

Brandon Valley School District
Distance Learning Plans
December 14-18, 2020

Grade 2



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ch. 4: Subtracting 2 Digit Numbers

SUBJECT/GRADE: Math / 2nd

DATES: December 14-18

<p>What do students need to do?</p> <p>Link to BV Week at a Glance instructional video.</p>	<p><u>Chapter 4 Learning Target: I can subtract two digit numbers with regrouping.</u></p> <p>Monday (12/14):</p> <ul style="list-style-type: none"><input type="checkbox"/> Watch the BV Week at a Glance instructional video.<input type="checkbox"/> Complete Subtract Two-Digit Numbers pages 250-252. <p>Tuesday (12/15):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Subtract Two-Digit Numbers pages 253-254. <p>Wednesday (12/16):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Rewrite Two-Digit Subtraction pages 256-258. <p>Thursday (12/17):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Check Subtraction pages 262-264. <p>Friday (12/18):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete Write a Number Sentence pages 268-270.
<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. Pages 250-252: Subtract Two-Digit Numbers<input type="checkbox"/> 2. Pages 268-270: Write a Number Sentence <p>Submit Work Via:</p> <ol style="list-style-type: none">1. Electronically via Seesaw (preferred method, if possible)2. Email it to the teacher3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>2.OA.1 Use addition and subtraction within 100 to solve 1 & 2 step word problems</p> <p>2.NBT 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>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> <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.)</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"> ● math book, pencil <p>Optional Materials:</p> <ul style="list-style-type: none"> ● Base Ten Blocks
<p>What can students do if they finish early?</p>	<p>Extra Materials:</p> <ul style="list-style-type: none"> ● Freckle Math https://student.freckle.com/#/login ● Rewrite Two-Digit Subtraction pages 259-260 ● Check Subtraction pages 265-266 ● Write a Number Sentence pages 271-272
<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: Have a growth mindset- these skills can be tricky, but with persistence and hard work, you can do it! :)</p>	

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: A Weed is a Flower

SUBJECT/GRADE: Reading / 2nd

DATES: December 14-18

What do students need to do?

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

Monday (12/14):

- Watch the BV Week at a Glance instructional video.
- Review Facts and Opinions:** Complete page 165: Comprehension: Fact and Opinion (in your handouts packet).

Tuesday (12/15):

- To demonstrate understanding of Facts, Opinions, and Inferring:** Read “A Weed is a Flower” in your Reading Street book pages 486-507. Answer the comprehension questions from page 508 on a piece of paper or verbally discuss your answers with an adult/peer.

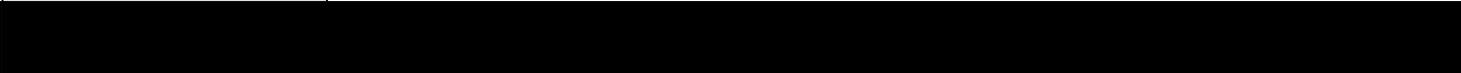
Wednesday (12/16):

- Spelling:** Students may choose to complete either page 161 **OR** 162 (in your handouts packet): Comparative Endings -er, -est. If they would like a challenge, they may complete both spelling practice pages.
- Writing: Biography**
- Informative/explanatory texts: introduce a topic, use facts and definitions to develop points, use linking words and phrases to connect ideas, and provide a concluding statement.
 - Begin brainstorming subjects for your biographical paragraph. You will be writing about a person you know or someone who can be found on PebbleGo.
 - After you decide on your subject, use the biography planning and character traits list pages to write down three character traits you could use to describe them, along with facts about their life that support the traits you’ve chosen.

Thursday (12/17):

- Grammar:** Students may choose to complete either page 163 **OR** 164 (in your handouts packet) Conventions: Verbs: Am, Is, Are, Was, Were.
- Writing:** Using the facts from your brainstorming yesterday and linking words or phrases, add an introduction and conclusion to write a rough draft of your informational biographical paragraph.

	<p>Friday (12/18):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: Sequencing: Complete page 160 (in your handouts packet): Comprehension: Sequence Review. <input type="checkbox"/> Writing: Use the editing checklist to evaluate your rough draft and make changes if necessary. Show your revised rough draft and editing checklist to an adult and ask them to use the editor’s marks to add suggestions to your writing. Make suggested changes (if any) to your draft and then write the final copy of your paragraph in your neatest handwriting (include the fixes you made to the rough draft).
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<p>What do students need to submit? How can students submit their work?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Page 163 OR 164: Grammar: Verbs: Am, Is, Are, Was, and Were <input type="checkbox"/> 2. Final Copy of your informational biographical paragraph <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
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<p>What standards do the lessons cover?</p>	<p>2.RI.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.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.8 Describe how details / evidence supports specific points the author makes in a text.</p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2.W.2 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section <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.</p> <p>2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults.</p>
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<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
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<p>What can students do if they finish early?</p>	<p>https://student.freckle.com/#/login Read for 20 minutes every day. https://www.getepic.com/sign-in https://www.storylineonline.net/</p>
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Who can we contact if we have questions?

Brandon Elementary

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

Robert Bennis Elementary

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

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

Brandon Valley School District Distance Learning Plan

LESSON/UNIT: A World of Culture

SUBJECT/GRADE: Social Studies/2nd grade

DATES: December 14-18

What do students need to do?

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

Social Studies Learning Target: *I can compare how holidays are celebrated in different cultures.*

Monday (12/4): Introduction to A World of Culture

- Watch the BV Week at a Glance instructional video.
- In your "A World of Culture" magazine, read pages 2-5. After reading, discuss with a family member or peer: **What are some other things that might be a part of someone's culture, or way of life? Why do you think so?**

Tuesday (12/15): A World of Culture

- In your "A World of Culture" magazine, read pages 6-9. After reading, discuss with a family member or peer: **Why did people immigrate long ago? Why do you think many people chose to come to the United States?**

Wednesday (12/16): A World of Culture

- In your "A World of Culture" magazine, read pages 10-13. After reading, discuss with a family member or peer: **Why do people immigrate today? What are some of the feelings and thoughts immigrants may have as they travel and when they arrive to the United States? Provide evidence for your answers.**

Thursday (12/17): A World of Culture

- In your "A World of Culture" magazine, read pages 14-17. After reading, **use a Venn Diagram to compare and contrast any two cultures that you read about in this magazine. Think about their celebrations, traditions, and values.**

Friday (12/18): A World of Culture

- Think about all of the components that make up the culture you've been raised in (celebrations, traditions, and values). **Illustrate and write** about a family holiday celebration or tradition that you'd like to share with your class.
- Distance Learning Cohort students will upload this to SeeSaw where it will be shared with everyone so we can learn about each other and make connections about how our holiday celebrations are similar and different!

What do students need to submit?

Submit the Following:

- 1. Illustration and writing project sharing your holiday celebration or tradition.

Submit Work Via:

How can students submit their work?	<ol style="list-style-type: none"> 1. Electronically via Seesaw (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
What standards do the lessons cover?	<p>2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past.</p> <p>2.H.2.1 Compare how holidays are celebrated in different cultures.</p>
What materials do students need? What extra resources can students use?	<p>If you do not have access to the required materials, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● A World of Culture magazine ● Venn Diagram
What can students do if they finish early?	<ul style="list-style-type: none"> ● Epic https://www.getepic.com/students ● PebbleGO https://www.pebblego.com
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>

Brandon Valley School District Distance Learning Plan

LESSON/UNIT:

SUBJECT/GRADE: Counselor/

DATES: December 14 -18

What do students need to do?

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

Monday (12/14): Friendship

- Watch the Counseling instructional video (link can be found in the upper left corner of this document).
- Making friends skills**
 - What qualities do we look for in a friend?
 - Why do we want friends?
 - Friendship skills: Introducing ourselves, Starting and Ending a conversation, Inviting/Join a game, and Taking Turns
 - Video - Friendship Soup
<https://www.youtube.com/watch?v=H7w7yXkJTU0&t=83s>
 - Book recommendations:
 - Shubert's New Friend - Dr Becky Bailey
 - Old Friends, New Friends - Andrew Daddo
<https://www.youtube.com/watch?v=AJBp0CEgohE>

Tuesday (12/15): Tattling/Reporting

- What is a tattle?
- What is a report?
- How does tattling affect friendships?
- Why do people tattle?
- Book recommendations:
 - A Bad Case of Tattle Tongue
<https://www.youtube.com/watch?v=p3TakziF0mA>
 - Don't Squeal Unless It's A Big Deal
https://www.youtube.com/watch?v=QWLF_bHRRsl
 - Miles McHale Tattletale - Christianne Jones
<https://www.youtube.com/watch?v=hyn0JvZe5vE&t=213s>

Wednesday (12/16): Taking "No" for an Answer and Giving a "No" - STOP

- It is the first step in establishing boundaries
- Say "okay"
- Avoid temper tantrums and arguing when given a "no."
- Handle disappointment
- Go with the flow

- No means Stop
- When asked to stop, stop right away.
- Book recommendation:

- I Just Don't Like the Sound of NO

<https://www.youtube.com/watch?v=AJBpOCEgohE>

Thursday (12/17): Personal Space

- The distance from another person at which one feels comfortable.
- Personal Space is sometimes called our "bubble."
- Intimate space, personal space, social and public

- Book Recommendations:

- Personal Space Camp - Julia Cook

<https://www.youtube.com/watch?v=A8HyAAQEGRO>

- Harrison P. Spader Personal Space Invader - Christianne Jones

<https://www.youtube.com/watch?v=huOXRzZAn0A>

Friday (12/18): Apology

- Steps of an apology

- * Recognize what you did that hurt someone

- * Identify how that person felt.

- * Identify what you can do differently the next time.

- * Decide how you will make it up to the person you hurt.

- Be sincere when making an apology

- Apologies are necessary to repair relationships

- Book recommendations:

- Zach Apologizes - William Mulcahy

- <https://www.youtube.com/watch?v=JgbhqopsQQ4>

- Sorry -Trudy Ludwig

- <https://www.youtube.com/watch?v=GKZkNTJ4Sz>

What do students need to submit?

How can students submit their work?

Submit the Following (Optional):

- 1. nothing to submit

Submit Work Via:

1. Email it to the teacher
2. Drop off at school

What standards do the lessons cover?	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 3. Sense of belonging in the school environment B-SS 2. Create positive and supportive relationships with other students B-SMS 2. Demonstrate self-discipline and self-control
What materials do students need? What extra resources can students use?	Required Materials: <ul style="list-style-type: none"> ● Tattling Handout ● Apologies Handout Extra Resources: <ul style="list-style-type: none"> ●
What can students do if they finish early?	Dance Mat Typing https://www.dancemattypingguide.com/
Who can we contact if we have questions?	Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Counselor: Ms. Kolb- Vickie.Kolb@k12.sd.us Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Counselor: Ms. Osheim- Tammy.Osheim@k12.sd.us Fred Assam Elementary Building Principal: Ms. Foster- Susan.Foster@k12.sd.us Counselor: Ms. Nelson- Angie.Nelson@k12.sd.us Valley Springs Elementary Building Principal: Ms. Palmer- Tanya.Palmer@k12.sd.us Counselor: Ms. Palmer- Tanya.Palmer@k12.sd.us
Notes:	