

# Agreement for School Closure

## 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 Mrs. Gonzalez at Brookside Elementary in Room 2 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:**

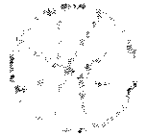
**Did the student complete the above assignments?** Yes \_\_\_\_\_ No \_\_\_\_\_

**If not, initial by the assignments that were completed.**

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



's

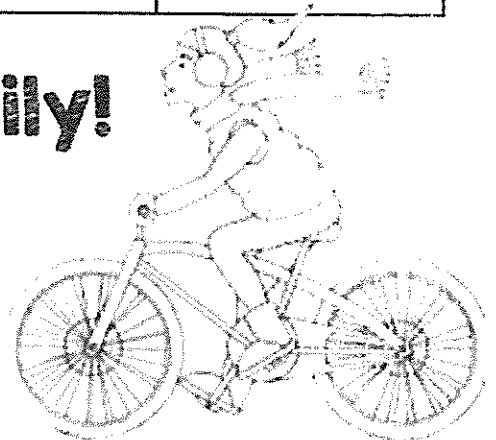


# Physical Activity Log

Day	Activity # of Minutes	Activity # of Minutes	Activity # of Minutes	Total # of Minutes
Example	Soccer 15 min	Walking 30 min	Climbing Trees 15 min	60 min
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

**Goal: 30 Minutes Daily!**

- Ride a bike - take a walk -jump rope
- build an obstacle course
- Cosmic Yoga or Go Noodle on Youtube











I'll



who's



how's



you'll

# CONTRACTIONS

Directions: Use the code to **Name:** \_\_\_\_\_  
color the correct contractions.

Created by Kadeen@ Mrs  
KadeenTeaches 2017

The main area of the worksheet is a large, irregular shape composed of many smaller, interconnected shapes. Each of these smaller shapes contains one of the following words: "I will", "who is", "how is", or "you will". The words are written in a simple, sans-serif font. The shapes are designed to be cut out and colored according to the directions. The words are distributed as follows:
 

- I will:** Multiple instances scattered throughout the shapes.
- who is:** Multiple instances scattered throughout the shapes.
- how is:** Multiple instances scattered throughout the shapes.
- you will:** A few instances, including one in a prominent vertical shape.



did not



it is



let us



would not

# CONTRACTIONS

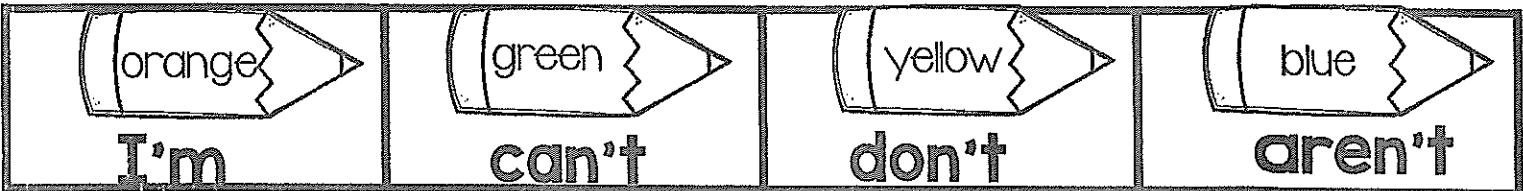
Name: \_\_\_\_\_

Directions: Use the code to color the correct contractions.

Created by Kadeen@ Mrs. KadeenTeaches 2017

The main activity area consists of a large grid of irregular, overlapping shapes. Each shape contains one of the following contractions: 'let's', 'it's', 'wouldn't', or 'didn't'. The shapes are arranged in a way that they interlock, creating a complex pattern. The words are written in a simple, sans-serif font. The grid is bounded by a thick black border.





I'm

can't

don't

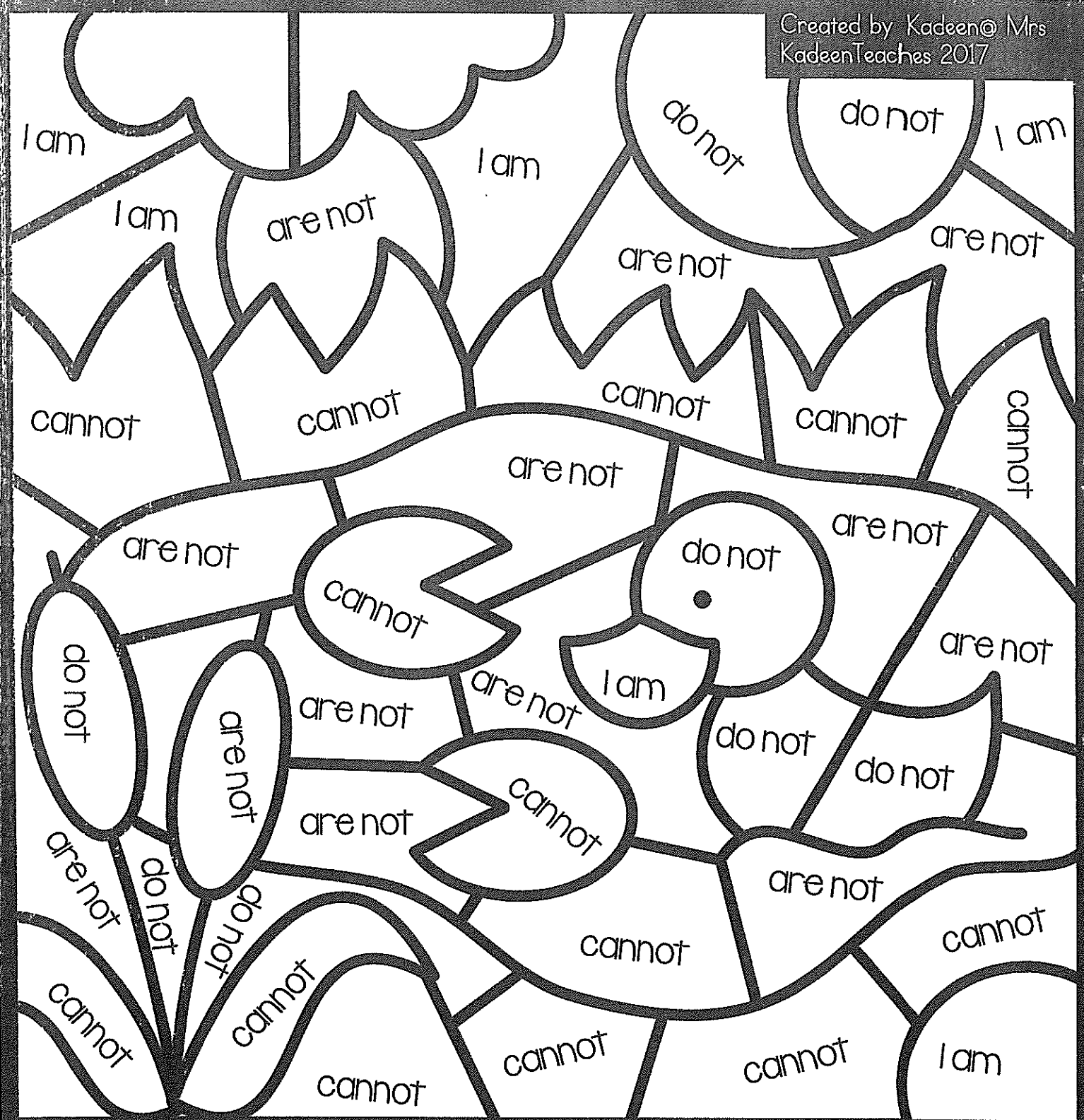
aren't

Directions: Use the code to color the correct contractions.

# CONTRACTIONS

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

Created by Kadeen@ Mrs  
KadeenTeaches 2017





Past



Present



Future

# VERB TENSES

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

Directions: Tell if the words or phrases are used in the present, future or past tense.

Created by Kadeen © Mrs KadeenTeaches 2017

cooked

I did it

went

Will go

I gave

I played

Jumped

I am going

Will walk later

went

Look at it hop

now

today

ran

He is playing

dancing

chopped

next year

next week

waving

I am running

He is smiling

cooking

eating

moved

clapping

We are walking

baking

sleeping

tapping

I saw it

the next day

brushed

talking

going out later

was late

tomorrow

I won

will go

waved

looked

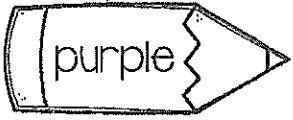
sang

washed

drank



Synonyms



Antonyms

# SYNONYMS

# ANTONYMS

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

Color the antonyms purple and color the synonyms yellow.

Created by Kadeen® Mrs  
KadeenTeaches 2017

big  
large

clean  
tidy

tiny  
large

quick  
fast

pretty  
ugly

stop  
go

true  
false

day  
night

slow  
fast

little  
small

mad  
angry

up  
down

close  
shut

old  
young

pretty  
beautiful

tall  
short

wet  
dry

easy  
hard

sharp  
dull

pull  
tug

nice  
kind

yes  
no

back  
front

happy  
glad

bring  
carry

nice  
mean

rich  
poor

shout  
yell

sick  
ill

home  
house

Below  
under

hot  
cold

sweet  
sour

friend  
pal

girl  
boy

cry  
weep

front  
back

first  
last

start  
begin

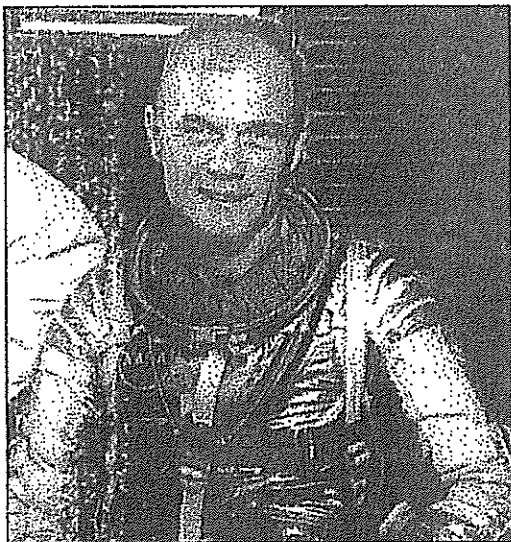


Read this passage about a famous astronaut. Then answer the questions.

## Twice in Space

- 1 Most of us never go to space. John Glenn did—two times!
- 2 John Glenn grew up in Ohio. He learned to be a pilot in the Navy. In 1957, he set a record. He flew from California to New York City in only three hours and 23 minutes.
- 3 In 1959, Glenn was chosen for the United States space program. He and six other astronauts were the “Mercury 7.” In 1962, John Glenn set another record. He became the first person to orbit Earth. His spacecraft went around Earth three times. It took about five hours. John Glenn was a hero.
- 4 John Glenn continued to work hard. He became a United States senator in 1974. He served in Congress for sixteen years. As a senator, Glenn raised money for science and education. He also raised money for space travel.

- 5 An amazing thing happened to John Glenn in 1998. The space shuttle *Discovery* was flying into space. During its missions, scientists studied many things. They wanted to study how space affects aging. They asked John Glenn to fly into space so they could study how he felt. Of course, he said yes. He was 77 years old! This time, Glenn spent nine days in space.
- 6 John Glenn has had a great life. He is a space hero times two.



John Glenn as a Mercury astronaut in 1962



John Glenn receives the Medal of Freedom from President Obama in 2012.



12. Why did the author write this passage?
- A to describe Earth and the moon
  - B to tell about the life of a famous man
  - C to show how the space program works

13. This question has two parts. First, answer Part A. Then answer Part B.

**Part A** Based on the passage, which word **best** describes John Glenn?

- A brave
- B funny
- C kind

**Part B** Which sentence from the passage **best** supports the answer to Part A?

- A "John Glenn grew up in Ohio."
- B "He also raised money for space travel."
- C "This time, Glenn spent nine days in space."

14. Which words give a clue to the meaning of orbit in paragraph 3?
- A “first person”
  - B “went around”
  - C “five hours”
15. Which meaning of served fits the way it is used in paragraph 4?
- A presented food
  - B hit a ball
  - C worked
16. How do the pictures help you understand the passage?
- A They show John Glenn at two different ages.
  - B They show how presidents help people.
  - C They show what people wear in space.





17. In the passage, what happened **first** to John Glenn?
- A He became a United States senator.
  - B He went into space for a second time.
  - C He was chosen for the space program.
18. How are the two captions below the pictures alike?
- A They both show the years the pictures were taken.
  - B They both explain who took the pictures.
  - C They both are in color.

Choose the best answer to each question.

19. Which word has the same vowel sound as tree?

- A bed
- B bead
- C bend

20. Which word has the same vowel sound as night?

- A with
- B wing
- C white

21. Which word has the same vowel sound as drew?

- A blend
- B blow
- C blue



22. Which word has the same vowel sound as loud?
- A crown
  - B could
  - C crow
23. The ar in yard is pronounced like the ar in —
- A spear.
  - B star.
  - C stare.
24. The word cat has the same vowel sound as —
- A paint.
  - B part.
  - C past.
25. Which word has the same beginning sound as green?
- A grew
  - B glad
  - C garden

26. Which word has the same beginning sound as cheese?
- A those
  - B show
  - C chose
27. Which word has the same vowel sound as twice?
- A ride
  - B rich
  - C raise
28. The second syllable in purple has the same vowel sound as the second syllable in —
- A silent.
  - B second.
  - C single.



Read the sentences. Choose the correct word to complete each sentence.

29. Rosa \_\_\_\_\_ wait to paint another cat.
- A cant
  - B cant'
  - C can't
30. A pilot is a person who \_\_\_\_\_ an airplane.
- A flys
  - B flies
  - C flyes
31. Astronauts always wear \_\_\_\_\_ gloves.
- A their
  - B there
  - C they're

32. The boys were \_\_\_\_\_ over the fence.

A jump

B jumped

C jumping

33. Our house has many \_\_\_\_\_.

A window

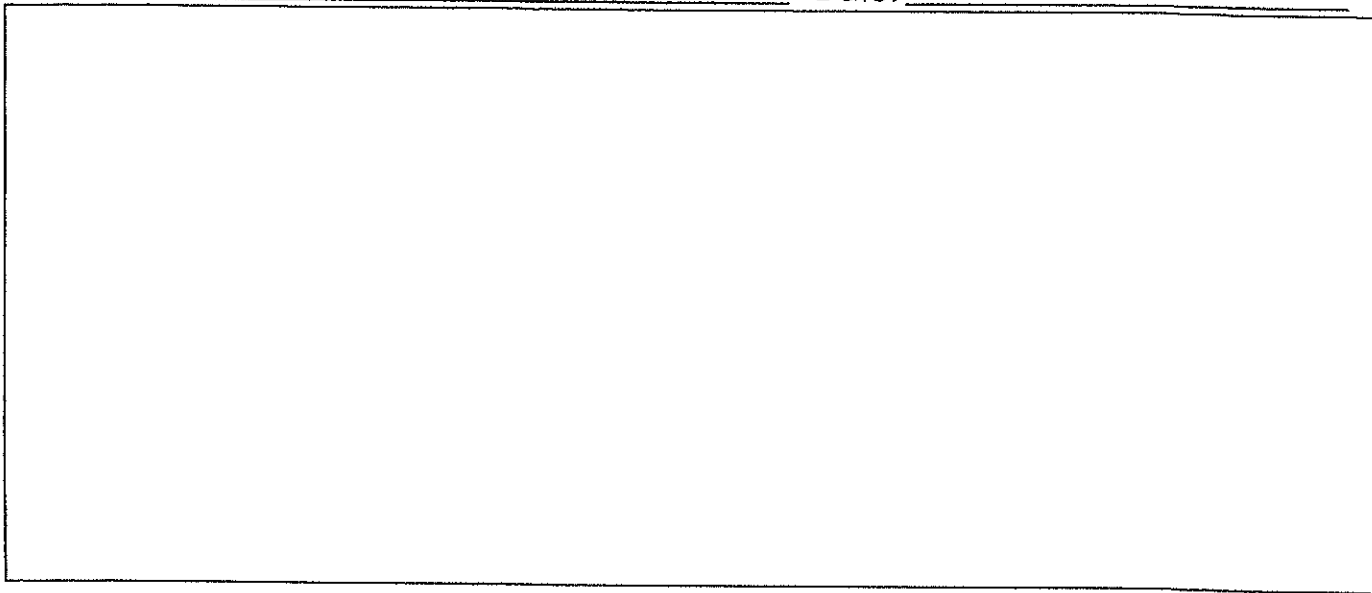
B windows

C windowes



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

Date: \_\_\_\_\_



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

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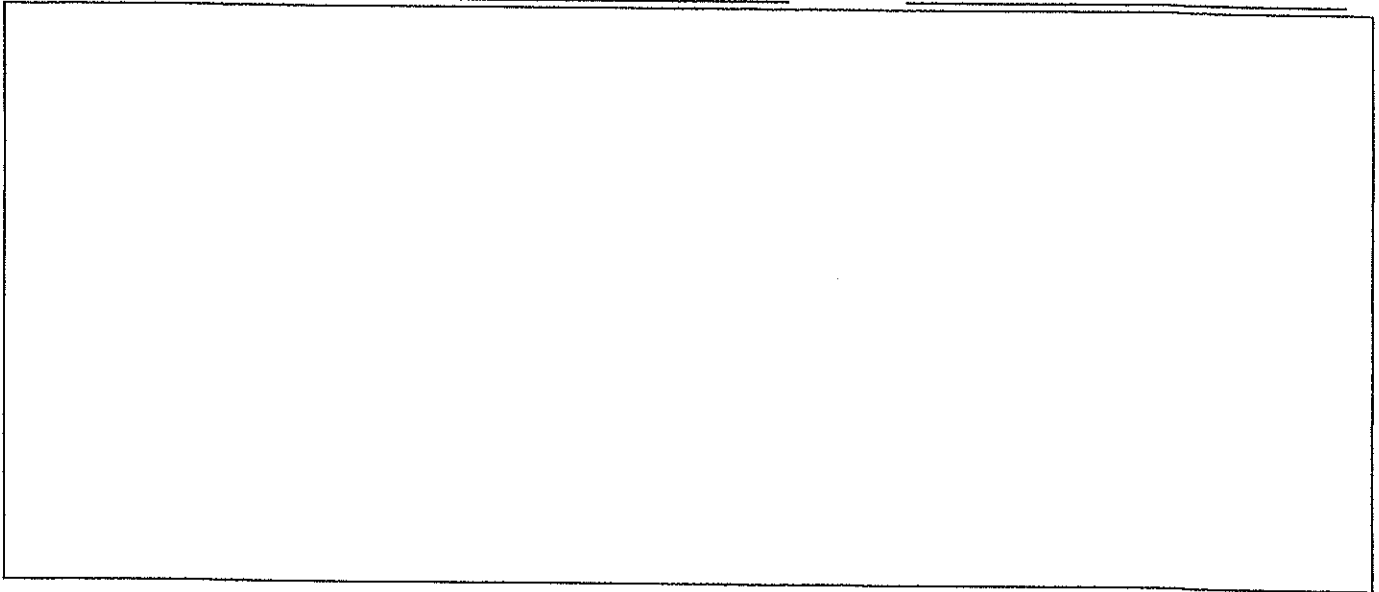
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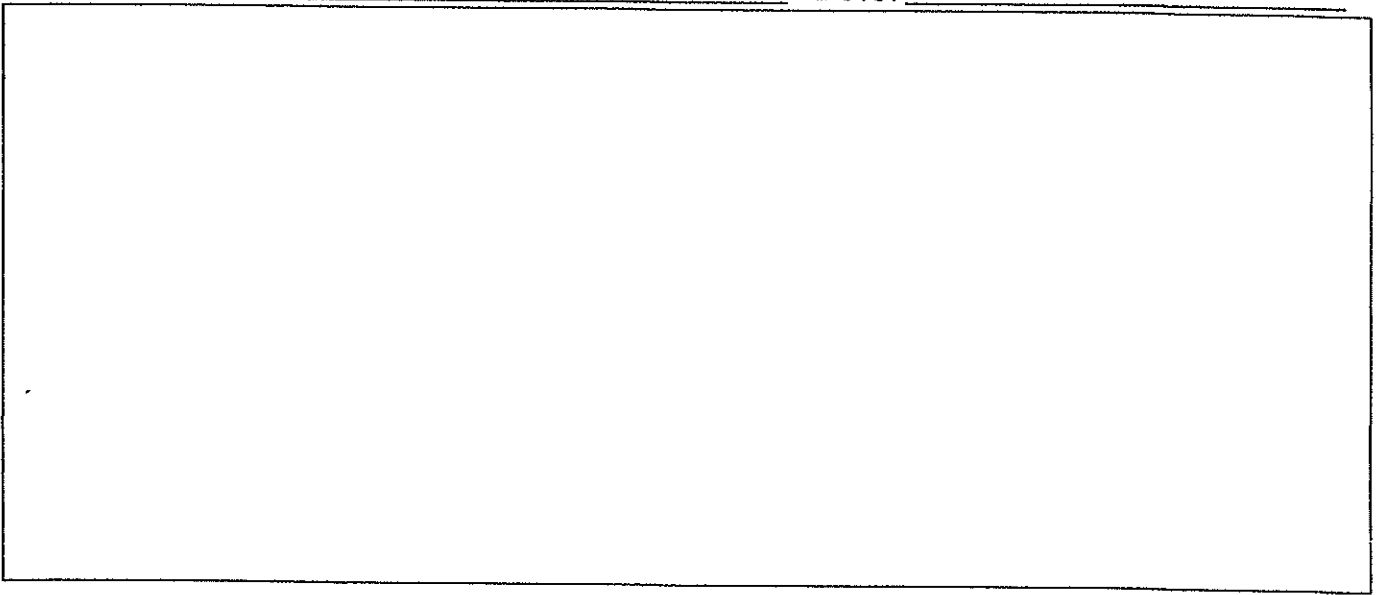
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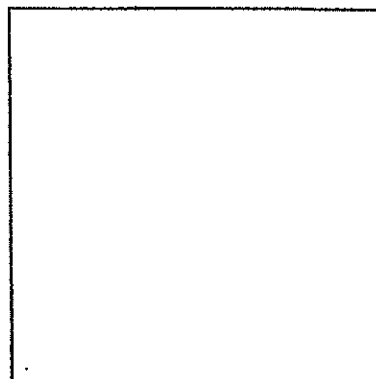
# Partitioning into Same-Size Squares

Lesson 8-7

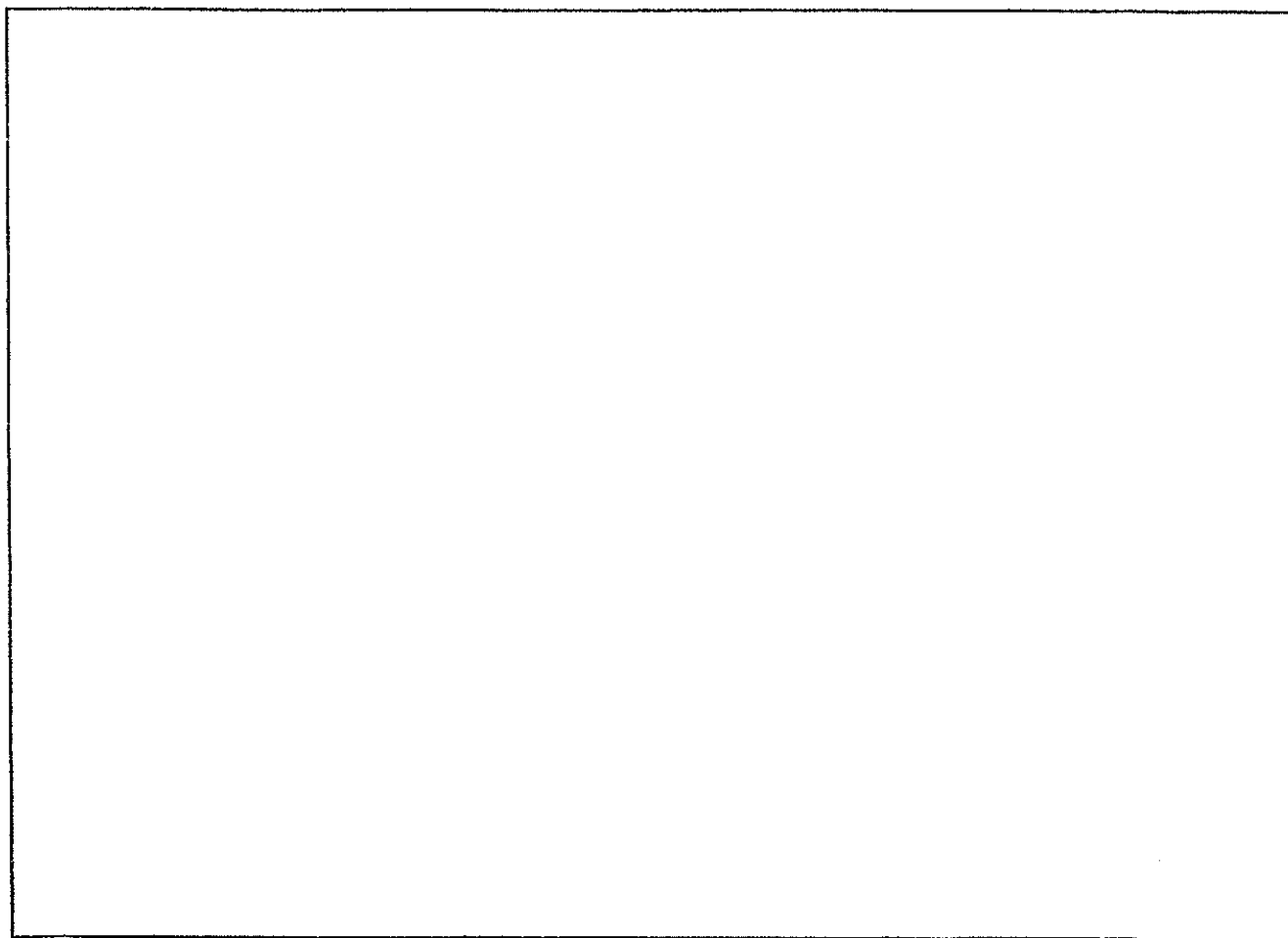
DATE

- ① Partition this square into 2 rows with 2 same-size small squares in each row.

How many small squares cover the large square? \_\_\_\_\_



- ② Partition this rectangle into 5 rows with 7 same-size squares in each row.



How many squares cover the rectangle? \_\_\_\_\_

# Solving Addition Problems

Fill in the unit box. Then solve each problem. You can draw an open number line or use a number line, number grid, or base-10 blocks to help you. Show your work.

Unit

$$\begin{array}{r} \textcircled{1} \quad 38 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 26 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 454 \\ + 365 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 258 \\ + 667 \\ \hline \end{array}$$

- ① Fill in the unit box.  
Solve.

Unit

$53 + 47 = \underline{\hspace{2cm}}$

$18 + \underline{\hspace{2cm}} = 100$

$\underline{\hspace{2cm}} + 76 = 100$

$\underline{\hspace{2cm}} = 69 + 31$



- ② Estimate how long your pencil is in centimeters:

About \_\_\_\_\_ centimeters

Measure it to the nearest centimeter:

About \_\_\_\_\_ centimeters



- ③ About how long is a school playground? Circle the closest measurement.

100 inches

100 centimeters

100 yards



- ④ Solve. Show your work.

Unit

$95 - 31 = \underline{\hspace{2cm}}$



- ⑤ **Writing/Reasoning** Look at Problem 1. For  $\underline{\hspace{2cm}} + 76 = 100$ , Emily said the missing number is 34. Do you agree? Explain.

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# Equal-Groups and Array Number Stories

Lesson 8-8

DATE

For each number story, draw a picture. Then answer the question and write a number model.

- ① There are 3 rows of cans on the shelf with 4 cans in each row. How many cans are there in all?

There are \_\_\_\_\_ cans in all.

Number model:  
\_\_\_\_\_

- ② Mr. Yung has 4 boxes of markers. There are 6 markers in each box. How many markers does he have in all?

Mr. Yung has \_\_\_\_\_ markers.

Number model:  
\_\_\_\_\_

- ③ Sandy has 4 bags of marbles. Each bag has 4 marbles. How many marbles does she have in all?

Sandy has \_\_\_\_\_ marbles.

Number model:  
\_\_\_\_\_

## Try This

- ④ Mei folded her paper into 2 columns of 4 boxes each. How many boxes did she make?

Mei made \_\_\_\_\_ boxes.

Number model:  
\_\_\_\_\_

# Math Boxes

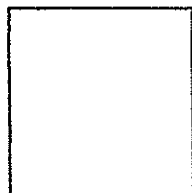
## Preview for Unit 9

Lesson 8-8

DATE \_\_\_\_\_

Math Boxes

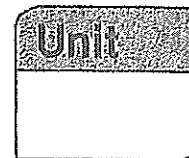
- ① Divide the square into 2 equal parts.



MRB  
132-133

- ② Solve. Show your work.

$$\begin{array}{r} 82 \\ - 29 \\ \hline \end{array}$$



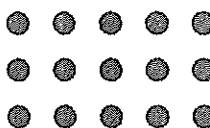
MRB  
81-89

- ③ Which number shows 3 in the ones place, 5 in the hundreds place, and 0 in the tens place? Circle the correct answer. Circle the correct answer.

- A 350
- B 305
- C 530
- D 503

MRB  
73

- ④ Count by fives. How many dots in all?



Answer: \_\_\_\_\_ dots

Write a number model.

\_\_\_\_\_

- ⑤ Make a ballpark estimate. Write a number model to show your estimate.

$$149¢ + 38¢ = ?$$

My estimate:

\_\_\_\_\_

MRB  
79

- ⑥ Measure the line segment to the nearest inch.

\_\_\_\_\_

About \_\_\_\_\_ inches

MRB  
101



# Equal Groups and Arrays

Lesson 8-9

DATE

## Math Message

- ① Write a number story to match the number model  $4 + 4 + 4 = 12$ . Draw a picture of your story.

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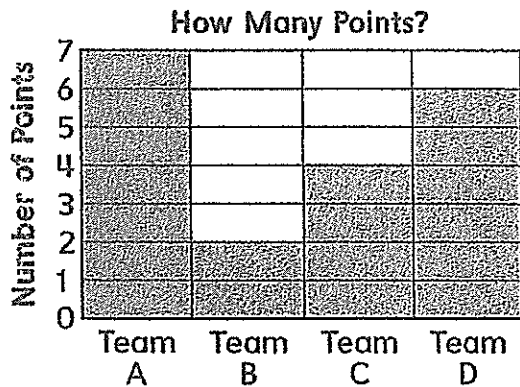
- ② Draw the last set of equal groups you or your partner made from counters.

- ③ Draw the last array you or your partner made from counters.

- ④ Write a number model for the equal groups and the array you drew.

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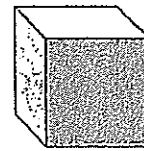
1 How many more points did Team A score than Team C?



Answer: \_\_\_\_\_ points



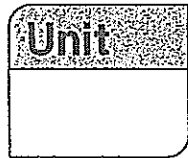
2



What shape is each face?

\_\_\_\_\_

3 Solve.



$$15 + 11 + 45 + 19 = \underline{\hspace{2cm}}$$

4 Solve using partial-sums addition.

$$\begin{array}{r} 112 \\ + 42 \\ \hline \end{array}$$

Ballpark estimate:

\_\_\_\_\_



5 **Writing/Reasoning** Explain how you solved Problem 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Arranging Desks

Lesson 8-10

DATE

## Math Message

Draw at least two arrays to show how you can put 12 desks in rows with the same number of desks in each row. Then write an addition number model to match each array.

# Solving Subtraction Problems

Lesson 8-10

DATE

Fill in the unit box. For each problem, make a ballpark estimate and solve. You can use a number line, a number grid, or base-10 blocks to help you.

Unit

$$\begin{array}{r} \textcircled{1} \quad 36 \\ - 25 \\ \hline \end{array}$$

Ballpark estimate:

\_\_\_\_\_

$$\begin{array}{r} \textcircled{2} \quad 50 \\ - 28 \\ \hline \end{array}$$

Ballpark estimate:

\_\_\_\_\_

$$\begin{array}{r} \textcircled{3} \quad 72 \\ - 34 \\ \hline \end{array}$$

Ballpark estimate:

\_\_\_\_\_

**Try This**

$$\begin{array}{r} \textcircled{4} \quad 235 \\ - 112 \\ \hline \end{array}$$

Ballpark estimate:

\_\_\_\_\_

# Math Boxes

Lesson 8-10

DATE \_\_\_\_\_

Math Boxes

Unit \_\_\_\_\_

1 Draw a pentagon.

2  $56 + 118 = ?$

Use partial-sums addition to solve.

Ballpark estimate:

\_\_\_\_\_

$56 + 118 = \underline{\hspace{2cm}}$

3 Write each number in expanded form.

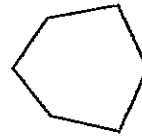
706 \_\_\_\_\_

418 \_\_\_\_\_

880 \_\_\_\_\_

749 \_\_\_\_\_

4 Circle the hexagon.



5 Solve. Show your work on an open number line.

Jean has a box of 48 crayons. Joe has a box of 24 crayons.  
How many crayons do they have all together?



Answer: \_\_\_\_\_ crayons





