

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

Grade 4



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Chapter 6 / Chapter 7 - Patterns & Sequences

SUBJECT/GRADE: Math

DATES: December 14-18

<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 (12/14):</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 demonstrate our knowledge of long division, as we <b>find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</b>, while we complete the Division House handout. Write the equation for each problem. You must show all your work.</li></ul> <p><b>Tuesday (12/15):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Today, we will use our Division House handout to create our winter wonderland houses! Your drawing details should match your Division House handout. Refer to the Week at a Glance video to view a finished example.</li><li><input type="checkbox"/> <u>Distance Learning Cohort</u> - We will be creating a class blog in Seesaw which will give you the opportunity to share your Division House with your classmates. Be sure to submit your best work in Seesaw! More information coming soon!</li></ul> <p><b>Wednesday (12/16):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In today's lesson, we will move into Chapter 7, Lesson 2: Numeric Patterns. <b>We will look at how a list of numbers, figures, or symbols follow a rule.</b></li><li><input type="checkbox"/> Use pg. 419-420, to assist in completing pg. 421.</li></ul> <p><b>Thursday 12/17):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Today, we will work on Lesson 3: Sequences. <b>We will understand that patterns follow a rule, and the ordered arrangement of terms that make up a pattern are called a sequence.</b> Work on extending a pattern as you complete pg. 427-428.</li></ul> <p><b>Friday (12/18):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> We will show our understanding of patterns and a sequence, as we complete 'Problem Solving', pg. 436.</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. Division House handout</li><li><input type="checkbox"/> 2. Chapter 7: Lesson 3, pg. 427-428</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><b>4.NBT.6-6</b> - 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><b>4.OA.5</b> - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself</p> <p><b>4.OA.3</b> -- Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</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 House handout</li> <li>● Paper for Division House</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://www.youtube.com/watch?v=l45rkZHSq_A">https://www.youtube.com/watch?v=l45rkZHSq_A</a> -Patterns and Sequence</li> </ul>
<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● Complete pg. 433-434 in your math workbook.</li> <li>● <a href="https://mrnussbaum.com/divide-pal-online-workshop">https://mrnussbaum.com/divide-pal-online-workshop</a> -Divide Pal</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>	

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



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 3 Lesson 5

SUBJECT/GRADE: Reading/4th

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.
- Our weekly story, 'Paul Bunyan', is a tall tale, featuring characters with superhuman abilities and exaggerated details. Read the selection, pg. 437-449.
- The vocabulary strategy this week is suffixes. A suffix is a word part that is added to the end of a word. We will look at how **suffixes, when added to a base word, change the meaning of the word.** Complete the Vocabulary worksheet, pg. 224.

## Tuesday (12/15):

- Today, **we will understand that a generalization is a broad statement based on several examples.** We will use what our text says in order to make a generalization. This will lead into our upcoming skill of making inferences, as we use what our text says, in addition to what we know, in order to make an inference.
- Complete the Generalize worksheet, pg. 166.
- Our spelling skill this week is possessives. **We will use an apostrophe correctly when spelling both singular and plural possessive nouns,** as we complete the 'Possessives' worksheet, pg. 159.

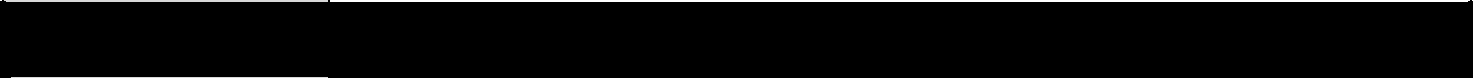
## Wednesday (12/09):

- Today, **we will demonstrate an understanding of figurative language and word relationships, as we focus on similes and metaphors.** Complete the assignment, 'Which is it? Simile or Metaphor?'
- In this lesson, **we will focus on irregular verbs, which change to other words to show past tense.** Read through the handout for irregular verbs, pg. 225, and complete the Irregular Verbs worksheet, pg. 167.

## Thursday (12/10):

- We will continue in our reading comprehension skill as you complete the Generalize worksheet, pg. 222.
- Use the reading textbook, pg. 437, in order to form a well-developed paragraph in the Written Response assignment, pg. 89-90. 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

	<p>3. Make sure you support your main point with details from the text</p> <p>4. Try to use correct spelling, capitalization, punctuation, grammar, and sentences</p> <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. 85-88.</li> <li><input type="checkbox"/> Continue working on our weekly skill of possessives, as well as the process of proofreading, as you complete the spelling worksheet, pg. 231.</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. Possessives worksheet, pg. 159</li> <li><input type="checkbox"/> 2. Vocabulary pg. 224</li> <li><input type="checkbox"/> 3. Irregular Verbs worksheet, pg. 167</li> <li><input type="checkbox"/> 4. Generalize worksheet, pg. 222</li> <li><input type="checkbox"/> 5. Written Response to the Selection, pg. 89-90</li> <li><input type="checkbox"/> 6. Weekly Reading Assessment, pg. 85-88</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><b>4.RL.1</b> Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</p> <p><b>4.RL.7</b> Make connections between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.</p> <p><b>4.RL.9</b> Compare and contrast the author's approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p><b>4.L.5</b> Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p><b>4.SL.2</b> Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.</p> <p><b>4.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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<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=FV0z99Z2gYg">https://www.youtube.com/watch?v=FV0z99Z2gYg</a> -Making Generalizations</li> <li>● <a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a> -Similes and Metaphors</li> </ul>
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<p>What can students do if they finish early?</p>	<ul style="list-style-type: none"> <li>● <a href="https://jeopardylabs.com/play/lets-make-generalizations">https://jeopardylabs.com/play/lets-make-generalizations</a> - Generalization Jeopardy</li> <li>● <a href="https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=564404">https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=564404</a> - Simile or Metaphor Jeopardy</li> <li>● Read or listen to tall tales and look for exaggerations</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> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ <a href="http://www.epic.com">www.epic.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>  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><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. 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><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. 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><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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

# Brandon Valley School District Distance Learning Plan

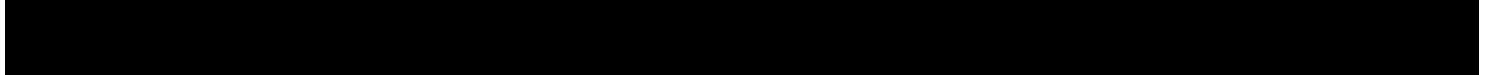
LESSON/UNIT: The Birth of Rocks/West

SUBJECT/GRADE: Science/Social SS -4th

DATES: December 14-18



<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 (12/14): Science</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"/> This week in Science, we will review and recall learned concepts from our Birth of Rocks Unit. Today, <b>we apply what we've learned in weathering, and the rate of erosion by water, ice, wind, or vegetation.</b></li><li><input type="checkbox"/> Watch 'What is Weathering?' - Video URL: <a href="https://rb.gy/hk7og8">https://rb.gy/hk7og8</a></li><li><input type="checkbox"/> Complete pg. 1-3 in the Birth of Rocks Unit Assessment.</li></ul> <p><b>Tuesday (12/15): Science</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> In today's lesson, <b>we will focus on analyzing and interpreting data from maps, in regards to earthquakes, volcanoes, and landslides, to describe patterns of the Earth's features.</b></li><li><input type="checkbox"/> Watch 'Volcanic Eruption Explained' - Video URL: <a href="https://rb.gy/jv7xfj">https://rb.gy/jv7xfj</a></li><li><input type="checkbox"/> Complete pg. 4-6 in the Birth of Rocks Unit Assessment.</li></ul> <p><b>Wednesday (12/16): Social Studies</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Gather information from your West magazine regarding the climate, landmarks, and other attractions of the West, and complete the following sections of your West brochure:</b><ul style="list-style-type: none"><li><input type="checkbox"/> Climate and Weather (pg. 14-17)</li><li><input type="checkbox"/> Tourist Attractions (pg. 12-13)</li><li><input type="checkbox"/> Why would you visit this region? (use any article)</li></ul></li></ul> <p><b>Thursday (12/17): Social Studies</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Today, you will <b>demonstrate your knowledge of the West region, including geography, climate, landmarks, and attractions.</b></li><li><input type="checkbox"/> Complete 'The West' worksheet.</li></ul> <p><b>Friday (12/18): No Assignment</b></p>
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<p>What do students need to submit?</p>	<p>Submit the Following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1. Birth of Rocks Unit Assessment</li><li><input type="checkbox"/> 2. West brochure</li></ul>
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How can students submit their work?	<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>
What standards do the lessons cover?	<p><b>4-ESS2-1</b> - 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><b>4-ESS3-2</b> - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p><b>4.G.3.1</b> Describe how natural and human conditions shape places and regions</p>
What materials do students need? What extra resources can students use?	<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>● Access to videos</li> <li>● Birth of Rocks Unit Assessment</li> <li>● West magazine</li> <li>● West brochure (started last week)</li> <li>● 'The West' worksheet</li> </ul> <p>Extra Resources:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=27dUMzUJvI8">https://www.youtube.com/watch?v=27dUMzUJvI8</a> -Bill Nye Erosion</li> <li>● <a href="https://mrnussbaum.com/western-states-interactive-map">https://mrnussbaum.com/western-states-interactive-map</a> -West Interactive Map</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● <a href="http://volcano.oregonstate.edu/volcano-games">http://volcano.oregonstate.edu/volcano-games</a> -Volcano simulations and games</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>
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>  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></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. 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></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. 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></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. Lueders- <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>

**Notes:**

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

*Brandon Valley School District*

# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Tchaikovsky's Nutcracker & Dynamics  
18 2020

SUBJECT/GRADE: 4th Grade Music

DATES: Dec 14-

What do students need to do?

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

## Monday (12/14):

- 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 (12/15):

- 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 (12/16):

- 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 (12/17):**

- 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 (12/18):**

- 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?

**MU.Pr.4.2.a** Demonstrate understanding of the structure in music selected for performance.  
**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). **MU.Pr.5.1.a** Apply teacher- provided and collaboratively- developed criteria and feedback to evaluate accuracy of ensemble performances. **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. **4.MU.Re.9.1.a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. **MU.Cn.11.1.a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<p>What materials do students need? What extra resources can students use?</p>	<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>
<p>What can students do if they finish early?</p>	<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>
<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>Music:</b> Ms. Fode- <a href="mailto:Rachael.Fode@k12.sd.us">Rachael.Fode@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>Music:</b> Mr. Fode- <a href="mailto:Jeff.Fode@k12.sd.us">Jeff.Fode@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>Music:</b> Ms. Verberg- <a href="mailto:April.Verburg@k12.sd.us">April.Verburg@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>Music:</b> Ms. Ackerman- <a href="mailto:Jodi.Ackerman@k12.sd.us">Jodi.Ackerman@k12.sd.us</a></p>
<p><b>Notes:</b></p>	

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

*Brandon Valley School District*