

Brandon Valley School District
Distance Learning Plans
November 30- December 4, 2020

Grade 2



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Adding and Subtracting 2 Digit Numbers

SUBJECT/GRADE: Math/2nd

DATES: Nov. 30-Dec. 4



<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p><u>Chapter 3 Learning Target: I can add two digit numbers with regrouping.</u></p> <p>Monday (11/30):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Complete Add Three and Four Two-Digit Numbers workbook pages 198-200. <p>Tuesday (12/1):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Problem Solving: Make a Model workbook pages 204-208. <p>Wednesday (12/2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete My Review workbook pages 211-214. <p><u>Chapter 4 Learning Target: I can subtract two digit numbers with regrouping.</u></p> <p>Thursday (12/3):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Two-Digit Fact Families workbook pages 224-226. <p>Friday (12/4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Take Apart Tens to Subtract workbook pages 230-232.
<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. My Review workbook pages 211-214. <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>2.NBT. B. Use place value understanding and properties of operations to add and subtract.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>

	9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)
What materials do students need? What extra resources can students use?	If you do not have access to the required materials, contact your teacher. Required Materials: <ul style="list-style-type: none"> ● math book, pencil Extra Resources: <ul style="list-style-type: none"> ●
What can students do if they finish early?	<ul style="list-style-type: none"> ● Freckle Math https://student.freckle.com/#/login ● Add Three and Four Two-Digit Numbers workbook pages 201-202 ● Fluency Practice workbook pages 209-210 ● Chapter 3 Performance Task workbook pages 214Pt1-214Pt2 ● Two Digit Fact Families workbook pages 227-228 ● Take Apart Tens to Subtract workbook pages 233-234
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us</p> <p><u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us</p> <p><u>Fred Assam Elementary</u> Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us</p> <p><u>Valley Springs Elementary:</u> Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
Notes:	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Anansi Goes Fishing

SUBJECT/GRADE: Reading / 2nd

DATES: Nov. 30-Dec. 4

What do students need to do?

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

Monday (11/30):

- Watch the BV Week at a Glance instructional video.
- Review: Comparing and Contrasting:** Complete page 145: Comprehension: Compare and Contrast (in your handouts packet).

Tuesday (12/1):

- To demonstrate understanding of Comparing, Contrasting, and Summarizing:** Read "Anansi Goes Fishing" in your Reading Street book pages 424-443. Answer the comprehension questions from page 444 on a piece of paper and verbally discuss your answers with an adult/peer.

Wednesday (12/2):

- Spelling:** Students may choose to complete either page 141 **OR** 142 (in your handouts packet): Compound Words. If they would like a challenge, they may complete both spelling practice pages.
- Writing:** Begin brainstorming topics for a comparing and contrasting paragraph you will be writing. After you decide on two topics, organize their similarities and differences using a Venn Diagram.

Thursday (12/3):

- Grammar:** Complete page 143 **OR** 144 (in your handouts packet) Conventions: Verbs for Past, Present, and Future.
- Writing:** Use the information from your Venn Diagram to write a rough draft of your comparing and contrasting paragraph.

Friday (12/4):

- Review: Drawing Conclusions:** Complete page 140 (in your handouts packet): Comprehension: Draw Conclusions Review.
- Writing:** Use the editing checklist to make any changes you see fit to the rough draft of your comparing and contrasting paragraph. Then, write the final copy of your paragraph in your neatest handwriting including the fixes you made to the rough draft.

<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. Page 143 OR 144: Conventions: Verbs for Past, Present, and Future <input type="checkbox"/> 2. Final Copy of your Comparing and Contrasting paragraph <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.2 Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.(f)</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(b)</p> <p>2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(d)</p> <p>2.W.3 Write narratives (e.g., story, poetry) that: (a,b,c)</p>
<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.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Reading Street book, worksheets, pencil ● Venn Diagram ● Rough Draft Paper ● Editing Checklist / Editing Marks page ● Final Copy Paper for Comparing and Contrasting paragraph <p>Extra Resources:</p> <ul style="list-style-type: none"> ●
<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login</p> <p>Read for 20 minutes every day.</p> <p>https://www.getepic.com/sign-in</p> <p>https://www.storylineonline.net/</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. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers:</p>

Ms. Adams- Laurie.Adams@k12.sd.us
Ms. DeBoer- Stacy.Deboer@k12.sd.us
Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us
Ms. Silvernail- Jayna.Silvernail@k12.sd.us
Ms. Westcott- Sandra.Westcott@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- Susan.Foster@k12.sd.us

Teachers:

Ms. Deitering- Kayla.Deitering@k12.sd.us
Ms. Bobzien- Morgan.Bobzien@k12.sd.us
Ms. Livingston- Missy.Livingston@k12.sd.us
Ms. Olson- Angie.Olson@k12.sd.us
Ms. Presler- JoAnn.Presler@k12.sd.us

Valley Springs Elementary:

Building Principal:

Ms. Palmer- Tanya.Palmer@k12.sd.us

Teacher:

Ms. Bertsch- Megan.Bertsch@k12.sd.us

Notes:

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Work of Water / Location
Dec. 4

SUBJECT/GRADE: Science/SS/2nd grade

DATES: Nov. 30-
Dec. 4

What do students need to do?

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

Monday (11/30): Science Introduction

- Watch the BV Week at a Glance instructional video.
- Read the PebbleGo article entitled The Water Cycle, found in your handouts packet. Then, answer the comprehension questions that go along with the article to check your understanding.

Tuesday (12/1): Science Exploration: How Water Affects Landforms

- Use your knowledge from the Mystery Science: Works of Water units you've been working on and the information from the PebbleGo article entitled The Water Cycle to illustrate how water affects a landform of your choosing. For a challenge, you may choose to complete this assignment with more than one landform. Include labels or sentences to explain to your reader what is happening.

Social Studies Learning Target: *I can make and tell about a map that includes directions, labels, and a key.*

Wednesday (12/2): Social Studies: Urban, Suburban, and Rural

- In your Location magazine, read pages 12-13: Urban, Suburban, and Rural. Then, **discuss what type of community you think you live in and why.**

Thursday (12/3): Social Studies: Urban, Suburban, and Rural

- Use the blank grid map to design a community that is different from the type you live in. Make sure to include directions, labels, and a key.

Friday (12/4): Social Studies: Urban, Suburban, and Rural

- Use a Venn Diagram to compare and contrast the type of community you live in to the one you designed in yesterday's assignment.

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

Submit the Following:

- 1. How Water Affects Landforms illustration
- 2. Design a Community project using the blank grid map

Submit Work Via:

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>2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2.G.1.1: Construct and explain a map that includes directions, labels, and a key.</p>
<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"> ● PebbleGo article: The Water Cycle ● The Water Cycle comprehension questions ● Location magazine ● Blank grid map ● Venn Diagram <p>Extra Resources:</p> <ul style="list-style-type: none"> ●
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.pebblego.com
<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. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us Ms. Silvernail- Jayna.Silvernail@k12.sd.us Ms. Westcott- Sandra.Westcott@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Teachers: Ms. Deitering- Kayla.Deitering@k12.sd.us Ms. Bobzien- Morgan.Bobzien@k12.sd.us Ms. Livingston- Missy.Livingston@k12.sd.us Ms. Olson- Angie.Olson@k12.sd.us Ms. Presler- JoAnn.Presler@k12.sd.us <u>Valley Springs Elementary:</u> Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Teacher: Ms. Bertsch- Megan.Bertsch@k12.sd.us</p>
<p>Notes:</p>	



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Positive/Negative Snowflakes

SUBJECT/GRADE: Art/ 2nd Grade

DATES:11/30-12/4



<p>What do students need to do?</p> <p>Link to BV Art instructional video.</p>	<p>Monday (11/30):</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the Art instructional video (link can be found in the upper left corner of this document).<input type="checkbox"/> Day 1: Positive/Negative Snowflakes: Make the salt dough, by following the recipe included. **Note: this will make multiple ornaments. The consistency should be like play-doh. If the mixture is too dry, mix in small amounts of water until it is the correct consistency. If the mixture is too wet, mix in small amounts of flour until it is the correct consistency.<input type="checkbox"/> Wait 24-48 hrs for it to air dry or you can bake it in the oven at 200 degrees or 30 min, check to see if it is dry. Put it in longer if needed. <p>Tuesday (12/1):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 2: Positive/Negative Snowflake: While you are waiting for your ornament(s) to dry. Create paper snowflakes, the part of the snowflake you cut away is the negative space, the snowflake itself is the positive space. <p>Wednesday (12/2):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 3: Positive/Negative Snowflake: check your ornament(s) see if it is dry, if dry you can add color with markers or watercolors. If still wet, wait for it to dry and create more paper snowflakes. <p>Thursday (12/3):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 4: Positive/Negative Snowflake: check your ornament(s) see if it is dry, if dry you can add color with markers or watercolors. If still wet, wait for it to dry and create more paper snowflakes. <p>Friday (12/4):</p> <ul style="list-style-type: none"><input type="checkbox"/> Day 5: Positive/Negative Snowflake: Add string to your ornament(s), you can give them as a gift or decorate your home.
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<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. Take a picture of your ornament <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Email it to the teacher2. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>2.VA.Cr.1.1 Brainstorm and implement multiple approaches, materials, and tools to solve an art or design problem driven by personal interests and curiosity or to repurpose objects to make something new.</p> <p>2.VA.Cr.2.1 Experiment with various materials and tools while demonstrating safe use of materials, tools, and procedures to create works of art or design.</p> <p>2.VA.Pr.5.1 Distinguish between different materials or artistic techniques for preparing artwork</p> <p>2.VA.Re.9.1.a Use learned art vocabulary to express preferences about artwork</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Required Materials:</p> <ul style="list-style-type: none"> ● salt, flour, water, cookie cutter, string, paper, scissors <p>Extra Resources:</p> <ul style="list-style-type: none"> ●
<p>What can students do if they finish early?</p>	<p>Dance Mat Typing https://www.dancemattypingguide.com/ Art for Kids Hub: https://www.youtube.com/user/ArtforKidsHub</p>
<p>Who can we contact if we have questions?</p>	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Art: Ms. Rieff- Erin.Rieff@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Art: Ms. McNamara- Heidi.McNamara@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Art: Ms. Heeren- Jordan.Heeren@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Art: Ms. Kasten- Amy.Kasten@k12.sd.us</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District