

WILLITS UNIFIED SCHOOL DISTRICT

Modified Independent Study Master Agreement

Name:	Age:	Grade:	Email:
Address:	City:	Zip code:	School year:
Phone:	Cell Phone:		School:

School Responsibilities:

The major objective for the duration of this agreement is to enable the student to keep current with their studies for the period covered by this agreement. The student will complete the courses listed below during the semester. All course objectives will be consistent with the established district guidelines. It is understood that:

- The purpose of this agreement is to enable the student to successfully reach the objectives and complete the assignments. With the support of the parent, guardian, or the caregiver, the student will submit assignments on the due date.
- According to district policy for independent study in grades nine through twelve, no more than 4 weeks may elapse between the date an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- The Willits Unified School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
- The student agrees to meet with or report to the teacher regularly, in accordance with the frequency, date, time, and location specified.

Student Responsibilities:

I understand that:

- Independent study is an optional educational alternative that I have voluntarily selected.
- By entering Modified Independent Study I have not waived any rights as a student, and I am entitled to all Willits Unified School District services and resources.
- If I am a student with an individualized education program (IEP), my IEP must specifically provide for my enrollment in Independent Study.
- I must follow all the discipline code and behavior guidelines of the Willits Unified School District.
- Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from the Modified Independent Study Program.

I agree to:

Be supervised by a Willits Unified School District certificated teacher and/or other approved resource personnel. Communicate regularly with the assigned staff member. I understand that failure to complete 2 consecutive assignments may result in one or more of the following:

1. A letter of concern to me and my parent, guardian, or caregiver, if appropriate
2. A special meeting with the teacher and/or administrator, including my parent, guardian, or caregiver, if appropriate
3. Increase in the amount of time I must be on campus or in an equivalent supervised situation
4. Revocation of any work permit issued until my school work is satisfactorily completed

Agreement: We have read this agreement, and hereby agree to all the conditions set forth within.

Signatures:

Student	Date:
Parent/Guardian/Caregiver	Date:
Classroom Teacher	Date:

This agreement (was) (was not) (partially) fulfilled
Equivalent days of attendance earned:
Days of attendance possible:
Supervising Teacher Signature: _____ Date: _____

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

Student's Name:		Grade:	Phone:
Start Date:	Due Date:	Teacher's Name:	
Course Title:		School: Brookside Elementary School	

Objectives:

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.

___/5 **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.

___/5 **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 _____ No _____

If not, initial by the assignments that were completed.

Teacher Signature _____ **Date** _____

Mercury and the Ax

1 A young man went to the forest to chop down a tree. It was June and the hot noon sun beat down on him. His hands started to sweat. The ax flew out of his loose hands and landed in the river. The man began to cry. “My ax might not have been new, but it was all I had. It is lost forever!”

2 Mercury, the god, rose out of the river. “I will help you,” he said. He dived deep into the river. Soon he came back with a golden ax. “Is this your ax?” he asked.

3 “No,” said the young man.

4 So Mercury dived into the river a second time. He came back with a silver ax. “Is this your ax?” he asked.

5 “No,” said the young man.

6 So Mercury dived into the river a third time. He came back with the young man’s old, wooden ax. “Is this your ax?” he asked.

7 “It is!” yelled the young man. “Thank you.”

8 “Young man,” said Mercury, “you told the truth instead of being greedy. Because you were honest, I will give you the golden and silver axes, too. Enjoy!”

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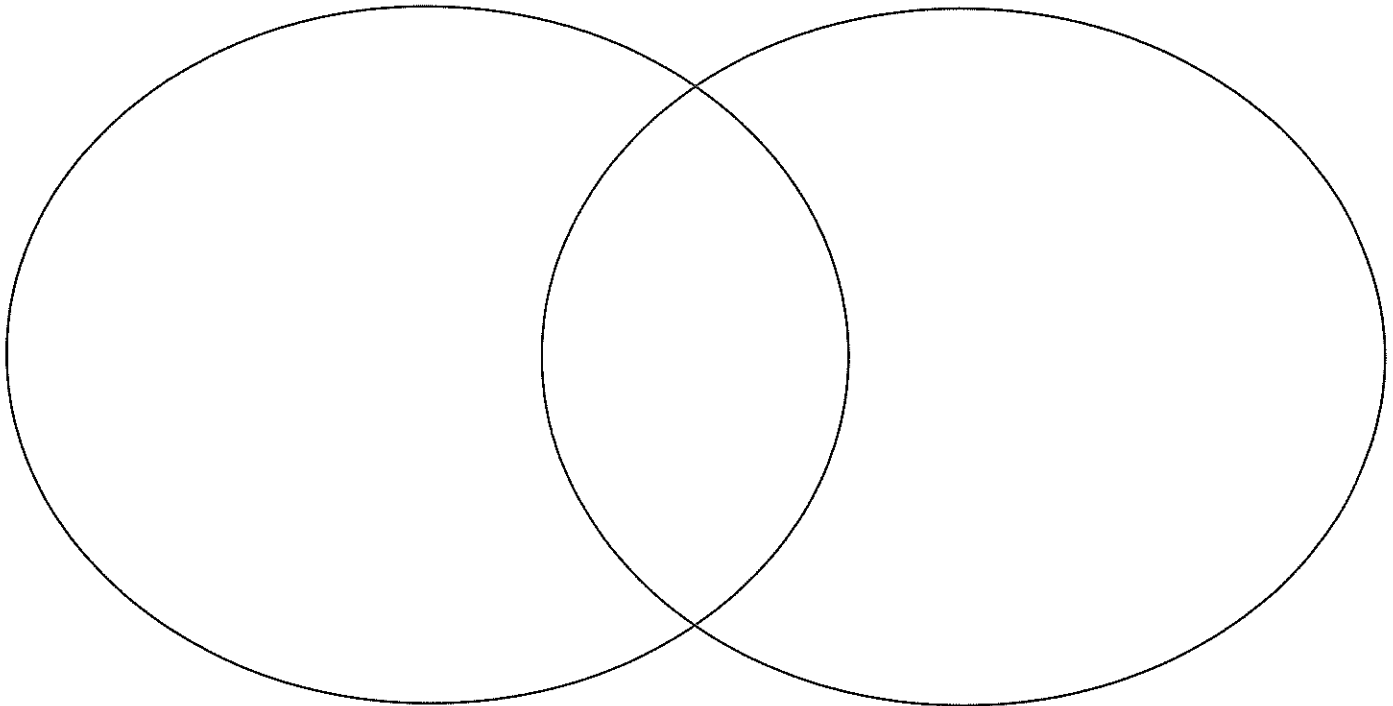
BuildReflectWrite

Build Knowledge

Compare and contrast “Why the Sky Is Far Away” and “King Midas.” Use a Venn diagram to identify how the characters and lessons in both texts are similar and different.

“Why the Sky Is Far Away”

“King Midas”



Reflect

What can different cultures teach us?

Based on this week’s texts, write new ideas and questions you have about the essential question.

Write to Sources

Informative/Explanatory

In “Why the Sky Is Far Away” and “King Midas,” the main characters are both greedy and learn lessons. Write a short essay in which you compare the main characters’ greed and lessons learned. Use story events from the reading selections as the basis of your explanation.

*Remember
to annotate
as you read.*

Why the Sky Is Far Away

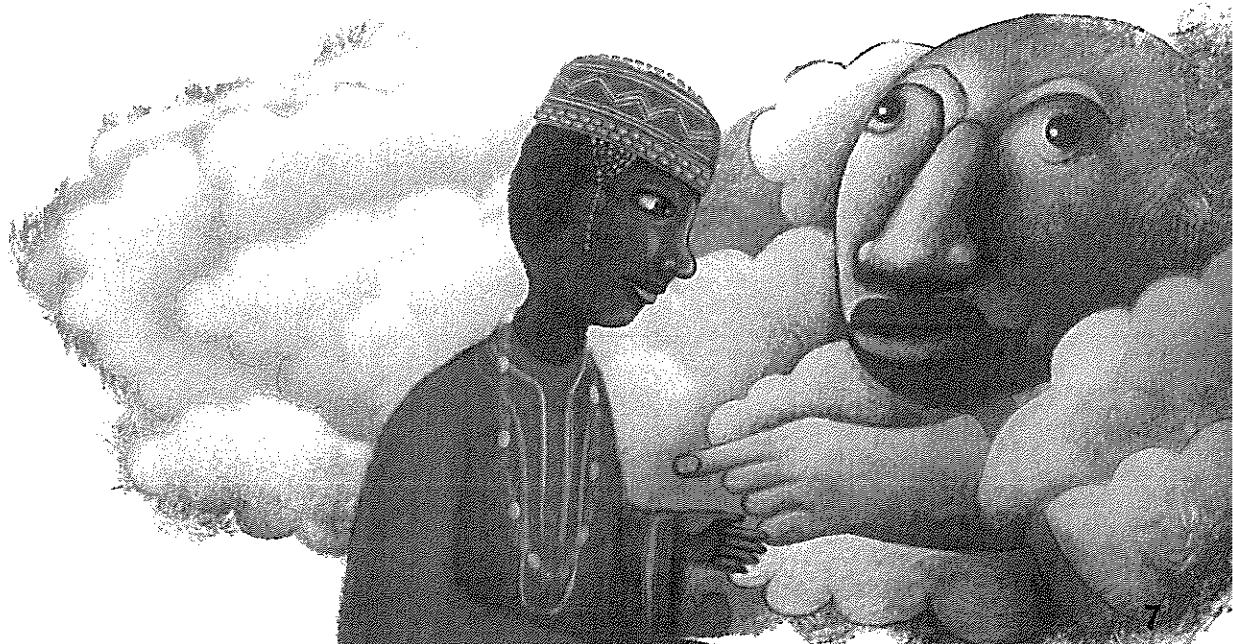
1 Many years ago, the sky was very close to our Earth. People could reach up, break off a piece of the sky, and eat it! The delicious sky tasted like coconuts, strawberries, and other scrumptious foods. Since people didn't work for their food, they spent time painting beautiful pictures, weaving colorful cloths, and singing songs.

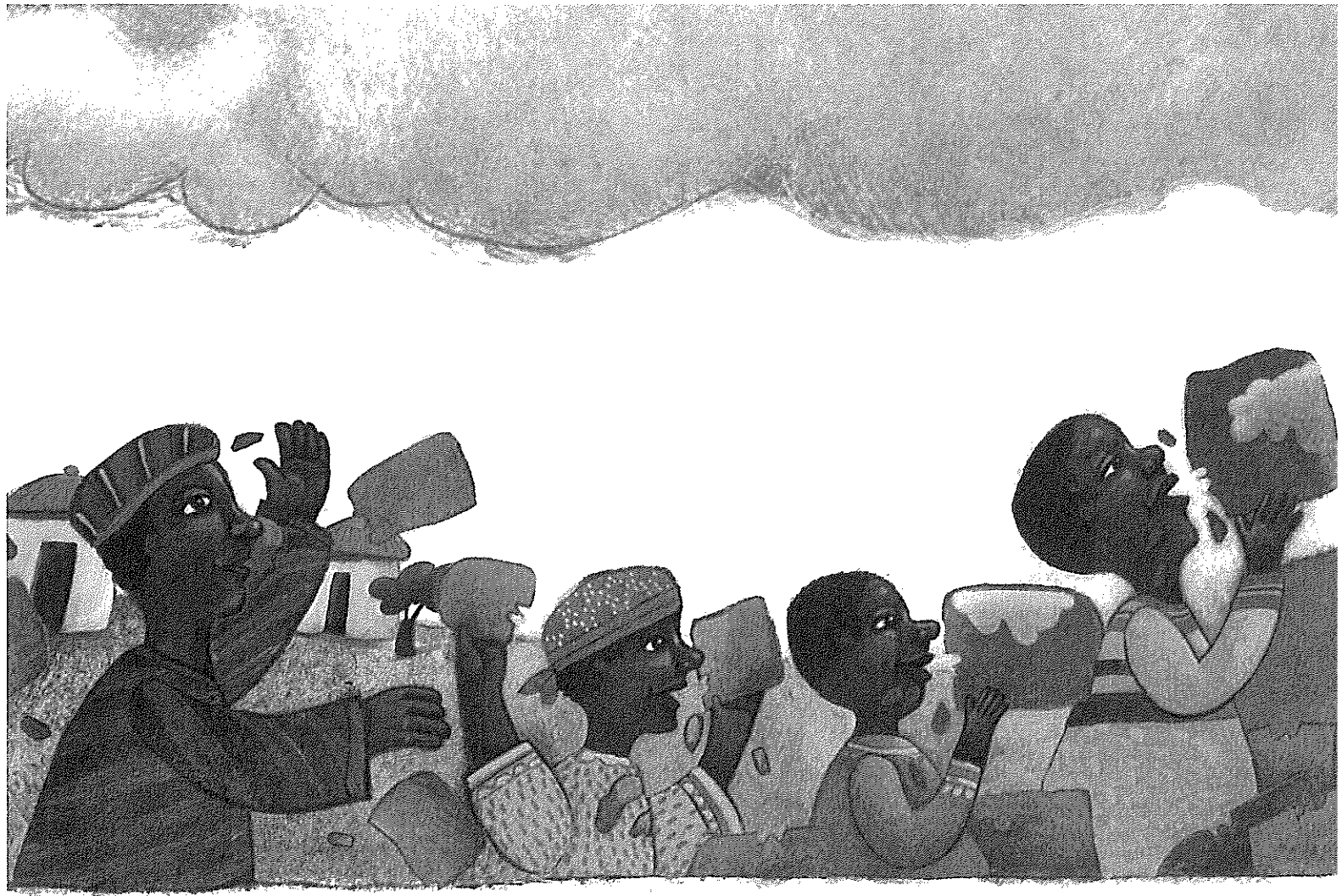




2 However, the people often wasted the sky's food, taking much more than they needed. Soon heaps of leftover food were piled everywhere.

3 The sky became very angry, and spoke to the people. "You are wasting my precious gift of food. If you continue to do that, I will go away!"





4 For a short time, the people were careful. They took only what they needed from the sky. However, one day, during a lively festival, they forgot all about the sky's warning.

5 The people danced and sang and ate. They broke off huge pieces of the sky. It was much more than they could ever eat.

6 Some people concealed their leftovers by burying them. However, the sky saw everything and said, “You are greedy and wasteful. Now I will go far away.”

7 “But how will we eat?” asked the people.

8 “You will work for your food by planting crops,” the sky replied. Then the sky floated up high, where it is today.



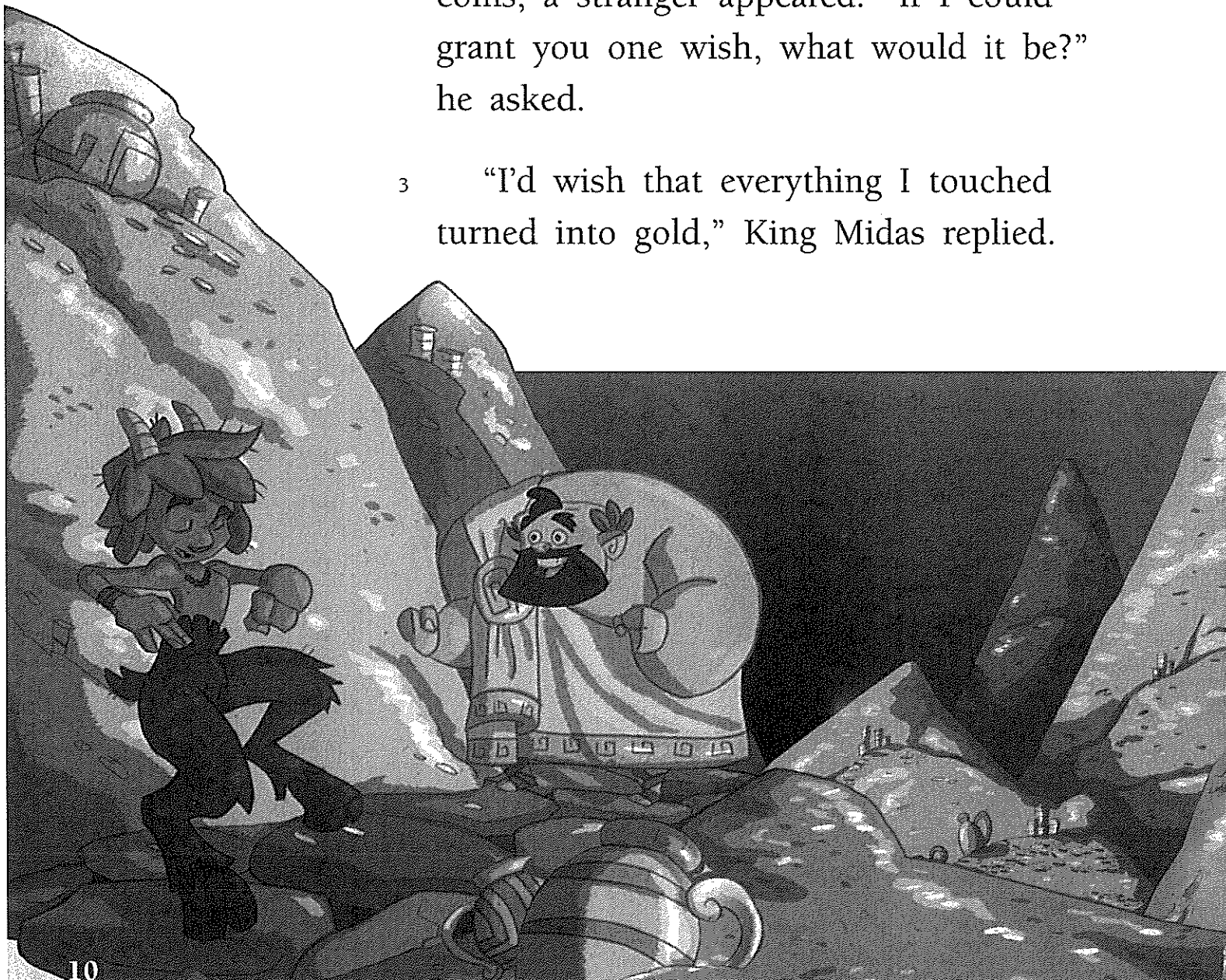
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to annotate
as you read.*

King Midas

1 Long ago, there lived a king named Midas who was the richest man in the land. The king was fond of gold and loved it more than anything, except his daughter, Marigold.

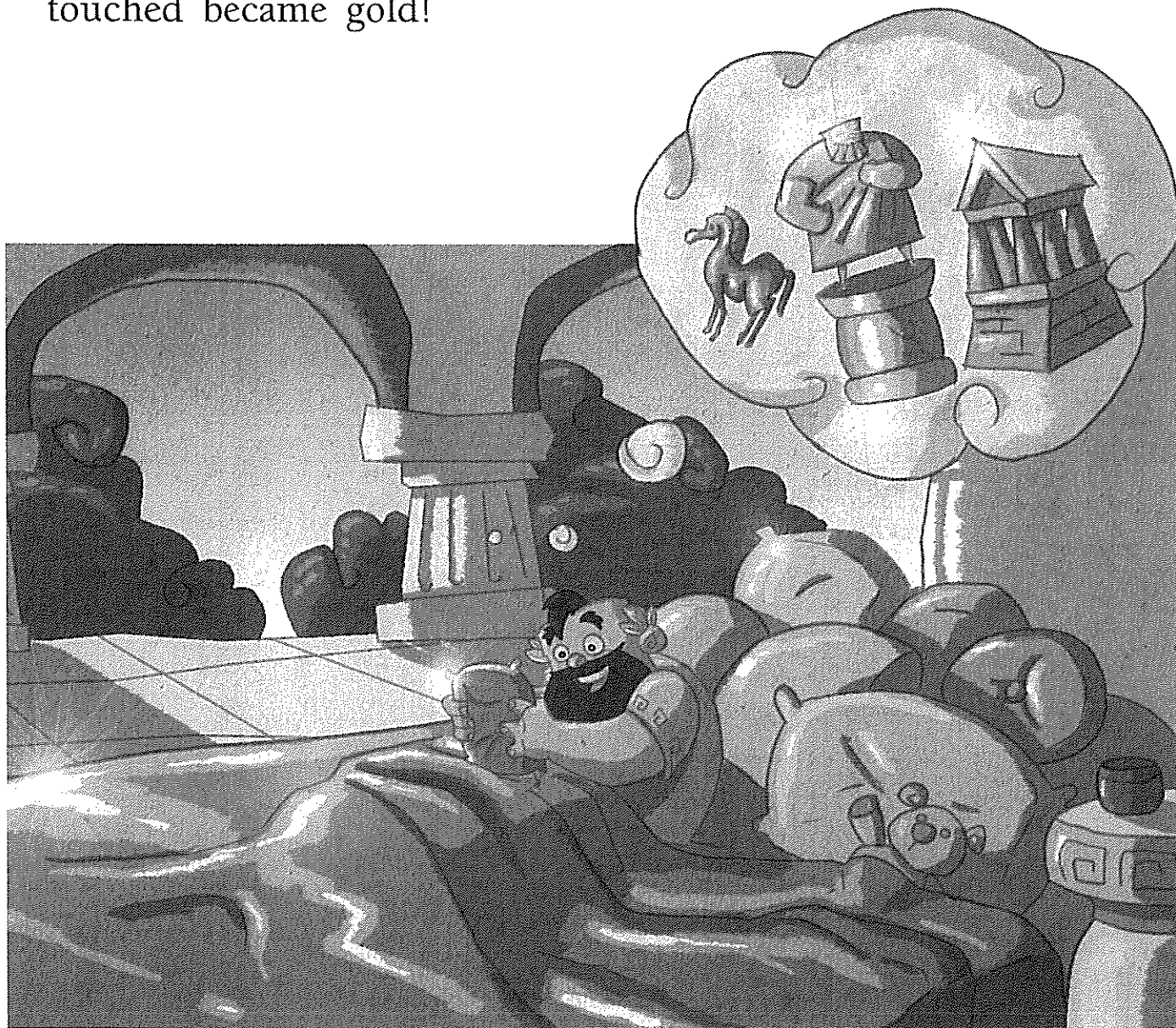
2 One day, as King Midas counted his coins, a stranger appeared. “If I could grant you one wish, what would it be?” he asked.

3 “I’d wish that everything I touched turned into gold,” King Midas replied.



4 “Your wish is granted!” exclaimed the stranger. “When you awake tomorrow, you’ll have that power.”

5 The next morning, the king awoke earlier than usual. He walked around the palace, touching every object. He was delighted and thrilled when everything he touched became gold!



6 However, when he stopped to take a sip of water, the glass of water turned to gold! Then Marigold ran to him. But when he embraced her with a kiss, she became a golden statue!

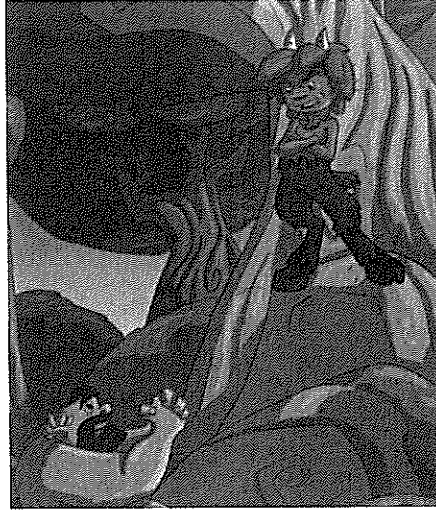


7 “What have I done?” the king cried. And he wept with grief and sorrow.

8 Suddenly, the stranger appeared before him.

9 “You look like the saddest man in the land,” said the stranger.

10 “I’ve lost everything I care about,” sobbed the king.



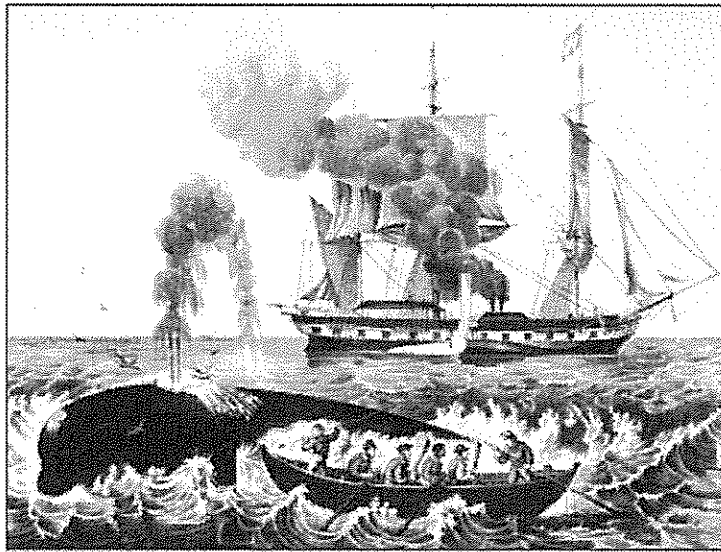
11 “Fill this pitcher with water from the lake,” instructed the stranger. “Then sprinkle it on everything you’ve turned into gold.”

12 King Midas followed his instructions. When everything returned to normal, the king was the happiest man ever!



Read this passage about hunting whales long ago.
Then answer the questions.

Whale Hunting in Colonial Days



- 1 Whale hunters stand on the deck of a sailing ship. They are waiting to spot a whale. Suddenly, a huge whale rises up out of the water. It shoots water and air from the top of its head. "There she blows," says one of the hunters. Now the hunt begins.
- 2 The hunters leave the ship. They get into small rowboats. The boats race to the whale. Hunters throw a spear into the whale. The spear is called a harpoon. It may take more than one harpoon to kill the whale. Sometimes the whale gets away. It disappears under the water.

continued

- 3 Whale hunting started in New England in the 1600s. That was when colonists first arrived. Native Americans there did not hunt whales. But they soon learned.
- 4 A whale was a great prize. Many useful things could be made from a whale. The blubber was the most valuable part. Blubber is a layer of fat under the whale's skin. It was boiled to make oil. The oil was used as fuel for lamps. Candles were made from it. Whale oil also made metal tools and machines work better.
- 5 Whale bones had many uses, too. They were strong. But they could also bend. Tools, fishing rods, and other useful things were made from whalebone.
- 6 Whaling was very important in New England. It brought money and trade to the area. But, in the 1900s, things changed. Electric lights took the place of oil lamps. There was no more need to hunt whales for their oil.

8. Put the events in time order by writing a number from 1 (first) to 3 (last) on the line next to the event.
- ___ The hunters throw harpoons at the whale.
 - ___ The hunters get into small rowboats.
 - ___ The whale shoots water and air out of its head.
9. The passage says, “A whale was a great prize.” Which sentence from the passage **best** supports this idea?
- A “Many useful things could be made from a whale.”
 - B “But, in the 1900s, things changed.”
 - C “Electric lights took the place of oil lamps.”



10. Read this sentence from the passage.

“There she blows,” says one of the hunters.

Which sentence from the passage gives a clue to the meaning of blows in this sentence?

- A** “Whale hunters stand on the deck of a sailing ship.”
- B** “Now the hunt begins.”
- C** “It shoots water and air from the top of its head.”

11. What is the main idea of this passage?

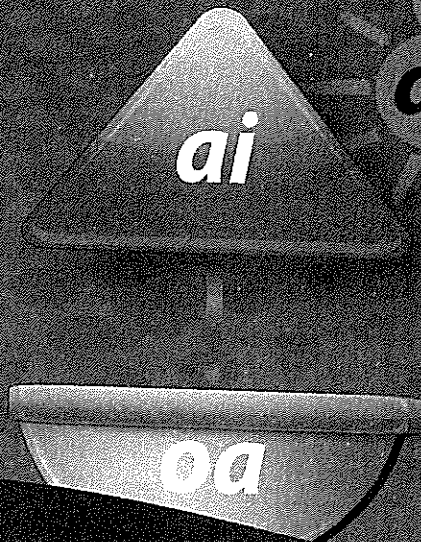
- A** Whale hunting was important in colonial New England.
- B** There was less whale hunting after electric lights were made.
- C** Colonists and Native Americans both hunted whales.

- 12.** Look at the picture. Which word **best** describes the whale?
- A** large
 - B** huge
 - C** big
- 13.** What was the author's purpose in paragraphs 1 and 2?
- A** to describe a whale hunt
 - B** to tell how sailing ships worked
 - C** to explain why whales were hunted



NAMER VOWEL TEAM

*sailboat sea
on a sunny day*



ea

1. 2+ vowel letters next to each other.
2. The 1st vowel gets the power and will always be a namer.
3. The 2nd vowel is silent.

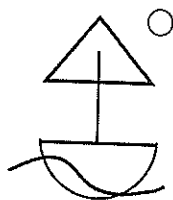


Directions: Step 1: Begin at the end of the word and dot the vowel(s) in each of these words. Step 2: Fish hook the word. Step 3: Write the syllable. Step 4: Mark each syllable as a Namer Vowel Team syllable with a sailboat.

sail

sea

sail



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.

chain

stay

hay

wait

pain

okay

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.

coal

steal

meat

goat

clean

oatmeal

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.

snail

coat

beach

lay

playmate

crayfish

Name: _____ Date: _____

Name: _____ Date: _____

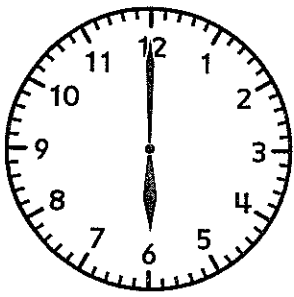
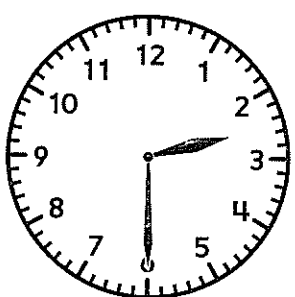
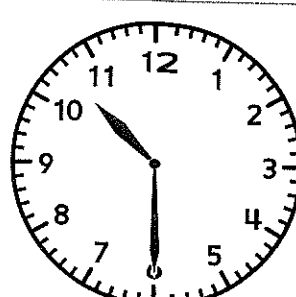
Name: _____ Date: _____

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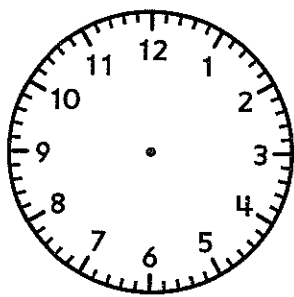
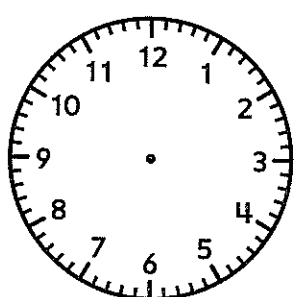
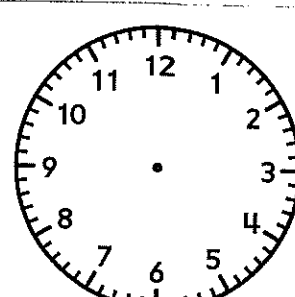
Name: _____ Date: _____

What Time Is It?

Write the time.

<p>1</p>  <p>_____ : _____</p>	<p>2</p>  <p>_____ : _____</p> <p>What time will it be in 1 hour?</p> <p>_____ : _____</p>	<p>3</p>  <p>_____ : _____</p> <p>What time will it be in 2 hours?</p> <p>_____ : _____</p>
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Draw clock hands to match each time.

<p>4</p>  <p>1:00</p>	<p>5</p>  <p>3:30</p>	<p>6</p>  <p>4:30</p>
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Try This

7 My family went to a movie. It started at 7:30 at night. It ended at 9:30 at night. How long was the movie? _____

Explain how you found your answer. _____

Math Boxes

- 1 Write the number word for 11.

- 2 Write three 2-digit numbers that are even. Then write three 2-digit numbers that are odd. Circle the even numbers.

MRB
60

- 3 Write the numbers in order from smallest to largest.

11, 32, 70, 4, 25

_____, _____,

_____, _____,

- 4 Chin has 7 more cards than Li. Li has 4 cards. How many cards does Chin have?

_____ cards

Number model:

MRB
74

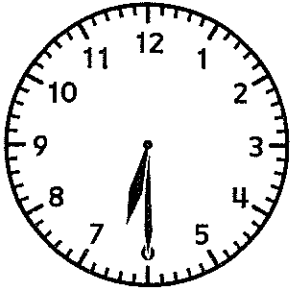
MRB
30-31

- 5 **Writing/Reasoning** Pick a number you wrote for Problem 2. Explain how you know whether it is odd or even.

What Time Is It?

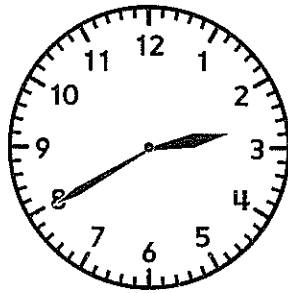
Write the time.

1



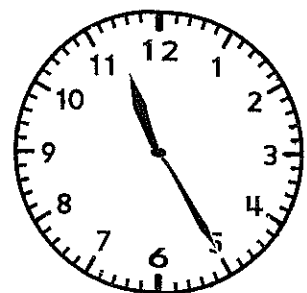
_____ : _____

2



_____ : _____

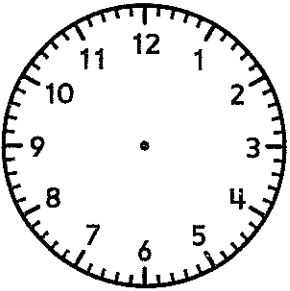
3



_____ : _____

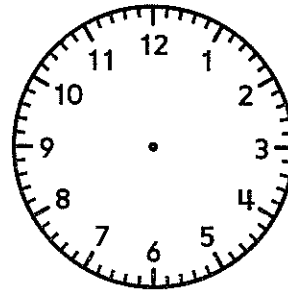
Draw the hands to match the time.

4



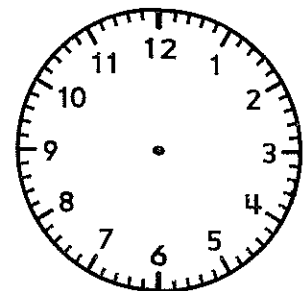
5:30

5



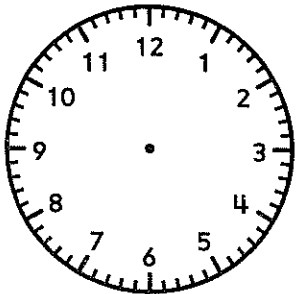
1:45

6

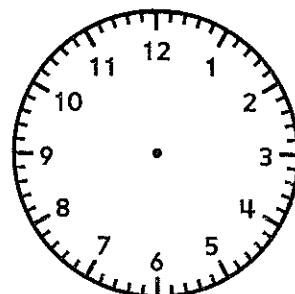


4:05

- 7 Make up your own. Draw the hands to show each time.
Write the time below each clock.



_____ : _____



_____ : _____

Math Boxes

Math Boxes

1 Find the amount. Fill in the bubble next to the correct answer.

(N) (N) (Q) (P) (D) (D)

56¢

55¢

30¢

46¢

MRB
110-111

2 Fill in the missing numbers.

Rule
+ 9

in	out
10	19
3	12
	13
6	

MRB
56-57

3 Which numbers are larger than 99? Fill in the bubbles next to the correct answers.

98

101

100

90

MRB
74

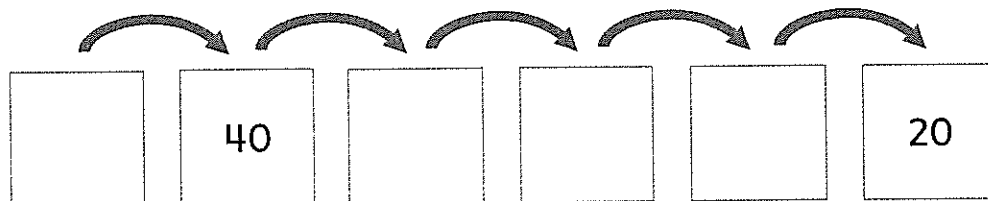
4 Write six names in the 20 box.

20

MRB
53

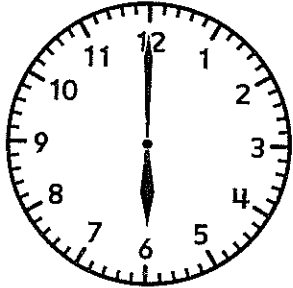
5 Fill in the empty frames.

Rule
- 5



MRB
54-55

1 Write the time.



_____ : _____



Unit
stickers

2 Mateo has 15 stickers. That is 7 fewer stickers than Dan. How many stickers does Dan have?

Number model:

Answer: _____ stickers



3 Use a number grid. Find the distance from ...

15 to 45. _____

25 to 75. _____



4 Fill in the blanks to complete the pattern.

90, _____, _____, 75, 70

5 **Writing/Reasoning** How did you find the distances in Problem 3?

Representing Numbers

Solve the problems.

Use \square to show a flat, $|$ to show a long, and \blacksquare to show a cube.

- 1 Use base-10 blocks to show the number 23. Draw your blocks below.
- 2 Use base-10 blocks to show the number 230. Draw your blocks below.
- 3 Use base-10 blocks to show the number 203. Draw your blocks below.

- 1 Write the number that is 100 more.

104 _____

204 _____

304 _____

404 _____

- 2 Fill in the bubble next to the number word for 38.

thirty-eight

twenty-eight

eighty-three

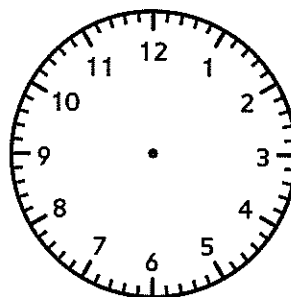
thirty

- 3 During what part of the day do you leave to go to school?

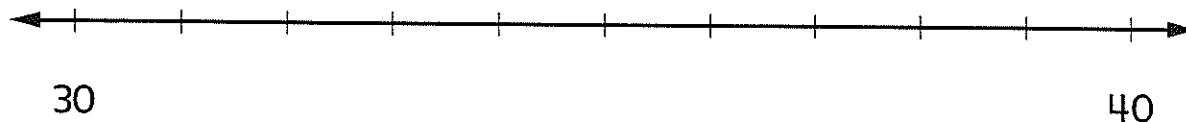
Circle the correct answer.

A.M. or P.M.

- 4 Draw hands to show 9:15.



- 5 Place the number 34 in the correct spot on the number line.



Adding with Base-10 Blocks

Lesson 4-7

DATE

Math Message

Don showed 34 with 3 longs and 4 cubes: 

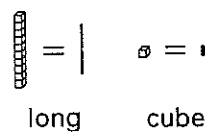
Luke showed 25 with 2 longs and 5 cubes: 

How many longs did Don and Luke have all together? _____

How many cubes did Don and Luke have all together? _____

What number is shown by the blocks all together? _____

Luke found one more base-10 cube and traded 10 cubes for 1 long. Use base-10 shorthand to show the blocks they have now.



Use base-10 shorthand.

① Show 15.

Show 35.

What is the total value of the blocks? _____

Show the total value using the fewest blocks:

② Show 27.

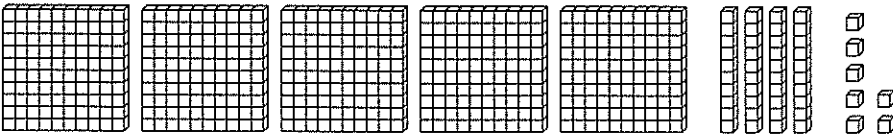
Show 25.

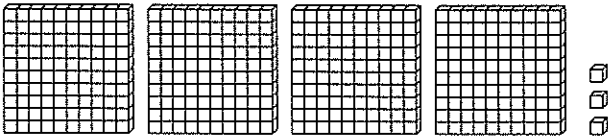
What is the total value of the blocks? _____

Show the total value using the fewest blocks:

Practicing with Place Value

Write the number for each group of base-10 blocks.

1  _____

2  _____

3 Write a number with
5 in the ones place,
3 in the hundreds place,
and 2 in the tens place.

4 506
How many hundreds? _____
How many tens? _____
How many ones? _____

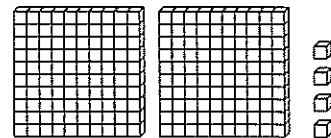
Write $<$, $>$, or $=$.

5 328 _____ 322

6 122 _____ 102

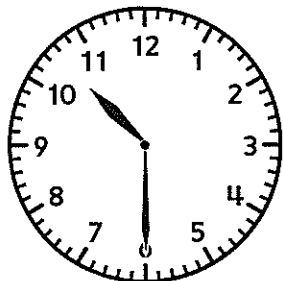
7 623 _____ 633

8 Marta wrote 24 to describe the number shown by these base-10 blocks:



Do you agree with Marta? _____ Explain your answer.

- 1 Write the time.



_____ : _____

- 2 Jill has 9 fewer stamps than Kelly. Kelly has 16 stamps. How many stamps does Jill have?

Number model:

Answer: _____ stamps

Unit
stamps



- 3 Use a number grid. What is the distance from ...

50 to 100? _____

35 to 70? _____

- 4 Fill in the blanks.

185, 190, _____, 200, _____



- 5 **Writing/Reasoning** Write a number sentence to show how you found one of the distances in Problem 3.
