

Brandon Valley School District  
District Learning Plan  
May 4-8, 2020

Grade 4 Reading



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Review Skills

SUBJECT/GRADE: Reading/4th

DATES: May 4-8

<p>What do students need to do?</p> <p><u><a href="#">Link to BV instructional video for week of May 4-8, 2020</a></u></p>	<p>Monday: (5/4) - Read the article Role Model and complete the activity that follows</p> <p>Tuesday: (5/5) - Read the article Travel to Wounded Knee and discuss it with a family member</p> <p>Wednesday: (5/6) - Read the article Zebra Stripes and answer the comprehension questions</p> <p>Thursday: (5/7) - Complete the alliteration and idiom pages</p> <p>Friday: (5/8) - Read for 20 minutes and write a 3-5 sentence summary about what you read</p>
<p>What do students need to bring back to school?</p>	<p>1. The Role Model activity</p>
<p>What standards do the lessons cover?</p>	<p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>4.RL.10 By the end of the year read and comprehend a variety of literary texts.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Need: articles, worksheets, book to read, pencil and paper</p> <p>Extra:</p> <ul style="list-style-type: none"> <li>• Alliteration: <a href="https://www.youtube.com/watch?v=GxOvT2pEAEo">https://www.youtube.com/watch?v=GxOvT2pEAEo</a></li> <li>• Idioms: <a href="https://www.youtube.com/watch?v=iUT_WSavAC8">https://www.youtube.com/watch?v=iUT_WSavAC8</a></li> <li>• Wounded Knee for kids: <a href="https://www.youtube.com/watch?v=UJ-cUsUg_J0">https://www.youtube.com/watch?v=UJ-cUsUg_J0</a></li> <li>• Remembering Wounded Knee: <a href="https://www.youtube.com/watch?v=WnhE3FCUmc">https://www.youtube.com/watch?v=WnhE3FCUmc</a></li> <li>• Scholastic Reading website - <a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a></li> <li>• Storyline Online: Have some of your favorite stories read to you by movie stars! - <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>• Into the Book: Go "into the book" to play games that practice reading strategies! <a href="https://reading.ecb.org/">https://reading.ecb.org/</a></li> <li>• <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></li> <li>• <a href="https://ngexplorer.cengage.com/ngyoungexplorer/index.html">https://ngexplorer.cengage.com/ngyoungexplorer/index.html</a></li> <li>• <a href="https://www.getepic.com/?utm_channel=search&amp;gclid=EAlaIqobChMI_o3_eyw6AlVWPfjBx3LcwGfEAAyASAAEgLDDfD_BwE">https://www.getepic.com/?utm_channel=search&amp;gclid=EAlaIqobChMI_o3_eyw6AlVWPfjBx3LcwGfEAAyASAAEgLDDfD_BwE</a> -Epic</li> <li>• <a href="https://www.audible.com/">https://www.audible.com/</a></li> <li>• Ebooks at Siouxland Libraries - <a href="https://siouxlandlib.org/">https://siouxlandlib.org/</a></li> </ul>

What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Create an informational brochure about zebras or Wounded Knee</li> <li>● Write a letter to someone you think is a good role model. Make sure to tell them why you think that.</li> <li>● Write a funny story about a zebra</li> <li>● Start a journal about your time away from school</li> <li>● Create an advertisement for the book you're reading.</li> <li>● Create a new book cover for the book you're reading</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>  Ms. Lane- <a href="mailto:Katee.Lane@k12.sd.us">Katee.Lane@k12.sd.us</a>  Mr. Rogers- <a href="mailto:Marshall.Rogers@k12.sd.us">Marshall.Rogers@k12.sd.us</a>  Mr. Schultz- <a href="mailto:Benjamin.Schultz@k12.sd.us">Benjamin.Schultz@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>  Ms. Storm- <a href="mailto:Jena.Storm@k12.sd.us">Jena.Storm@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. Abens- <a href="mailto:lindsey.abens@k12.sd.us">lindsey.abens@k12.sd.us</a> long-term sub for <a href="mailto:laura.lueders@k12.sd.us">laura.lueders@k12.sd.us</a></p>
<b>Notes:</b>	

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

*Brandon Valley School District*

# Finding a Role Model

It all started last week when my teacher assigned us to write an essay about our role models. I told her I didn't have a role model. She said I probably did and that I just didn't realize it.

My friends would tell you their role models are musicians, actors, and athletes, but some of these famous people seem to get into trouble or make bad decisions. I guess I just have higher standards for a role model.

After high school, she lived at home, waited tables at a local restaurant, and spent her money as quickly as she earned it. One of Aunt Louise's regular customers always asked her why such a smart gal like her was working for someone else. He told her she was intelligent enough to work for herself. Eventually, Aunt Louise took his advice.

She resolved to go to college even though she hadn't done well in high school. She enrolled in classes at the community college and continued waiting tables at night. A year later she was accepted to a four-year college in Oregon.

Aunt Louise worked hard and finally graduated from college, earning a degree in business. She was the first one in our family to graduate from college. Soon after graduation, she opened an interior design shop and worked for herself. She also wrote a book called *Louise's Guide to Decorating on a Budget*, which has sold thousands of copies.

Aunt Louise overcame a lot of obstacles to achieve success. In the beginning her biggest obstacle was herself. She made a lot of mistakes, but she proved that she could do better and excel at something that was important to her.

I thought about how wonderful it was that Aunt Louise had her own business, and I decided then and there that I want

to become the second person in our family to graduate from college. If I work hard enough, I can own my own business one day too. I chose Aunt Louise as my role model. Now, I've got to get started on my essay!

**Directions: Use the article to help you answer the following questions**

- 1.) Aunt Louise is the narrator's role model. Make a list of the characteristics that make Aunt Louise a good role model.

---

---

---

- 2.) Write three questions you might ask your role model about being successful.

- ---

---
- ---

---
- ---

---

- 3.) Do you think it's okay to have a role model who got in trouble or made bad decisions as a teenager? Write a paragraph and give evidence that supports your opinion.

---

---

---

---

---

---

---



# WOUNDED KNEE

**ESTABLISHED IN:** Not Incorporated  
**POPULATION:** 382

Photo source: Napa

## Town History

Wounded Knee is located on the Pine Ridge Indian Reservation. It was named after Wounded Knee Creek. The creek was named for an Oglala warrior who was "wounded in the knee" by an arrow during a fight with Crow Indians.

## Vocabulary

**NATIVE AMERICAN RESERVATION:** *an area of land managed by a Native American tribe under the U.S. Bureau of Indian Affairs*

(<https://www.usdakotawar.org/history>)

**MASSACRE:** *the violent killing of many people*

**INCARCERATION:** *confinement in a jail or prison*

## Wounded Knee Massacre of 1890

Chief Sitting Bull was a very important Native American chief, warrior, and spiritual leader. He was born in 1831 and given the name *Tatanka-lyotanka*, which is a description of a buffalo bull sitting on its back legs. He became a chief in 1868 after showing great bravery in several battles. Chief Sitting Bull was against Native American people being forced to live on reservations. After gold was discovered in the Black Hills and prospectors rushed into the area, the Chief encouraged Sioux and Cheyenne warriors to leave their reservations and gather in Montana to fight for their sacred land.

In the late 1800s, trouble started between the Oceti Sakowin (Sioux) Indians and the government because of a new religion called the Ghost Dance. Oceti Sakowin followers of the religion performed the Ghost Dance because they believed it would return the earth to the way it was before settlers came and took over their land. The Ghost Dance concerned the government because they

believed it was a war dance, so they ordered the arrest of many Native American leaders. Chief Sitting Bull was one of the leaders targeted for arrest. During his

incarceration on the Standing Rock Indian Reservation, Chief Sitting Bull was killed by agency police.

After Chief Sitting Bull was killed, Chief Big Foot and a tribe of Lakota ran from the Cheyenne River Indian Reservation in fear. They were on their way to the Pine Ridge Indian Reservation for protection. Chief Big Foot and his followers were captured by the 7th Cavalry of the United States Army and brought to the Pine Ridge

Indian Reservation near Wounded Knee

Creek. The Cavalry took all weapons from the Native Americans. On December 29, 1890, almost 500 armed members of the 7th Cavalry began shooting at the unarmed tribe. Over 200 Native American men, women, and children were killed and over 150 people were never found as a result of the Wounded Knee Massacre. No one is sure why the first shot was fired that day.

### Research - Discuss - Learn

1. Research to find out more about the Ghost Dance. Share two facts about this historical dance.

2. How many Native American reservations are in South Dakota? Why were these reservations established?



# WOUNDED KNEE

## Native American Leaders

*There have been many great Native American leaders. Let's learn about some famous Native American Chiefs.*

### Chief Sitting Bull

- Born in 1831; He was given the name "Takanka Yotanka" which means "sitting bull" or a "a large bull buffalo at rest."
- He was a member of Buffalo Bill's Wild West show.
- When Lt. Colonel Custer invaded the Black Hills in 1874, Sitting Bull played a key role in gathering Lakota and Cheyenne warriors to defend their land.
- After he died, his remains were relocated near Mobridge where a monument stands in his honor.

### Chief Spotted Tail

- Born in 1823; He was given the name Tataka Napsica, which means "jumping buffalo." He later took the warrior name Sinte-Galeeska, which means 'Spotted Tail.' He was an uncle to Chief Crazy Horse.
- He fought in the Grattan Fight, which was the first battle between the Lakota and the United States military. This battle occurred in present-day Wyoming.
- He signed the Treaty of Fort Laramie. Chief Spotted Tail traveled often to Washington D.C. to represent his people to the United States government.
- He would not sell the Black Hills to the government after gold was discovered. The government offered \$6 million for the land. Spotted Tail had learned the gold mines were worth much more.

### Chief Crazy Horse

- Born in 1840; He was given the name Tashunka Witco, which means "His-Horse-is-Crazy."
- Crazy Horse fought in many battles and worked hard to keep the traditions and lifestyle of his people. He was against tribes moving onto reservations.
- Crazy Horse was a war leader in the Native America victory that killed Lt. Colonel George Custer at the Battle of the Little Bighorn.
- A memorial in his honor is being carved into a mountain in the Black Hills. Chief Crazy Horse was chosen for this honor because he was a skilled warrior, was loyal to his people, and was thought to be a hero. Today only his head and arm are complete, but work continues on the monument. Sculptor Korczak Ziolkowski started work on the monument in 1947.

### Chief Red Cloud

- Born in 1822; He was given the name Mahpiya Luta, which means "red cloud."
- He led his warriors in Red Cloud's War fought in the states of Wyoming and Montana.
- Chief Red Cloud helped his people move and get used to reservation living. In 1897 he traveled to Washington D.C. to work with the government on better living conditions on reservations.



History  
PASSPORT

We have learned about people who were an important part of Native American history. Complete the *Native American Leaders and Legends* to learn more about these leaders.

## Scavenger Hunt

Name a major town or city on each Native American Reservation in South Dakota.

## Timeline Builder

Use your Timeline Builder to create a timeline of events leading up to the Wounded Knee Massacre of 1890.



## What About Wheat?

Did you know that South Dakota farmers provide 7% of the wheat that is raised in the United States each year? In fact, South Dakota is 6th in the nation in the production of this crop. In 2016, over 47 million bushels of wheat were harvested. Some of the wheat that is grown in South Dakota and in the United States is exported, or sent to other countries. Let's take a closer look at this important grain.

We have learned that almost everything we eat, wear, and use each day comes from a farm. These farm products move through many different processes before they end up in our homes and on our tables. More foods are made with wheat than any other cereal grain.

History shows that the first people to eat wheat probably did so about 17,000 years ago. They chewed and ate kernels of the wild grain.

Wheat is an annual grass plant that grows two to three feet tall. The plants have long and narrow green leaves that turn golden when it is time to harvest. The wheat head contains kernels or seeds and is located at the top of the plant. The kernels are the only part of the plant used for human food. There are two major types of wheat planted in the United States. Winter wheat is planted in September and harvested the following summer. Spring wheat is planted in April or May and harvested in August or September.

### Research - Discuss - Learn

1. What is the difference between winter wheat and spring wheat?
2. Name four foods that are made with wheat.

## FUN FACTS ABOUT WHEAT

- One bushel of whole wheat can make 64 pounds of flour which can be used to make 64 loaves of bread.
- One acre of land can produce over 46 bushels of wheat.

**Source: Foods and Farm Facts – American Farm Bureau**



*Agriculture*  
PASSPORT

Wheat is an important grain crop in South Dakota. Learn about the parts of a wheat plant and their functions by completing the ***Parts of a Wheat Plant*** and ***Parts of Wheat Kernel*** activities.

## Travel Log

### WRITE IN YOUR JOURNAL

The difference between spring and winter wheat is:

A wheat plant looks like:





# Zebras' stripes might save them from being bitten by flies

By The Guardian, adapted by Newsela staff on 03.06.19

Word Count **441**

Level **590L**



Image 1. Zebras cluster together in Botswana. Photo by: Paul Martiz/Wikimedia

Why do zebras have stripes? Scientists think they might have the answer. They say the pattern seems to confuse flies. The stripes make it harder for flies to bite zebras.

A group of scientists wrote a new study. They studied horses, zebras and horses dressed as zebras. The team said the study showed stripes might help to stop insects. The study also helped find out why.

Martin How helped write the study. He is a scientist at the University of Bristol in England. He and the other scientists watched the horseflies. They watched how the flies acted around nine horses and three zebras.

## **Horseflies Favor Horses**

Horseflies buzzed around the animals about the same. Landing was different, though. Fewer flies landed on zebras than horses.

The flies would get close to the zebras. Then they could not fly how they wanted. They would move too quickly. It seemed they could not direct themselves, How said. The flies would turn away or run into the zebra, he said.

The scientists wanted to know why. It could have been the stripes. It could have been something else, though. It could have been that zebras and horses smell different, for example. So the scientists put black, white and zebra-striped coats on seven horses. The flies touched and landed on the zebra coat far less often. The black or white coat did not make the same difference.



The stripes did not confuse flies from far away, the scientists said. Instead, they had an effect when the flies got close. It might happen because the flies cannot see very well.

How said that from about 6 feet away, a zebra would just look like a gray horse to a fly. It may be that the insects suddenly notice the stripes when they get close. That could confuse them.

### **"Pretty Nasty Diseases"**

How said that zebras have developed in parts of the world where flies carry "pretty nasty diseases." It can be very bad to get bitten by flies there, he said. Horses are different. They have lived in different environments. Diseases from flies cause less danger there, he said.

He added that this might not be the full story, though. Scientists think stripes could have other uses. They could help zebras hide. They could even be part of the way that zebras communicate with each other.

How said people who enjoy the outdoors could learn from zebras. People can wear patterned shirts and body paint, he said. It could help to avoid nasty insect bites.



## Quiz

- 1 How might horseflies hurt zebras in their habitat?
- (A) by bringing dangerous diseases
  - (B) by sucking all their blood out
  - (C) by sitting on zebra stripes
  - (D) by chasing zebras around
- 2 Which sentence from the article states a MAIN idea of the entire article?
- (A) The team said the study showed stripes might help to stop insects.
  - (B) Horseflies buzzed around the animals about the same.
  - (C) He added that this might not be the full story, though.
  - (D) How said people who enjoy the outdoors could learn from zebras.

- 3 What did the study find about how stripes affect flies?
- (A) Stripes don't affect flies on zebras.
  - (B) Stripes attract flies to zebras.
  - (C) Stripes confuse flies about to land.
  - (D) Stripes kill flies if they land.

- 4 Read the paragraph from the section "Horseflies Favor Horses."

*The scientists wanted to know why. It could have been the stripes. It could have been something else, though. It could have been that zebras and horses smell different, for example. So the scientists put black, white and zebra-striped coats on seven horses. The flies touched and landed on the zebra coat far less often. The black or white coat did not make the same difference.*

What is the main idea of this paragraph?

- (A) Scientists had many zebras and horses involved in their recent study.
  - (B) Scientists were able to put black and white coats on seven horses.
  - (C) Scientists thought that zebras might have a different smell than horses.
  - (D) Scientists saw few flies land on horses that were made to look like zebras.
- 5 How did scientists test the effect of zebra stripes on flies?
- (A) Scientists put a zebra in a lion coat.
  - (B) Scientists put a lion in a zebra coat.
  - (C) Scientists put a zebra in a horse coat.
  - (D) Scientists put a horse in a zebra coat.
- 6 According to the section "Horseflies Favor Horses," why do zebras' stripes confuse flies?
- (A) because flies cannot pick which color to bite
  - (B) because flies cannot see well until they are close
  - (C) because flies like to smell zebras more than horses
  - (D) because flies like to bite gray horses best

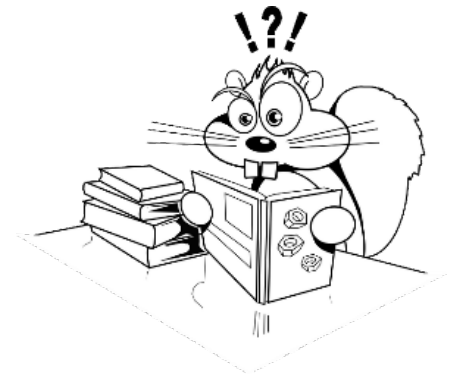
- 7 What might happen to a zebra without stripes?
- (A) It might not be able to eat.
  - (B) It might not be able to hide.
  - (C) It might not run as fast.
  - (D) It might eat more grass.
- 8 Why do scientists want to learn more about zebras' stripes?
- (A) because they want to know how to stop flies from biting horses
  - (B) because they want to make new clothing that will protect people
  - (C) because they think stripes could help zebras hide or communicate
  - (D) because they think stripes might cause zebras to get serious diseases

Name \_\_\_\_\_ **Alliteration**

# Identifying Alliteration

**DIRECTIONS:** Identify the alliteration in each sentence. On the line, write the letter sound(s) that is repeated.

- \_\_\_\_\_ 1. The studious squirrel was surprised by what he read.
- \_\_\_\_\_ 2. Trembling, Tom stepped forward into the dark cave.
- \_\_\_\_\_ 3. They were often disturbed in the old house by a random rattling.
- \_\_\_\_\_ 4. Sniffing and sneezing, she confessed to feeling miserable.
- \_\_\_\_\_ 5. The effervescent effect of the soda tickled her nose.
- \_\_\_\_\_ 6. Frank flosses frequently, so he never gets cavities.
- \_\_\_\_\_ 7. The blue binder contained everything that Betty believed.
- \_\_\_\_\_ 8. Stan stapled the stack of papers together.
- \_\_\_\_\_ 9. The old dented desk had been left behind long ago.
- \_\_\_\_\_ 10. The seven women wept wildly.





Name: \_\_\_\_\_

## Idioms

Idioms are phrases that mean something different than what the words say.

example: **Time flies** quickly when I'm swimming in the pool.

Of course, clocks don't have wings and time can't fly through the air. *Time flies* is an idiom that means time goes by quickly.



Use each idiom in a sentence. Then tell what the sentence means.



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_



sentence: \_\_\_\_\_

meaning: \_\_\_\_\_