

Brandon Valley School District
Distance Learning Plan
August 24-28, 2020

Grade 4
Social Studies/Science



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Human Machines/ First American

SUBJECT/GRADE: Science-Social St/4th

DATES: August 24-28

<p>What do students need to do?</p> <p><u>Link to BV Week at a Glance instructional video.</u></p>	<p>Monday (8/24): Mystery Science - Human Machines Anchor Lesson</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch the BV Week at a Glance instructional video. <input type="checkbox"/> Read the Mystery Science Lesson on Owls <p>Tuesday (8/25):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and go through the “Why study History Lesson” <p>Wednesday (8/26):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Mystery Science Owl activity <p>Thursday (8/27): .</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Columbian People Magazine: Read section-The First Americans <input type="checkbox"/> Write down 2 similarities and 2 differences of how the First Americans lived and how you live today. <p>Friday (8/28):</p> <ul style="list-style-type: none"> <input type="checkbox"/> No Assignment today
<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"> <input type="checkbox"/> 1. Owl activity <input type="checkbox"/> 2. Thursday lesson-Native American Similarities and differences <p>Submit Work Via:</p> <ol style="list-style-type: none"> 1. Electronically via <u>Seesaw</u> (preferred method, if possible) 2. Email it to the teacher 3. Drop off at school
<p>What standards do the lessons cover?</p>	<p>4-LS1-1 - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>
<p>What materials do students need?</p> <p>What extra resources can students use?</p>	<p>If you do not have access to the materials you need, contact your teacher.</p> <p>Required Materials:</p> <ul style="list-style-type: none"> ● Owl lesson ● Owl Activity ● Pencil ● Social studies magazine Pre-Columbian People ● Why study History lesson ● paper

	<p>Extra Resources:</p> <ul style="list-style-type: none"> • https://www.sciencekids.co.nz/sciencefacts/animals/owl.html • https://www.scienceforkidsclub.com/owl-facts.html •
What can students do if they finish early?	<ul style="list-style-type: none"> • Learn more about Owls <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=zbvzxiV1zcY ○ https://www.youtube.com/watch?v=m0XgSrdYQRY • Complete the “Check it out” box in the “First American” section of your magazine. • research Ice Age animals
Who can we contact if we have questions?	<p><u>Brandon Elementary</u> Building Principal: Mr. Horst- merle.horst@k12.sd.us Teachers: Mr. Giles- Scott.Giles@k12.sd.us Mr. Krivarchka- Joe.Krivarchka@k12.sd.us Mr. Schultz- benjamin.schultz@k12.sd.us Mr. Rogers- Marshall.Rogers@k12.sd.us <u>Fred Assam Elementary</u> Building Principal: Ms. Foster- susan.foster@k12.sd.us Teachers: Ms. Harte- Sarah.Harte@k12.sd.us Ms. Scholten- Tara.Scholten@k12.sd.us Mr. Steemken- Evan.Steemken@k12.sd.us Ms. Sunne- Noel.Sunne@k12.sd.us <u>Robert Bennis Elementary</u> Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers: Mr. Linneweber- Cody.Linneweber@k12.sd.us Ms. Pudwill- Andrea.Pudwill@k12.sd.us Mr. Sylliaasen- Tim.Sylliaasen@k12.sd.us <u>Valley Springs Elementary</u> Building Principal: Ms. Palmer- tanya.palmer@k12.sd.us Teacher: Ms. Lueders- laura.lueders@k12.sd.us</p>
<u>Notes:</u>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Human Machine Anchor Layer

Anchoring Phenomenon Explanation

How do the owl's body parts work as a system to sense and respond to its environment?



Animals receive information from their environment through their senses. One sensory organ is the eye...owls have amazing eyesight!

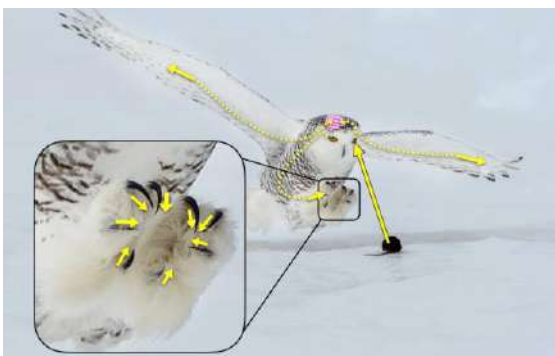
Light reflects off of the owl's prey, and into their eye.



The eyes send a signal to the owl's brain in order for the sensory information from the environment (prey is close by) to be processed.



The owl's brain processes the sensory information from the environment and sends a signal to the external body parts to respond to the environment (catch the prey).



The owl's wings flap and claws contract in order to catch the prey.

Introduction to history

Why Study Social Studies?

Sounds boring right???

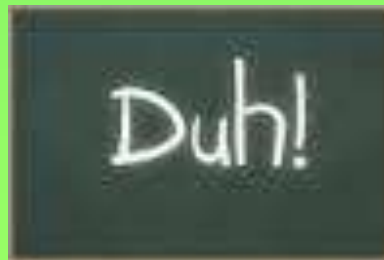


HMMM.....

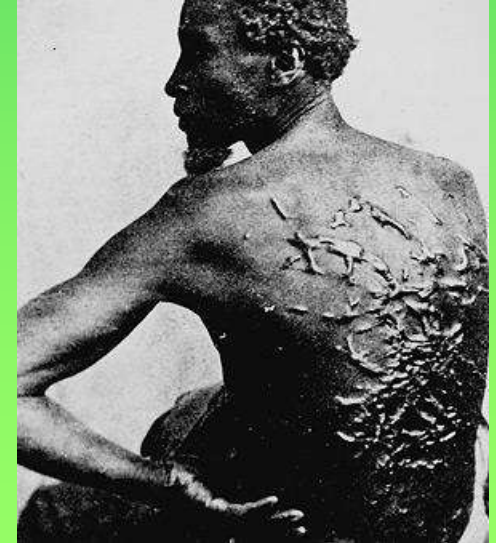
- Why do you watch movies?
- Why do you read books?



- DUH!!! Because its FUN and you enjoy a good story!



- Well.... Guess what?
- Reading about history is the SAME thing, except this REALLY happened!



Learning about history is FUN!

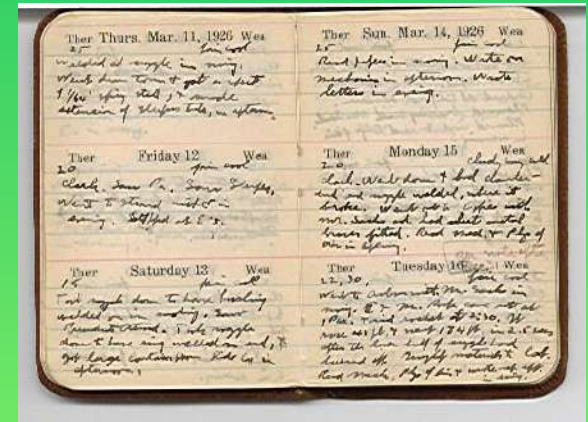
- Someday your kids will be learning about YOU and how you lived!! I pads are going to be OLD news and ancient to your kids!



BORING!!!!



How do we know what happened so long ago?



- When you take a picture-you are making HISTORY!



Any of you made history?

- Sport?
- Academics?
- School?
- Activity?
- At home?

- This year—we will be making HISTORY!!

YES!!

Owl System Model

Name: _____

Directions:

- 1) Label the owl's external body parts that work together to hunt.
- 2) Draw in any internal body parts that you think help the owl hunt.
- 3) Use symbols and captions to explain how you think the body parts work together.

