

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

Grade 3



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Multiplication and Division

SUBJECT/GRADE: 3rd Math

DATES: Nov. 30th - Dec. 4th



<p>What do students need to do?</p> <p><a href="#">Link to BV Week at a Glance Instructional Video</a></p>	<p><b>Monday (11/30): Multiply by 11 and 12</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Watch the BV Week at a Glance instructional video.</li><li><input type="checkbox"/> Use math workbook pages 475-476 as instructions and examples to learn about different strategies for <b>multiplying by 11 and 12</b>.</li><li><input type="checkbox"/> Complete <b>Independent Practice pages 477-478 (problems 2-13)</b> from your math workbook.</li></ul> <p><b>Tuesday (12/1): Divide by 11 and 12</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use math workbook pages 481-482 as instructions and examples to learn about different strategies for <b>dividing by 11 and 12</b>.</li><li><input type="checkbox"/> Complete <b>Independent Practice pages 483-484 (problems 7-19)</b> from your math workbook.</li></ul> <p><b>Wednesday (12/2): Chapter 8 Review</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete <b>Fluency Practice page 487 (problems 1-24)</b> in math workbook.</li><li><input type="checkbox"/> Use math workbook to complete the <b>Chapter 8 Review</b> on pages 489-491 (problems 1-18). If you are struggling with the review, please contact your teacher for assistance and/or extra practice before taking the Chapter 8 Assessment.</li></ul> <p><b>Thursday (12/3): Chapter 8 Assessment</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete the <b>Chapter 8 Assessment Form 3A</b> located in your handouts. You can also finish this tomorrow if you need more time. <b>Please complete this independently.</b></li></ul> <p><b>Friday (12/4): Chapter 8 Fluency Practice and Performance Task</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Complete <b>Fluency page 488 (problems 1-24)</b> in math workbook.</li><li><input type="checkbox"/> Complete <b>Performance Task on pages 492-493 (Part A-C)</b> located in your math workbook.</li></ul>
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<p>What do students need to submit?</p> <p>How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Fluency Practice page 487 (problems 1-24) in math workbook</li><li><input type="checkbox"/> Chapter 8 Assessment Form 3A (located in handouts)</li></ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"><li>1. Electronically via Seesaw (preferred method, if possible)</li><li>2. Email it to the teacher</li></ol>
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3. Drop off at school	
What standards do the lessons cover?	<p>3.OA. 2 Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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.</p> <p>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.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.6 Understand division as an unknown factor problem.</p> <p>3.OA.7 Multiply and divide within 100</p>
What materials do students need? What extra resources can students use?	<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>● Math Workbook</li> <li>● Handouts for the week</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Scratch paper to show work</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Complete the homework pages from your math workbook for extra practice.</li> <li>● Freckle - <a href="http://www.freckle.com">www.freckle.com</a> (Will require internet access. Contact your teacher for login information.)</li> <li>● Multiplication Fact Practice - <a href="http://www.timestables.com">www.timestables.com</a> (Will require internet access)</li> </ul>
Who can we contact if we have questions?	<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. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p> <p><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>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@k12.sd.us</a></p> <p><b><u>Fred Assam Elementary</u></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. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@k12.sd.us</a></p> <p><b><u>Valley Springs Elementary</u></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. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>

**Notes: Remember to practice your multiplication and division facts at home!**

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: People and Nature/Unit 3

SUBJECT/GRADE: 3rd Grade Reading

DATES: Nov. 30th - Dec. 4th

What do students need to do?

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

## Monday (11/30): Word Analysis - Prefixes and Character, Setting, and Plot

- Watch the BV Week at a Glance instructional video.
- Using your Reading Street textbook, read pages 406-407 on **Prefixes**. Complete **Prefixes page 155 (numbers 1-15)** located in the handouts.
- Using your Reading Street textbook, read pages 408-409 to learn about **Literary Elements: Character, Setting, and Plot**. You will use these skills and strategies as you read to deepen your understanding of the text.

## Tuesday (12/1): Unknown Words and Vocabulary

- Read page 410 in your Reading Street textbook to learn about a strategy to use when coming across **unknown words**. Then read "The Class Play" on page 411.
- 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 192 (numbers 1-10)** located in your handouts.

Vocabulary Words: **antlers, imagined, languages, narrator, overhead, poked**

## Wednesday (12/2): Character, Setting, and Plot

- Today you will be reading aloud the story "**Pushing Up the Sky**" from your Reading Street textbook. Begin by reading pages 412-417. When you get to page 417, stop and answer the following question: **What job does the boy do for his tribe? Cite evidence that helps you figure out the answer. What facts from the text support your conclusion?** Discuss with someone at home, then finish reading the story pages 418-423.
- When finished, **retell the story in your own words** to someone at home. Then, discuss the "**Think Critically**" questions **1-4 on page 424**.

## Thursday (12/3): Main and Helping Verbs and Writing

- Learn about Main and Helping Verbs on page 1 in your handouts. Then complete the **Main and Helping Verbs on page 160**.
- Complete the **Written Response to the Selection** (pages 71-72). You will need to look back in the story "Pushing Up the Sky" in your Reading Street textbook to complete this assignment. Use the checkboxes on page 65 to help you with your written response. You must **check all boxes** before you submit.

	<p><b>Friday (12/4): Vocabulary, Word Study, Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <b>Reading Test</b> “Pushing Up the Sky”. The reading test is located in the handouts section in Seesaw or in the printed packet. <b>Reminder: This test should be completed independently.</b></li> </ul>
<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following: <b>located in handouts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prefixes page 155 (numbers 1-15)</li> <li><input type="checkbox"/> Vocabulary page 192 (numbers 1-10)</li> <li><input type="checkbox"/> Main and Helping Verbs page 160</li> <li><input type="checkbox"/> Written Response to the Selection (pages 71-72)</li> <li><input type="checkbox"/> Reading Test “Pushing Up the Sky”</li> </ul> <p>Submit Work Via:</p> <ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (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>	<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.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.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (1e)</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing(2e).</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words(3a)</p>
<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>● Reading Street textbook</li> <li>● Handouts for the week from Seesaw or printed packet</li> <li>● Pencil</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Watch daily instructional videos from your teacher in Seesaw</li> <li>● Savvas Realize Online: <a href="https://www.savvasrealize.com/index.html#/">https://www.savvasrealize.com/index.html#/</a></li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Explore resources on Savvas Realize website</li> <li>● Pick your favorite part from “How Do You Raise a Raisin?” or an AR book and record yourself reading it aloud</li> <li>● Independently read books</li> <li>● Listen to parent or sibling read aloud</li> <li>● Read magazines or comic books</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. Freeborn <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a> Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a> Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a> Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a> Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@k12.sd.us</a></p>

**Robert Bennis Elementary**

**Building Principal:**

Ms. Hofkamp- [Kristin.Hofkamp@k12.sd.us](mailto:Kristin.Hofkamp@k12.sd.us)

**Teachers:**

Mr. Bobzien- [Adam.Bobzien@k12.sd.us](mailto:Adam.Bobzien@k12.sd.us)

Mr. Ganschow- [Jeff.Ganschow@k12.sd.us](mailto:Jeff.Ganschow@k12.sd.us)

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

Ms. Rozier- [danylle.rozier@k12.sd.us](mailto:danylle.rozier@k12.sd.us)

**Fred Assam Elementary**

**Building Principal:**

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

**Teachers:**

Ms. Schacht- [Hayley.Schacht@k12.sd.us](mailto:Hayley.Schacht@k12.sd.us)

Ms. Jones- [Deb.Jones@k12.sd.us](mailto:Deb.Jones@k12.sd.us)

Ms. Kieffer- [Michelle.Kieffer@k12.sd.us](mailto:Michelle.Kieffer@k12.sd.us)

Ms. Van Leur- [Chelsea.Vanleur@k12.sd.us](mailto:Chelsea.Vanleur@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:**

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

**Teacher:**

Ms. Abens - [lindsey.abens@k12.sd.us](mailto: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: Animals/Communities Change

SUBJECT/GRADE: SS/Science/3rd Grade

DATES: Nov. 30th - Dec. 4th

What do students need to do?

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

## Monday (11/30): Social Studies - Communities Change

- Watch the BV Week at a Glance instructional video.
- In the Social Studies **Communities Change Magazine**, read pages 2-5.
- Discuss the following questions with someone at home: 1) **What was the effect of the discovery of gold in San Francisco?** (Use page 3 in your magazine to cite details from the text.) 2) **Do all cities change in the same way or for the same reasons?** Use your magazine to cite text evidence for your answers.

## Tuesday (12/1): Science - Animals Through Time

- Watch the **Exploration** portion of the video OR read the video transcript for **“Can selection happen without people?”** Video link and transcript included in handouts/printed packets. Discuss the questions throughout the online video or video transcript with someone at home.

## Wednesday (12/2): Social Studies - Communities Change

- In the Social Studies **Communities Change Magazine**, read pages 6-9. Discuss the following question with someone at home: **Why was the town of Rhyolite deserted so quickly?**
- Complete the **Communities Change Assignment** (questions 1-3) located in the handouts.

## Thursday (12/3): Science - Animals Through Time

- To show that selection can happen without people, you will complete an activity called **“Peppered Moth”**. Directions are included in the handouts/printed packet for the week. Discuss what you learned with someone at home.

## Friday (12/4): 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 **Communities Change magazine**. You can also check out the **“What do I do if I finish early?”** section for more ideas.

What do students need to submit?

Submit the Following: (These assignments are included in the handouts)

- Social Studies Communities Change Assignment (questions 1-3) located in handouts

Submit Work Via:



How can students submit their work?	<ol style="list-style-type: none"> <li>1. Electronically via <u>Seesaw</u> (preferred method, if possible)</li> <li>2. Email it to the teacher</li> <li>3. Drop off at school</li> </ol>
What standards do the lessons cover?	<p><b>G.2</b> Understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.</p> <p><b>3.G.2.1</b> Identify reasons why people move and how it affects their communities.</p> <p><b>3-LS3-1</b> 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>
What materials do students need? What extra resources can students use?	<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>● Social Studies Communities Change Magazine</li> <li>● Handouts for the week</li> <li>● paper/pencil</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● NGSS aligned experiments: <a href="https://www.hookedonscience.org/nextgenerationsciencestandards.html">https://www.hookedonscience.org/nextgenerationsciencestandards.html</a></li> <li>● Research a specific breed of dog you are interested in and make a poster about it</li> <li>● Read/listen to books on Epic! related to the environment/animals <a href="http://www.getepic.com">www.getepic.com</a></li> <li>● Explore the website <a href="http://www.wonderopolis.org">www.wonderopolis.org</a></li> </ul>
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>Teachers:</b>  Ms. Freeborn- <a href="mailto:blossom.freeborn@k12.sd.us">blossom.freeborn@k12.sd.us</a>  Ms. Flint- <a href="mailto:Jill.Flint@k12.sd.us">Jill.Flint@k12.sd.us</a>  Mr. Kramer- <a href="mailto:Brent.Kramer@k12.sd.us">Brent.Kramer@k12.sd.us</a>  Mr. Johnson- <a href="mailto:Andy.Johnson@k12.sd.us">Andy.Johnson@k12.sd.us</a>  Mr. Gappa - <a href="mailto:matthew.gappa@k12.sd.us">matthew.gappa@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>Teachers:</b>  Mr. Bobzien- <a href="mailto:Adam.Bobzien@k12.sd.us">Adam.Bobzien@k12.sd.us</a>  Mr. Ganschow- <a href="mailto:Jeff.Ganschow@k12.sd.us">Jeff.Ganschow@k12.sd.us</a>  Ms. Pederson- <a href="mailto:Jill.Pederson@k12.sd.us">Jill.Pederson@k12.sd.us</a>  Ms. Rozier- <a href="mailto:danylle.rozier@k12.sd.us">danylle.rozier@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>Teachers:</b>  Ms. Schacht- <a href="mailto:Hayley.Schacht@k12.sd.us">Hayley.Schacht@k12.sd.us</a>  Ms. Jones- <a href="mailto:Deb.Jones@k12.sd.us">Deb.Jones@k12.sd.us</a>  Ms. Kieffer- <a href="mailto:Michelle.Kieffer@k12.sd.us">Michelle.Kieffer@k12.sd.us</a>  Ms. Van Leur- <a href="mailto:Chelsea.Vanleur@k12.sd.us">Chelsea.Vanleur@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>Teacher:</b>  Ms. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a></p>
<p><b>Notes: Weird but True: One of the world's largest icebergs is bigger than New York City, U.S.A.</b></p>	

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Tchaikovsky's Nutcracker & Dynamics  
Dec 4

SUBJECT/GRADE: 3rd Grade Music

DATES: Nov 30-

What do students need to do?

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

## Monday (11/30):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Read Page 1, about the composer Tchaikovsky & his life

## Tuesday (12/1):

- Read Page 2, about the composer Tchaikovsky and his compositions.
- Listen to a selection from Swan Lake:  
<https://www.youtube.com/watch?v=jjDYW46PjA8>
- Listen to a selection from Sleeping Beauty:  
<https://www.youtube.com/watch?v=jTgh7VywVfE>
- Listen/watch a selection from the Nutcracker. This suggestion is the opening March:  
<https://www.youtube.com/watch?v=lfCSIE2tQco>
- Listen/watch this selection of Tchaikovsky's 1812 Overture. The video is a little shaky - but watch out for the canons & fireworks!  
[https://www.youtube.com/watch?v=Ko5Bz6h55us&feature=emb\\_logo](https://www.youtube.com/watch?v=Ko5Bz6h55us&feature=emb_logo)

## Wednesday (12/2):

- Read the following about Dynamics:
  - What are dynamics? Dynamics are the variances in volume in music! The use of making music soft, loud, faster, slower, and getting louder or getting softer make music interesting and even more enjoyable!
  - Who uses dynamics? Every good composer uses dynamics when they write a piece of music. The musicians that are playing the music or singing the music know when to sing/play loudly or softly because the composer writes it in the music.
  - What does "p" mean in music? "P" stands for "Piano" and it means soft (in Italian)
  - What does "f" mean in music? "f" stands for "Forte" and it means loud (in Italian)

- Study Dynamics in Tchaikovsky’s music
  - Tchaikovsky used MANY dynamics in his compositions. Listen to 2 of his songs from “The Nutcracker” and compare their use of dynamics. Here are some suggestions:
  - Dance of the Sugar Plum Fairy: (soft)  
[https://www.youtube.com/watch?v=Wz\\_f9B4pPtg](https://www.youtube.com/watch?v=Wz_f9B4pPtg)
  - Russian Dance (loud): <https://www.youtube.com/watch?v=-3goZ00ESck>

**Thursday (12/3):**

- Think of 4 sounds that are soft in your house. Think of 4 sounds that are loud. Make a list with 2 columns. One column should be “P” (Piano, soft), and one column should be “f” (Forte, loud). Draw pictures of your sounds under each column. **Take a picture of your work & submit it to your teacher.**
- Watch/listen to the Waltz of the Flowers from The Nutcracker:  
<https://www.youtube.com/watch?v=NWdj8PCdYE>

**Friday (12/4):**

- What did you learn this week about Tchaikovsky? What did you learn about The Nutcracker ballet? How do you think dynamics help to make music more interesting? Discuss what you learned with a sibling, parent or guardian.
- Watch/listen to the Chinese Dance from The Nutcracker:  
<https://www.youtube.com/watch?v=iiyx1m44nMM>
- Watch/listen to the Dance of the Reed Pipes from The Nutcracker:  
<https://www.youtube.com/watch?v=cGPB4AD8A6w>

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

Submit the Following (Optional):

- 1. A picture of your list of “P” (soft) and “f” (loud) items from around your house.
- Submit Work Via:
1. Email it to the teacher
  2. Drop off at school

What standards do the lessons cover?

3.MU.Pr.4.1.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. 3.MU.Pr.4.2.a Demonstrate understanding of the structure in music selected for performance. 3.MU.Pr.4.3.a Demonstrate and describe how intent is conveyed through expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style). 3.MU.Pr.5.1.a Apply teacher- provided and collaboratively- developed criteria and feedback to evaluate accuracy of ensemble performances. 3.MU.Re.7.2.a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). 3.MU.Re.8.1.a Demonstrate and describe how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers’ interpretations to reflect expressive intent. 3.MU.Cn.11.1.a Demonstrate understanding of

	relationships between music and the other arts, other disciplines, varied contexts, and daily life.
What materials do students need? What extra resources can students use?	<p>Required Materials:</p> <ul style="list-style-type: none"> <li>● Tchaikovsky Information (pages 1 &amp; 2)</li> <li>● Music written by Tchaikovsky (suggested links included above)</li> <li>● Pencil &amp; paper</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● Youtube (see suggested links)</li> </ul>
What can students do if they finish early?	<p>BV K-4 Music Site. Find extra resources.  <a href="https://sites.google.com/k12.sd.us/bvmusick4/home">https://sites.google.com/k12.sd.us/bvmusick4/home</a>          Typing Club  <a href="https://www.typingclub.com/login.html">https://www.typingclub.com/login.html</a></p>
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>Music:</b> Ms. Fode- <a href="mailto:Rachael.Fode@k12.sd.us">Rachael.Fode@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>Music:</b> Mr. Fode- <a href="mailto:Jeff.Fode@k12.sd.us">Jeff.Fode@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>Music:</b> Ms. Verberg- <a href="mailto:April.Verburg@k12.sd.us">April.Verburg@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>Music:</b> Ms. Ackerman- <a href="mailto:Jodi.Ackerman@k12.sd.us">Jodi.Ackerman@k12.sd.us</a></p>
<b>Notes:</b>	

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

*Brandon Valley School District*