numbers are found under the day)</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: November 16-20

What do students need to do?

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

## Monday (11/16): Letter N /n/, Sight Words- me, for

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore and work with the letter Nn! We will be able to recognize it, say the sounds it makes, isolate it in a word and write it! We are also going to learn two new sight words: me, for.**
- Step 1: We will start by recognizing what an upper and lowercase N look like. Create a flashcard to use to practice recognizing the letter. Make sure you put BOTH an uppercase N and lowercase n on it. Complete the Letter Nn hunt in the DL handouts.
- Step 2: Once you've finished the letter N hunt (2 pages- upper & lowercase), use the flashcard you made to say the sound the letter makes. Tell your student, "Letter N says /n/. We have to be careful and listen. Place your tongue at the top of your mouth and make the sound /n/." Ask them, "What sound does letter N make?"
- Step 3: Use the picture cards in the handouts and go through each card saying the word and emphasizing the /n/ at the beginning of the word. For each card, say the word on the card and ask your student, "What's the first sound you hear in the word \_\_\_\_\_?"
- Step 4: Create a list of N words. We are going to make this a competition to see who can brainstorm the most words! (Write how many words you came up with on the handwriting page (161))
- Step 5: Complete the Letter N handwriting page 161 in the DL handouts. (After you get through all of the letter N activities, I recommend taking a "recess" break before moving on to the next part of the day.)
- Step 6: Create a flashcard for each sight word- me, for. Using only those two cards, show your student a card and have them read the word. Do this 3 to 4 times before moving on. Once they are confident with the new sight words, have them spell the words aloud and use them in a sentence.
- If you do not want to print this, use the handout as a reference and make your own cards.* Sight Word Hot Potato! For this game, you will print the sight word potato cards. You will also need to print a sheet of the "hot" cards. Place all of the cards into a brown paper sack. Have your student play with someone else in the house. The students will pull a card and read the word. If a "hot" card is drawn you can skip their turn or return all cards. Cards are in the DL handouts. \*You can use a brown paper

bag OR whatever you have at home to hide the cards. **SAVE THESE MATERIALS, YOU WILL NEED THEM FOR FRIDAY.**

- Read the decodable “Nan and Nat” in the DL handouts. Save this because you will use it throughout the week.

#### **Tuesday (11/17):**

- As a warm up, read “Nan and Nat” to someone in your house (person, animal or stuffed animal.)
- Today we are going to listen to the final sound in a word and decide which letter sound we hear. Listen to these words and the final sound- ran, lab, man, tin, cab.
- What is the final (last) sound in the word ran? Lab? Man? Tin? Cab?
- Complete phonics page 167 from the DL handouts.
- Optional: Complete Roll a Word Family. If you do not have dice for this activity, create number cards (1 through 6) and have your student pull a number from a cup, write the word and then put it back in the cup.

#### **Wednesday (11/18): Writing- Summary**

- As a warm up, decide whether the following sentences are a fantasy or real.
- 1. The pink pig rolled in the mud.
- 2. The elephant said “I really like your shoes!”
- 3. A dog ran across the street.
- 4. A purple dog ate a cupcake.
- Today we are going to practice writing a complete sentence and summarizing a story.** A complete sentence is a complete thought and has a capital letter at the beginning of the sentence, finger spacing in between words and punctuation at the end of the sentence. When we summarize a story, we write a complete sentence telling what the story was about.
- Earlier this week, we read “Nan and Nat.” Today you are going to draw a picture and write the following sentence that *summarizes* the story “Nan and Nat.”
  - Use the writing page in the DL handouts. Dictate this sentence to your child- Nan and Nat have nets. (Allow your student to practice using the phonics skills we’ve learned to spell and write the sentence.)

#### **Thursday (11/19): Verbs**

- Today we are going to review what a verb is. Remember a verb is an action word and is something that someone can do. For example, the dog can walk. The cat can jump.
- Create a list of verbs and then act them out with someone in your house. (Ex: run, walk, talk, eat, sit, hop)
- Use the Leaf sentences in the DL handouts and decide which word is a verb in each sentence. There are 10 of them. After reading through the sentences, complete the Verbs Leaf activity (following the directions at the top off the page.)
- When completing this activity, think to yourself- Can I act this word out? If you can, it’s a verb, if you cannot, it’s NOT a verb.*

**Friday (11/20): Reading Centers**

- Center 1: Hot Potato Sight Words-** Use the materials from Monday to review your sight words.
- Center 2: CVC Words-** Use the letter cards in the DL handouts to build as many CVC (consonant-vowel-consonant) words as you can. They DO NOT have to be real words. They can be nonsense words and real words. Write the words down as you build them and see how many you can get!
- Center 3: Boom Sticks-** Use popsicle sticks or strips of paper and write one letter per stick. Use 1 stick for every letter of the alphabet. (lowercase letters) On 4 sticks, write the word "Boom!" Once you are ready to play, lay all of the sticks face down on a table. Take turns grabbing a stick and saying the letter sound. If you don't know the letter sound, lay your stick back down. The goal of the game is to have the most sticks at the end. If you draw a "Boom!" stick, you get to take everyone's sticks from them!

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

Submit the Following:

- Handwriting page 161
- Phonics page 167
- Nan and Nat Summary Writing
- Leaf Verbs
- CVC Words List

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.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.
- K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.
- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/.
- K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).**
- K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<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 N Cards</li> <li>● Uppercase N Hunt</li> <li>● Lowercase N Hunt</li> <li>● Handwriting page 161</li> <li>● Sight Word Hot Potato</li> <li>● Decodable Nan and Nat</li> <li>● Phonics page 167</li> <li>● Roll a Word</li> <li>● Writing Page</li> <li>● Leaf Activity</li> <li>● Building Letters</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>● Epic: <a href="https://www.getepic.com/">https://www.getepic.com/</a> (Ask your teacher for your class code)</li> <li>● Read a book!</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 SUPER SMART!</b></p>	



---

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Science (Week 14)

SUBJECT/GRADE: Kindergarten

DATES: November 16-20

What do students need to do?

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

## Monday (11/16): Mystery 6

- Watch the BV Week at a Glance instructional video.
- Today we are going to explore forces and engineering.** Watch the Mystery Science Video “How could you invent a trap?” (Mystery 6: How could you invent a trap?) The link is in your handouts.
- Each student will think about and act out a chore they do. Remind them of possible chores, such as making their bed, feeding the cat, walking the dog, setting the table, or picking up their toys. After acting out a chore, students will think up a machine that could help with this chore and draw their machine. Students will share their drawing with someone in your house and explain how their machine works. (They can also send a video to their classroom teacher via seesaw explaining their machine.)

## Tuesday (11/17): Mystery 6 Assessment

- Complete Mystery 6 Assessment in the handouts.

## Wednesday (11/18):

- Today you will need the Past and Present magazine. (See overview video to see what it looks like.) Read pages 2-9 from the Past and Present magazine.
- After reading, verbally answer these questions:
  - On page 2-3, answer the questions about Anna.
  - On page 4-5, what are some changes over time?
  - On page 6-7, what is different about food and water now?
  - On page 8-9, explain some of the changes that happened at homes.

## Thursday (11/19):

- Read pages 10-19 from the Past and Present magazine.
- After reading, verbally answer these questions:
  - On page 10-11, what did children in the past do for fun? What do you do for fun?
  - On page 12-13, how has getting around changed?

	<ul style="list-style-type: none"> <li><input type="checkbox"/> On page 14-15, what was different about school in the past?</li> <li><input type="checkbox"/> On page 15-16, what do you think you would have helped with in the past?</li> </ul> <p><b>Friday (11/20):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ketchup &amp; Mustard Day!</li> </ul>
<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"/> Chore Machine (drawing)</li> <li><input type="checkbox"/> Mystery 6 Assessment</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.PS2.1: Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</li> <li>● K.PS2.2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</li> <li>● K.E.1.1- Describe the difference between wants and needs.</li> <li>● K.H.1.1- Distinguish yesterday, today and tomorrow.</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>● Mystery Science Link</li> <li>● Mystery 6 Assessment</li> <li>● Past and Present Magazine</li> <li>● Blank Paper</li> <li>● Pencil</li> </ul> <p>Optional Supplies (ask your classroom teacher): None</p>
<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> </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></p>

**Building Principal:**

Ms. Foster- [susan.foster@k12.sd.us](mailto:susan.foster@k12.sd.us)

**Teachers:**

Ms. Becker- [Kimberly.Becker@k12.sd.us](mailto:Kimberly.Becker@k12.sd.us)

Ms. Feenstra- [Tina.Feenstra@k12.sd.us](mailto:Tina.Feenstra@k12.sd.us)

Ms. Kroger- [Chelsea.Kroger@k12.sd.us](mailto:Chelsea.Kroger@k12.sd.us)

Ms. Nuebel- [Jill.Nuebel@k12.sd.us](mailto:Jill.Nuebel@k12.sd.us)

Ms. Williamson- [Leah.Williamson@k12.sd.us](mailto:Leah.Williamson@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:**

Ms. Palmer- [tanya.palmer@k12.sd.us](mailto:tanya.palmer@k12.sd.us)

**Teacher:**

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

**Notes: YOU are TALENTED!**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Week 6

SUBJECT/GRADE: Physical Education/Kindergarten

DATES: 11/16-11/20



<p>What do students need to do?</p> <p><a href="#">Link to BV PE instructional video.</a></p>	<p><b>Monday (11/16):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the PE instructional video (link can be found in the upper left corner of this document).</li> <li><input type="checkbox"/> Frogs Across the Pond</li> </ul> <p><b>Tuesday (11/17):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FourSquare - Bouncing and Catching</li> </ul> <p><b>Wednesday (11/18):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yoga and Hurdling Practice</li> </ul> <p><b>Thursday (11/19):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bouncing, Catching and Dribbling with Hands</li> </ul> <p><b>Friday (11/20):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continued Dribbling with Hands Practice</li> </ul>
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following (Optional):</p> <ol style="list-style-type: none"> <li>1. Take videos/pictures performing activities and send them to your school's PE teacher.</li> </ol> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>2. Electronically via <a href="#">Seesaw</a> (preferred, if possible)</li> <li>3. Email it to the teacher</li> <li>4. Drop off at school</li> </ol>
<p>What standards do the lessons cover?</p>	<p>Maintains momentary stillness on different bases of support. (S1.E7.Ka) Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb), Dribbles a ball with one hand, attempting the second cont, Drops a ball and catches* it before it bounces twice. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower. (S1.E16.Kb) *K and 1 catch includes cradling/trapping. Performs jumping/landing actions with balance. (S1.E3.K), Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K),</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>● See Documents</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● At Home Activities: <a href="https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf">https://openphysed.org/wp-content/uploads/2018/09/ActiveHome_ActivityPacket.pdf</a></li> <li>●</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>PE:</b> Mr. Duncanson- <a href="mailto:Jeff.Duncanson@k12.sd.us">Jeff.Duncanson@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@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>PE:</b> Mr. Scholten- <a href="mailto:Kory.Scholten@k12.sd.us">Kory.Scholten@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@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>PE:</b> Ms. Brummels- <a href="mailto:Julie.Brummels@k12.sd.us">Julie.Brummels@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@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>PE:</b> Ms. Fitzgerald- <a href="mailto:Bailey.Fitzgerald@k12.sd.us">Bailey.Fitzgerald@k12.sd.us</a>  <b>Adaptive PE:</b> Ms. Boehrns- <a href="mailto:Dacia.Boehrns@k12.sd.us">Dacia.Boehrns@k12.sd.us</a></p>
<b>Notes:</b>	

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

*Brandon Valley School District*