

Student's
Name:

Start
Date:

Course

Title:

Willits Unified School
District
**Modified Independent Study
Assignment Sheet and Word
Record**

Grade

:

Phone

:

Due

Date:

Teacher's Name: School: Brookside Elementary School

Objective

s:

The student will continue achievement in each academic class. The student will make progress in accordance with the California State Standards and the Willits Unified School District adopted textbooks and objectives for each class, **Study Materials and Resources:** Study materials include Willits Unified School District board approved textbooks, Students may also use technology and all other resources available to Willits Unified School District students. **Student Progress:** Student progress will be reported by letter grades and/or credit/no credit. Student work will be given to Miss Novelli at Brookside Elementary in Room 21 at 8:10 on

in order to receive credit. **Student work will be evaluated by:** written work, district assessments, as well as, discussion and observation by teachers and parent.

15 English Language Arts - Benchmark and Unlocking the Reading Code - Complete the attached phonics, grammar, and high frequency work.

/2.5 Reading – Read for 30 minutes per day and record on the reading log. Raz Kids is a great tool for reading at home!

 /5 Writing/Art - Complete the handwriting pages, as well as, write one-two sentences per day with a relevant picture.

 15 Math - Everyday Math - Complete the attached math work.

 2.5/P.E. - Be active for 30 minutes per day and record on the activity log.

Attendance Credit For supervising teacher use: Did the student complete the above assignments? Yes If not, initial by the assignments that were completed.

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**Teacher
Signature**

Date

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Short Read 1

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mom

Remember to annotate as you read.

A Woman with Vision

I Would you ride in a car if the driver were wearing a blindfold? No way! Yet years ago, drivers had no way to see through their windshield when snow and rain obscured their vision. Drivers had to stop and get out. They had to clear a spot on the windshield to see through and then drive on.

A Years ago, a driver had to clear the windshield by hand.

2

In 1903, Mary Anderson was riding in a streetcar in unpleasant weather. She noticed drivers constantly stopping to scrape and rescrrape their windshields. She thought there had to be a better way. She invented a window clearing device that drivers controlled from inside their cars. Those first wipers were manual, not motorized. But they changed cars and driving forever.

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Figd.

2

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1933

29

**A Anderson was in a streetcar like this one
when
she got the idea that changed driving
forever.**

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Short Read 2

*Remember to annotate as you
read.*

**A Lucky Accident 1 Some
scientists work for years**

hoping
to invent something but
never doing so. Others
invent things when they're
not even trying. George de
Mestral found his invention
by accident. After walking
outdoors, George's
overcoat and his dog's fur
were covered in prickly
plants called burrs. George
wondered what made their

**grip so strong. He looked
closely. He noticed tiny
hooks on the burrs.**

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hook-and-loop

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A The hook-and-loop fabric stops everything on this astronaut's tray from floating in midair.

2

George found that those hooks caught on anything with loops,

such as fabric, or cloth, and fur. That hook-and loop discovery became famous. Zippers, shoelaces, and snaps can be hard for the very young and people with disabilities to use. But almost everyone can press and pull this sticky fabric. Astronauts even use it to hold down stuff in space!

WB
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Informational Social Studies

Word Study Read

Fs

Kid Inventors

ter

1 Who invented the TV? Who made the first

earmuffs? Whose mistake led to the yummy ice pop? The answer to all these questions is . . . a kid! Boys and girls have always been able to invent many useful things. Some of these inventions might even amaze you! 2

Hart Main is a kid inventor. He didn't like his sister's candles. They smelled like things only girls would like. So he said, "I'll invent candles for boys!" He got wax and stuff to make different scents, or smells. Then he got old soup cans. He made candles that smelled like coffee, bacon, baseball mitts, and freshly cut grass. They were a big hit!

Ben Franklin was an inventor long ago. He started inventing things when he was

a little kid, too. January 17 is his birthday. Now it's Kid Inventor Day, a day to celebrate kids' great ideas. On this day, you could start a kid inventors' club and invite your friends. Or, jot down invention ideas in a notebook and make something. No matter how simple, your invention could dazzle the world!



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Invention

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BuildReflectWrite

SAN

essential question. ideas and questions you have about the

Based on this week's texts,
write new Where do ideas for inventions come from?

ASI
www

sak

Problem

Explain how these inventions helped people solve problems. Describe the inventions in “A Woman with Vision” and “A Lucky Accident.”

ESP
E
walay

you have learned from the reading narrative should use facts and details story describing your invention. Your you solve a problem. Write a short you invented something that helped and "A Lucky Accident," imagine After reading "A Woman with Vision"

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Solution

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Mware

Always at the end of the

of the

base word, but never gets the power.

CONSONANT LE

| 1. One vowel letter'e' at the end of the word.

2. The'e' will always be silent. 3. Blends and C+le sound the same (ex: black vs table).

GMT i
lc, lsb
and care vona tihe same
lekma**ck** valable :

Directions: Step 1: Begin at the end of the word and dot the vowel(s) in each of these words. Step 2: Fish hook the word. Step 3: Write the syllable. Step 4: Mark each syllable as a Consonant -le syllable with a triangle.

table

bubble bub ble

Reading Code

SNIPEx 3

Fish Hooking Directions: Step 1: Begin at the end of the word and dot the vowel(s) in each of these words. Step 2: Fish hook the word. Step 3: Write the syllable. Step 4: Mark each syllable.

REASONRA

able

wiggle

tattle

simple

—

—

—

juggle

huddle

Page 127

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Fish Hooking Directions: Step 1: Begin **at** the end of the word and **dot** the vowel(s) in each **of** these words. Step **2**: Fish hook the word. Step 3: Write the syllable. Step 4: Mark each syllable.

apple

fumble

vehicle



multiple

RIWA

Page 129

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Fish Hooking

Directions: Step 1: Begin at the end of the word and dot the vowel(s) in each of these words.
Step 2: Fish hook the word. Step 3: Write the syllable. Step 4: Mark each syllable.

fantastic

illustrate

adjustment

Page 124

©2005

Unlocking the Reading Code

Fish Hooking

Directions: Step 1: Look for Stealers. Step 2: Begin at the end of the word and dot the vowel(s) in each of these words. Step 3: Fish hook the word. Step 4: Write the syllable. Step 5: Mark each syllable.

cich

cep

Page 138

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Reading Code

Fish Hooking Directions: Step 1: Look for Stealers. Step 2: Begin at the end of the word and dot the vowel(s) in each of these words. Step 3: Fish hook the word. Step 4: Write the syllable. Step 5: Mark each syllable.

cel

cyk

cyst

cech

cis

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Page 139

GIVEAWAYXX

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Interim Assessment

2

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**Read the passage
about a woman who
lived**

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questions.

The Story of Molly Pitcher

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1

My name is Mary Hays.
My husband, William,
was a soldier in the
colonial army. My job
was to carry pitchers of
water to the soldiers.

They called me "Molly Pitcher."

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*09017 BanciYIK Educauon Company LLC
Interim Assessment 2 (continued)

2

On June 28, 1778, our soldiers were in Monmouth, New Jersey. Suddenly, British soldiers attacked. William ran to his cannon and began to shoot. It was very hot that day. But he kept loading cannonballs and shooting. I kept bringing pitchers of water to the sweating soldiers.

3

"Mary!" he called to me. Then he fell to the ground.

4

I ran to his side. "William, are you shot?"

5

He answered in a weak voice. "No, I'm sick. The hot sun is making me sick."

6

I pulled him into a shady place, where it was cooler. Then I rushed back to his cannon. I loaded it and was about to shoot. The general rode over on his horse.

"Get away from there!" the general shouted.

"Women cannot shoot cannons. You do not know how. And you are not strong enough!"

8

I answered, "I have been watching my husband load and shoot this cannon. I know how to do it, and I am very strong. I have been carrying heavy water pitchers for months. I bring water to the soldiers during battle. I am not afraid of bullets or cannonballs."

9

He frowned at me and then rode away. I kept shooting the cannon. The British soldiers fired a cannonball right at me. It came close, but it did not

hit me. I went back to shooting.

10

Later, the general rode over to me again. "You are doing a good job," he said. "You are as brave as any soldier here."

11

WA

W

We won that battle against the British. And we later won the war.

1. What happens to William in this story?

A He runs away. B He gets sick. C He gets shot.

2. Who is telling this story?

A Molly Pitcher B William Hays C an army general

3. What makes the general angry at Molly Pitcher?

A Molly brings water to the soldiers. B William Hays falls down in the battle. C Molly gets ready to shoot the cannon.

4. Look at the picture. How does Molly Pitcher feel at this time? A weak B proud C afraid

5. This question has two parts. First, answer Part A.

Then answer Part B. Part A Why does the general's opinion of Molly

change by the end of the story? A He feels sorry for her because her husband is sick B He realizes that Molly is a good soldier. C He thinks that all women should be soldiers.

Part B Which detail from the passage supports

the answer to Part A? A "I answered, 'I

have been watching my
husband load and shoot this cannon.*** B
"The British soldiers fired a cannonball
right at
me. It came close, but it did not hit me." C
"You are doing a good job, he said, 'You
are
as brave as any soldier here.'"

Interim Assessment 2

(continued)

6. Read this sentence from the passage.

I kept bringing pitchers of water to the sweating soldiers.

What is the meaning of sweating in this

sentence?

A

tired

B hot c

tough

7. Read this sentence from the passage.

I pulled him into a shady place, where it was cooler,

What does shady mean?

A far away B not

sunny

C safe

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Math Boxes

DATE

102

Write these numbers in order from smallest to largest. 23, 59, 49, 3, 159

Count back by 2s from 30. Fill in the circle next to the correct answer.

@ 30, 26, 22, 18, 14 ® 30, 25, 20, 15, 10 © 30, 29, 28, 27, 26 0 30, 28, 26, 24, 22

TV
NL...

RTYY
BT
E

4 Fill in the missing numbers.

3 Write six names for 18.

18

144

5 Use your calculator to count by os. Fill in the empty frames.

Rule

+6

36

54.55

fifty-five

55

DATE

What's My Rule?

In Problems 1-4, follow the rule. Fill in the missing numbers.

in out

out

vr

Rule

9

Rule 1 - 4.

+

6

-

in

| out

in

out

the

URL

5

Rule

15

+ 10

20

1-5

100

In Problems 5-6, find the rule. Write it in the box.
Then fill in any missing numbers.

in / out 6 | 13

in

/ out

12

|

10

Rule

Rule

64

LAR
TET

56

fifty-six

Math Boxes

DATE

2 Write the number word

for 8.

Count back by 10s.

113, — , 83. —
—, 53

4 Use coins to show \$1 two ways.

3 Write <, >, or =,

4

+

4 5 +4 7 +7 _____

—8+6 9 +8=

8+8

MR
B

✓

MR
B
110
-11
1

5 **Writing/Reasoning** In Problem 1, count back by

10s five more times. What patterns do you see?

MR
B

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ven

5
7

DATE

Using Doubles to Subtract

Solve the doubles fact. Then use it to help you solve the two subtraction facts.

a. $4 + 4 =$

$8 - 4 =$

$9 - 4 = ;$

b. $9 + 9 =$

$18 - 9 =$

$17 - 9 =$

» Think of a doubles fact that can help you solve each problem.

Record your helper fact and then solve the problem.

a. $9 - 5 = ?$

b. $13 - 7 =$

?

Helper
fact:

Helper
fact:

$9 - 5 = \underline{\quad}$

$13 - 7$

=

Explain how to solve $15 - 8 = ?$ using a doubles helper fact.

5

8

fifty-e

ight

th **Boxes**

Math Boxes Preview for

Unit 4

DATE

Write the
time.

11 12

Write <, >, or

=

_____ 36

_____ 43 65 _____ 89

.. Welho -

MRBI
106-1
07

MR
B
7
5

4

Circle ten
stars.

What number is shown by
the base-10 blocks?

Hooooo

How many
groups of 10
are there?

How many stars are left
over?

A 23
R 25
© 52
0 205

How many stars in
all?

MR
B
7
3

5 How many base-10 cubes long is the
marker? –

cub
es

MR
B

fifty-ni
ne

5
9

The Going-Back-Through-10 Strategy

DAT
E

Use the going-back-through-10 strategy to solve each fact. Show your work on the number line. Then explain your work to a partner.

Example: $15 - 6 = \underline{\quad}$

-
5

What do I
need
to subtract
to get 10?

1
2

3
4

5
6

7
8

9 10 11 12 13
14 15

How many
more do I need
to
subtract?

OU

1

2

3

4

5

6

7

8

9 10 11 12 13 14
15

-1

-
5

$$0 \ 14 - 5 =$$

-

0

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4

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10 11 12 13 14 15 16

17 18 19 20

213 - 8 =

-

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1

0

11 12 13 14 15 16 17 18 19 20

3

17 - 8 = _

0

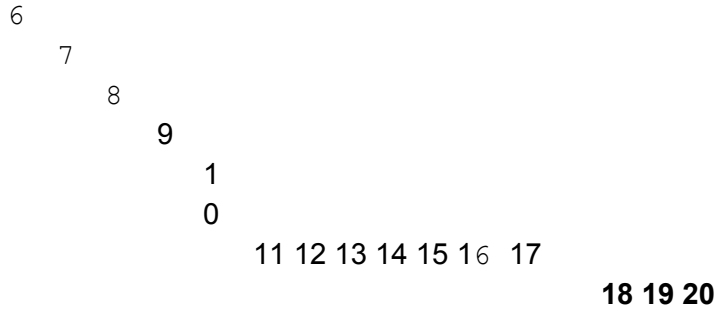
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Subtraction Number Stories

DATE

Solve each problem. Look at your My Subtraction Fact Strategies list on journal page 48 to help you. Show your work.

Dajon has \$11. He buys a book for \$6. How much money does he have left?

Julia has 7 markers. Carlos has 4 markers. How many more markers does Julia have than Carlos?
?

-
more
markers

Dajon has
\$_

left

Julia has than Carlos.

4 Make up and solve your
own
subtraction
story

3 Martin had some flowers.

He

gave 4 flowers to his sister
and had 6 left. How many
flowers did Martin have to
start?

Martin had

—

start

.

flowers
to

sixty-on
e

DATE

Math Notes

NYWY

2 Write the number word for 10.

Count on by 5s from 175. 175,

Write the missing numbers.

Fill in the circle next to the correct answer.

There were 11 children at the park. Then 7 left. How

many children are still at the park?

A 5 B 3 C 4 06

565

68

» Writing/Reasoning Look at Problem 4.
Explain how you completed the number-grid puzzle.

MRB

68

62
sixty-two

Lesson
3-10

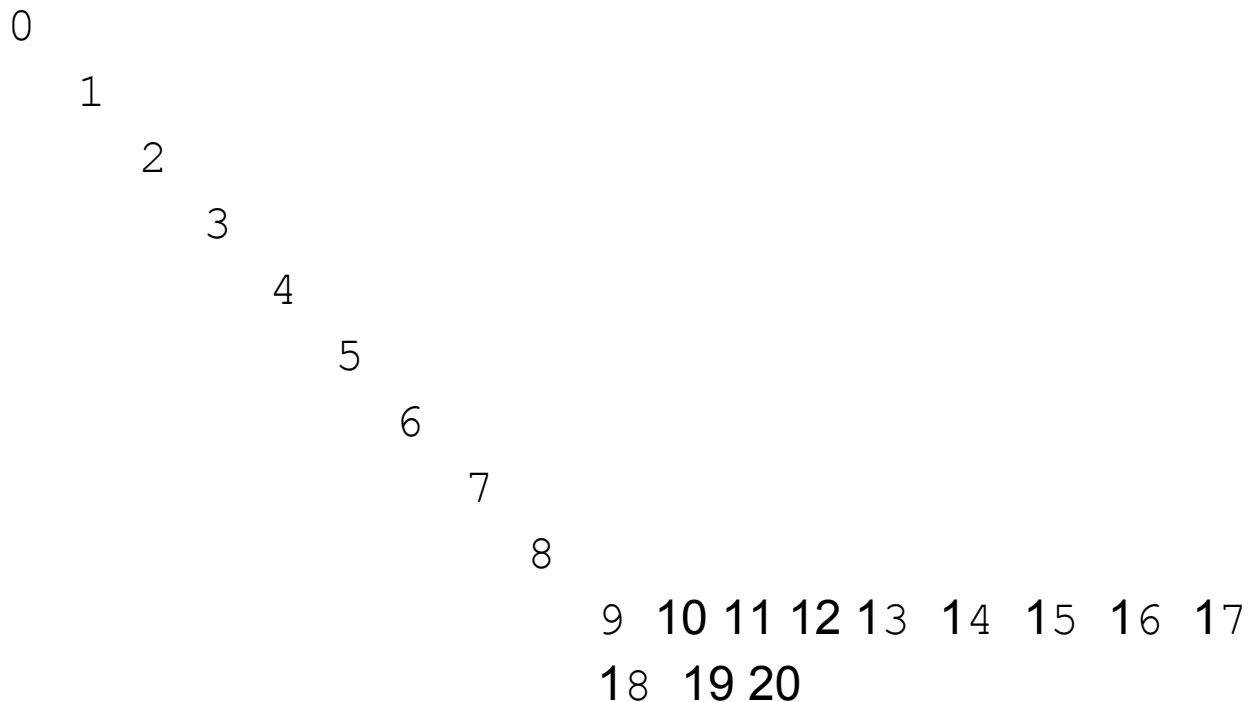
DATE

Using 10 as a Friendly Number

a ntenary number

Use the number line to solve the problem. Do not count by 1s.

Anna's father likes to run. Today he will run 17 miles. He has run 8 miles so far. How many more miles will he run today?

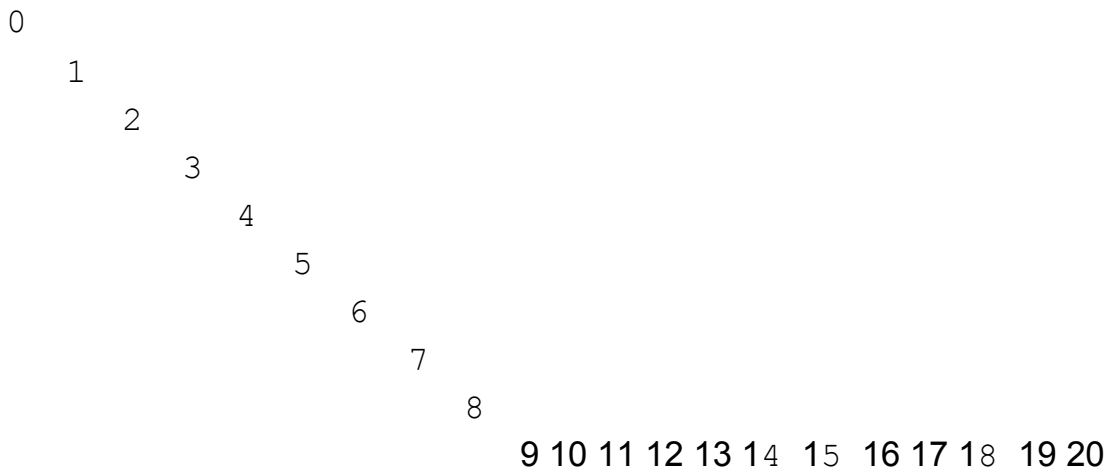


Answer: ___ miles For Problems 2-4, use the number lines to show how to solve each problem using the "friendly number" 10. Explain how you solved the problems to a

partner.

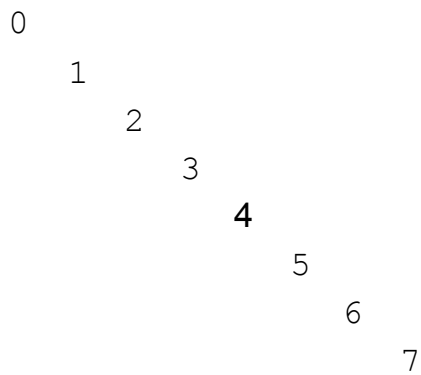
i
miles

$$215 - 7 =$$



3

$$16 - 9 =$$



8

9 10 11 12 13 14 15 16 17 18 19 20

4

$$14 - 5 = \underline{\quad}$$

0

1

2

3

4

5

6

7

8

9 10 11 12 13 14 15 16 17 18 19 20

sixty-three
e

Math Boxes

2 Count on by
10s.

36

0,

,

Which set of numbers is ordered from smallest to largest? Fill in the circle next to the correct answer.

- A 123, 68, 32, 25, 4 B 4, 25, 32, 68, 123 C 4, 32, 25, 68, 123 D 32, 4, 123, 25, 68

MR
B

7
4

MRBI

6
6

3 Write six names for 25.

Fill in the missing numbers.

2

5

12

2

13
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MR
B)
5
3

5 Fill in the empty frames. You may use your math tools to help.

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35

MR
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54-5
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**Willits Unified School District Modified
Independent Study
Reading Log**

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NEW M
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WWMMWh

**Willits Unified School District Modified Independent Study
Activity Log** **Please include the time of each activity.

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HMMMMDDwwwwwwwwwwww