

Brandon Valley School District  
Distance Learning Plans  
December 7-11, 2020

Grade 4



# Brandon Valley School District Distance Learning Plan

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

SUBJECT/GRADE: Math

DATES: December 7-11



<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 (12/07):</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"/> We will begin the week looking at <b>3-digit dividends divided by 1-digit divisors, remembering that the first digit of the quotient may or may not be placed above the first digit of the dividend.</b> Complete 'Division: 3 Digits by 1 Digit'.</li></ul> <p><b>Tuesday (12/08):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Today, we will move into Lesson 8: Distributive Property and Partial Quotients. We will <b>use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, in order to divide.</b></li><li><input type="checkbox"/> Use pg. 373 for guidance and complete 'Dividing Using Partial Quotients', and pg. 375.</li></ul> <p><b>Wednesday (12/09):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In today's lesson, we will look at Lesson 9: Divide Greater Numbers. <b>We will use our understanding of the long division steps, as well as the learned place value strategy for long division, in order to divide three and four digit numbers.</b></li><li><input type="checkbox"/> Use pg. 379-380 to assist in completing pg. 384.</li></ul> <p><b>Thursday 12/10):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Today, <b>we will demonstrate readiness for the Chapter 6: Divide by a One-Digit Number Assessment, as we complete the Chapter 6 Review.</b> Ask your teacher for additional assistance if you struggled with any of the concepts on this review.</li></ul> <p><b>Friday (12/11):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> We will show our understanding of dividing by a one-digit number, as we complete the Chapter 6 Math Assessment. <u>This assessment is to be completed without assistance.</u></li></ul>
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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"><li><input type="checkbox"/> 1. Lesson 9: Divide Greater Numbers, pg. 384 (Wednesday)</li><li><input type="checkbox"/> 2. Chapter 6: Divide by a One-Digit Number Assessment (Friday)</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>
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<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> <p>4.NBT.3 - Use place value understanding to round multi-digit whole numbers to any place</p> <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</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>● Math Workbook</li> <li>● Division: 3 Digits by 1 Digit</li> <li>● Dividing Using Partial Quotients</li> <li>● Chapter 6 Review</li> <li>● Chapter 6 Assessment</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://sdpb.pbslearningmedia.org/resource/muen-math-ns-vidlongdivision/long-division/">https://sdpb.pbslearningmedia.org/resource/muen-math-ns-vidlongdivision/long-division/</a> -Long Division (Math Shorts!)</li> <li>● <a href="https://shelleygrayteaching.com/partial-quotients-alternative-traditional-long-division/">https://shelleygrayteaching.com/partial-quotients-alternative-traditional-long-division/</a> -Partial Quotients</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Complete 'Check My Progress', pg. 385-886 in your math workbook.</li> <li>● <a href="https://www.splashlearn.com/division-games-for-4th-graders">https://www.splashlearn.com/division-games-for-4th-graders</a>-Long Division Game</li> <li>● <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></li> <li>● <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> - Activities assigned by teacher</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> Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a> Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a> Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a> Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a> Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a> Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a> Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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> Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a> Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a> Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b>Notes:</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: Unit 3 Lesson 4

SUBJECT/GRADE: Reading/4th

DATES: December 7-11

What do students need to do?

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

## Monday (12/07):

- Watch the 'BV Week at a Glance' instructional video.
- Our weekly story, 'Eye of the Storm', is an expository text, which tells us about real people, places, and events. Read the selection, pg. 408-419.
- The vocabulary strategy this week focuses on word origins, or root words. We will look at how **word parts, including root words and prefixes, can help readers understand many words.** Complete the Vocabulary worksheet, pg. 213.

## Tuesday (12/08):

- Today, **we will understand that a *cause* is 'why something happens' and an *effect* is 'what happened'.** Complete the 'What's the Effect' worksheet.
- Our spelling skill this week is compound words. **We will recall that compound words are made up of two shorter words,** as we complete the 'Compound Words' worksheet.

## Wednesday (12/09):

- Today, **we will continue to look at Latin roots (struct, scribe, script), remembering that a Latin root is a word part that carries the basic meaning and comes from the Latin language.** Complete the assignment, Latin Roots: Scribe, Script, Struct.
- In this lesson, **we will focus on verb tenses, which tells us when an action is happening.** Read through the top portion of the Past, Present, and Future Tenses worksheet, pg. 214, and complete 1-8.

## Thursday (12/10):

- We will continue in our reading comprehension skill as you complete the Cause and Effect worksheet, pg. 211.
- Use the reading textbook, pg. 413, in order to form a well-developed paragraph in the Written Response assignment, pg. 83-84. Be sure to use the checklist for your writing. You should:
  1. Explain whether Luke's interest in clouds was just a hobby or something more
  2. Each sentence you write helps the reader understand your composition
  3. Make sure you support your main point with details from the text
  4. Try to use correct spelling, capitalization, punctuation, grammar, and sentences

	<p><b>Friday (12/11):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Today, we will show our understanding of the weekly vocabulary and comprehension skill</b>, by completing the Weekly Reading Assessment, pg. 79-82.</li> <li><input type="checkbox"/> Continue working on our weekly skill of compound words, as well as the process of proofreading, as you complete the spelling worksheet, pg. 220.</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"/> 1. Compound Words (Tuesday)</li> <li><input type="checkbox"/> 2. Vocabulary pg. 213</li> <li><input type="checkbox"/> 3. Past, Present, and Future Tenses, pg. 214</li> <li><input type="checkbox"/> 4. Cause and Effect worksheet, pg. 211</li> <li><input type="checkbox"/> 5. Written Response to the Selection, pg. 83-84</li> <li><input type="checkbox"/> 6. Weekly Reading Assessment, pg.79-82</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>	<p>4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution). (Cause &amp; Effect)</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.SL.6 Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English, and use formal English when appropriate to task and situation.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>● Pencil</li> <li>● Reading textbook</li> <li>● Reading worksheets</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=IW8Mvn_DEt0">https://www.youtube.com/watch?v=IW8Mvn_DEt0</a> -Cause and Effect</li> <li>● <a href="https://www.youtube.com/watch?v=OFVO3cRXwK8">https://www.youtube.com/watch?v=OFVO3cRXwK8</a> -Verb Tenses</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://www.roomrecess.com/mobile/ReadingRaiders/play.html">https://www.roomrecess.com/mobile/ReadingRaiders/play.html</a> - Cause and Effect</li> <li>● <a href="https://www.englishclub.com/esl-games/grammar/past-tense-games.htm">https://www.englishclub.com/esl-games/grammar/past-tense-games.htm</a> -Verb Tenses</li> <li>● <a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a> -Activities assigned by teacher</li> <li>● Online books for read <ul style="list-style-type: none"> <li>○ <a href="https://www.funbrain.com/books">https://www.funbrain.com/books</a></li> <li>○ <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>○ <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></li> <li>○ <a href="http://www.epic.com">www.epic.com</a></li> </ul> </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>  Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a>  Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a>  Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a>  Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a>  Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a>  Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a>  Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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>  Mr. Linneweber- <a href="mailto:Cody.Linneweber@k12.sd.us">Cody.Linneweber@k12.sd.us</a>  Ms. Pudwill- <a href="mailto:Andrea.Pudwill@k12.sd.us">Andrea.Pudwill@k12.sd.us</a>  Mr. Sylliaasen- <a href="mailto:Tim.Sylliaasen@k12.sd.us">Tim.Sylliaasen@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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: The Birth of Rocks/West

SUBJECT/GRADE: Science/Social SS -4th

DATES: December 7-11

What do students need to do?

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

## Monday (12/07): Science

- Watch the BV Week at a Glance instructional video.
- This week in Science, we will complete our Birth of Rocks Unit as we look at Lesson 4: How could you survive a landslide? In this lesson, **we will make observations and brainstorm solutions, as we learn about the types, causes, and dangers of landslides.** Read the article, 'Landslide Safety'.
- Watch the video/read the transcript for Lesson 4: How could you survive a landslide?

## Tuesday (12/08): Science

- In today's activity, Slide City, you are faced with the **engineering problems of protecting a house from a landslide and preventing a landslide from happening.**
- Complete the 'Slide City' handout.

## Wednesday (12/09): Social Studies

- Use your *West* magazine, pg. 2, as you label the West region map.
- Gather information from your *West* magazine regarding the geography, history, and attractions of the West,** and complete the following sections of your West brochure:
  - List the West States (pg. 2)
  - States in the Region (pg. 2)

## Thursday (12/10): Social Studies

- Today, you will continue to **look at how natural and human conditions shape the West region,** as you work in your West brochure. Complete the following sections:
  - Landforms (pg. 4-5)
  - History (pg. 6-7)
  - Interesting Facts (use any article)
- Keep the West brochure, you will complete the project next week.

## Friday (12/11): No Assignment



<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"/> 1. 'Slide City' handout</li> <li><input type="checkbox"/> 2. West region map</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>	<p>4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <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>
<p>What materials do students need?</p> <p>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>● 'Landslide Safety' article</li> <li>● Lesson 4: How could you survive a landslide? video and/or transcript</li> <li>● 'Slide City' handout</li> <li>● West magazine</li> <li>● West map</li> <li>● West brochure</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://sdpb.pbslearningmedia.org/resource/buac16-912-sci-ess-nvmodellandslide/killer-landslides-modeling-landslides/">https://sdpb.pbslearningmedia.org/resource/buac16-912-sci-ess-nvmodellandslide/killer-landslides-modeling-landslides/</a> -Modeling Landslides</li> <li>● <a href="https://mrnussbaum.com/western-states-interactive-map">https://mrnussbaum.com/western-states-interactive-map</a> -West Interactive Map</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://www.teachengineering.org/activities/view/cub_natdis_lesson05_activity1">https://www.teachengineering.org/activities/view/cub_natdis_lesson05_activity1</a> -Landslide Extension Activity</li> <li>● <a href="https://study.com/academy/lesson/western-region-of-the-us-lesson-for-kids-facts-climate.html">https://study.com/academy/lesson/western-region-of-the-us-lesson-for-kids-facts-climate.html</a> -Western Region Lesson for Kids</li> <li>● Explore Pebble Go <a href="https://site.pebblego.com/">https://site.pebblego.com/</a> Ask your teacher for login information</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>  Mr. Giles- <a href="mailto:Scott.Giles@k12.sd.us">Scott.Giles@k12.sd.us</a>  Mr. Krivarchka- <a href="mailto:Joe.Krivarchka@k12.sd.us">Joe.Krivarchka@k12.sd.us</a>  Mr. Schultz- <a href="mailto:benjamin.schultz@k12.sd.us">benjamin.schultz@k12.sd.us</a>  Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@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. Harte- <a href="mailto:Sarah.Harte@k12.sd.us">Sarah.Harte@k12.sd.us</a>  Ms. Scholten- <a href="mailto:Tara.Scholten@k12.sd.us">Tara.Scholten@k12.sd.us</a>  Mr. Steemken- <a href="mailto:Evan.Steemken@k12.sd.us">Evan.Steemken@k12.sd.us</a>  Ms. Sunne- <a href="mailto:Noel.Sunne@k12.sd.us">Noel.Sunne@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></p>

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**Notes:**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Steady Beat vs Rhythm

SUBJECT/GRADE: Music/4th Grade

DATES: Dec 7-11






What do students need to do?



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


## Monday (12/7):

- Watch the Music instructional video (link can be found in the upper left corner of this document).
- Definitions to know:
  - Steady Beat is like bread and Rhythms are like the tasty filling**
  - The beat is the steady pulse that you feel in the tune, like a clock's tick. It's the beat you'd naturally clap along to or tap your foot to.**
  - The rhythm is the actual sound or time value of the notes, which in a song would also be the same as the words**
- Play your favorite song, and practice keeping the steady beat. Start with clapping, then switch to patting your legs. You can also try snapping, marching, or any other actions that you can think of. Try to find something in your house you can use as an instrument...2 pencils, a bucket, or 2 pan lids...and use them to keep the steady beat while you listen to your favorite song.
- Sing a simple song that you know (for example Rain Rain Go Away.) Keep the steady beat on your legs while you sing it. Then sing the same song but this time clap to the rhythm of the words.
- Find someone else in your home (a brother, sister, or parent) have them pat a steady beat at the same time that you are clapping along to the rhythm of the song. Once you have got the hang of it, you can swap and take turns to practice both the beat and rhythm.

## Tuesday (12/8):

- All sounds have a length, and it is called duration.**
- Review below.... the following music notes and rests and how many beats they get.
  - Quarter note = 1 beat  quarter rest = 1 beat of silence 
  - A pair of 8<sup>th</sup> notes = 1 beat 
  - A half note = 2 beats  a half rest = 2 beats of silence 

A Whole note = 4 beats     a whole rest = 4 beats of silence    

4 -sixteenth notes = 1 beat 

If you have technology available watch the following video to learn more about the note durations

<https://www.youtube.com/watch?v=Lt-fYFq6uYI>

Watch the following video and clap along to the rhythms

<https://www.youtube.com/watch?v=87Q-Ad5urhs>

### Wednesday (12/9):

Matching game:

Get a piece of plain paper and cut it into 16 equal square pieces.

On each square you are going to draw one note or one rest ( see above for examples of how to draw them. ) then on the pieces of paper that are left you are going to write a number that represents the amount of beats .

Turn all the papers upside down and then play a matching game. You pick two of the papers and turn them over. If they are a match you keep them. (for example if you turned over a quarter note and a paper that said 1 beat- that would be a match) If they are not a match turn them back upside down. (maybe you can find someone to play this game with.)

List for the game:

Quarter note =1 beat

quarter rest =1 beat

Half note = 2 beats

half rest= 2 beats

A pair of 8<sup>th</sup> notes = 1 beat

A whole note = 4 beats

A whole rest = 4 beats

Four 16<sup>th</sup> notes = 1 beat

### Thursday (12/10):

- Draw the following music notes, and then label their name and write how many beats they get. **Take a picture and submit to your music teacher.**

- Quarter note
- Quarter rest
- Half note
- Half rest
- A pair of 8<sup>th</sup> notes
- Whole note
- Whole rest
- Four 16<sup>th</sup> notes

- If you have technology available either click the link below or use the QR code. Use your hands to make the different notes and sing and follow along!

<https://www.quavermusic.com/QR/X9E59N>



**Friday (12/11):**

- Sometimes we say words with rhythm patterns to help us play them correctly.**
- Practice clapping the following rhythm patterns in the box below while you say the words.
- Then find something in your house that you could use as an instrument like.... 2 spoons....2 pencils.....a bucket with a wood spoon, or even 2 pan lids tapped together. Use the instrument you found to play the rhythm patterns.
- For an extra challenge....Play your favorite song- and practice clapping/playing the rhythm patterns below while your song is playing.

## RHYTHM GUIDE

 HOT DOG 	 GRAPE SODA 	 APPLE PIE 	 HOT FUDGE SUNDAE 	 COCONUT SHRIMP 
 RICE KRISPIE TREAT 	 CHOCOLATE STRAWBERRY 	 CINNAMON OATMEAL 	 MILK AND CEREAL 	 AVOCADO TOAST 
 CHEESE RAVIOLI 	 STRAWBERRY ICE CREAM 	 CHIPS AND GUACAMOLE 	 TATER TOT CASSEROLE 	 PEPPERONI PIZZA 

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

- Submit the Following (Optional):
- 1. A picture of your drawn music notes & rests (Thursday's assignment)
- Submit Work Via:
1. Email it to the teacher
  2. Drop off at school

What standards do the lessons cover?

4.MU.C.r1.1.b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities and meters. 4.MU.Pr.4.2.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. 4.MU.Pr.6.1.a. Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.

What materials do students need?  
What extra resources can students use?

- Required Materials:
- pencil and paper – technology if available – radio or computer or CD with music, something to use as an instrument in your home
- Extra Resources:
- Youtube (links provided)

What can students do if they finish early?

EduTyping <https://www.edotyping.com/student>

Who can we contact if we have questions?

**Brandon Elementary**  
**Building Principal:** Mr. Horst- [Merle.Horst@k12.sd.us](mailto:Merle.Horst@k12.sd.us)  
**Music:** Ms. Fode- [Rachael.Fode@k12.sd.us](mailto:Rachael.Fode@k12.sd.us)  
**Robert Bennis Elementary**  
**Building Principal:** Ms. Hofkamp- [Kristin.Hofkamp@k12.sd.us](mailto:Kristin.Hofkamp@k12.sd.us)  
**Music:** Mr. Fode- [Jeff.Fode@k12.sd.us](mailto:Jeff.Fode@k12.sd.us)  
**Fred Assam Elementary**  
**Building Principal:** Ms. Foster- [Susan.Foster@k12.sd.us](mailto:Susan.Foster@k12.sd.us)  
**Music:** Ms. Verberg- [April.Verburg@k12.sd.us](mailto:April.Verburg@k12.sd.us)

**Valley Springs Elementary**

**Building Principal:** Ms. Palmer- [Tanya.Palmer@k12.sd.us](mailto:Tanya.Palmer@k12.sd.us)

**Music:** Ms. Ackerman- [Jodi.Ackerman@k12.sd.us](mailto:Jodi.Ackerman@k12.sd.us)

**Notes:**

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

*Brandon Valley School District*