

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

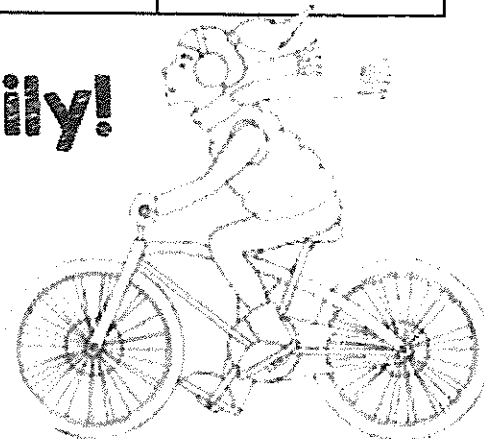


Physical Activity Log

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





Question



Statement

QUESTIONS AND

STATEMENTS

Color the questions green. Color the statements yellow.

Name: _____

Created by Kadeen@ Mrs KadeenTeaches 2017

It is a ball

Who is that

Do you see it

I see him

What can we do

I have a cat

Mag is sick

This is big

We like kites

pick it up

I want it

I like eggs

Let's play

put on your hat

Are you up

Look at the bat

Where is dad

Do you want some

Can you see me

Walk the dog

Go to bed

I like it

Drink the milk

This is it

Mom is sick

When is it over

Let us dance

Who is he

Who did it

Make a wish

Can we

go play

Can we eat

Get a cup

Hit the ball

Are you cold

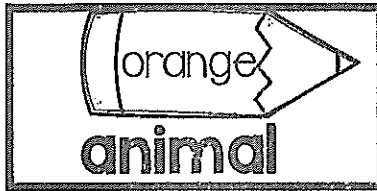
Can you see

Mom can you come

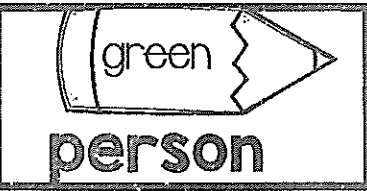
I can go

I have seeds

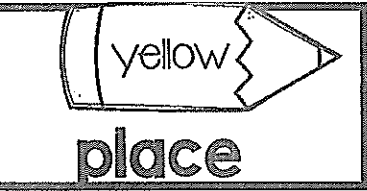
I feel good



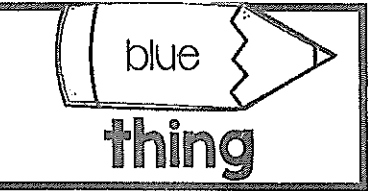
animal



person



place



thing

PERSON

PLACE

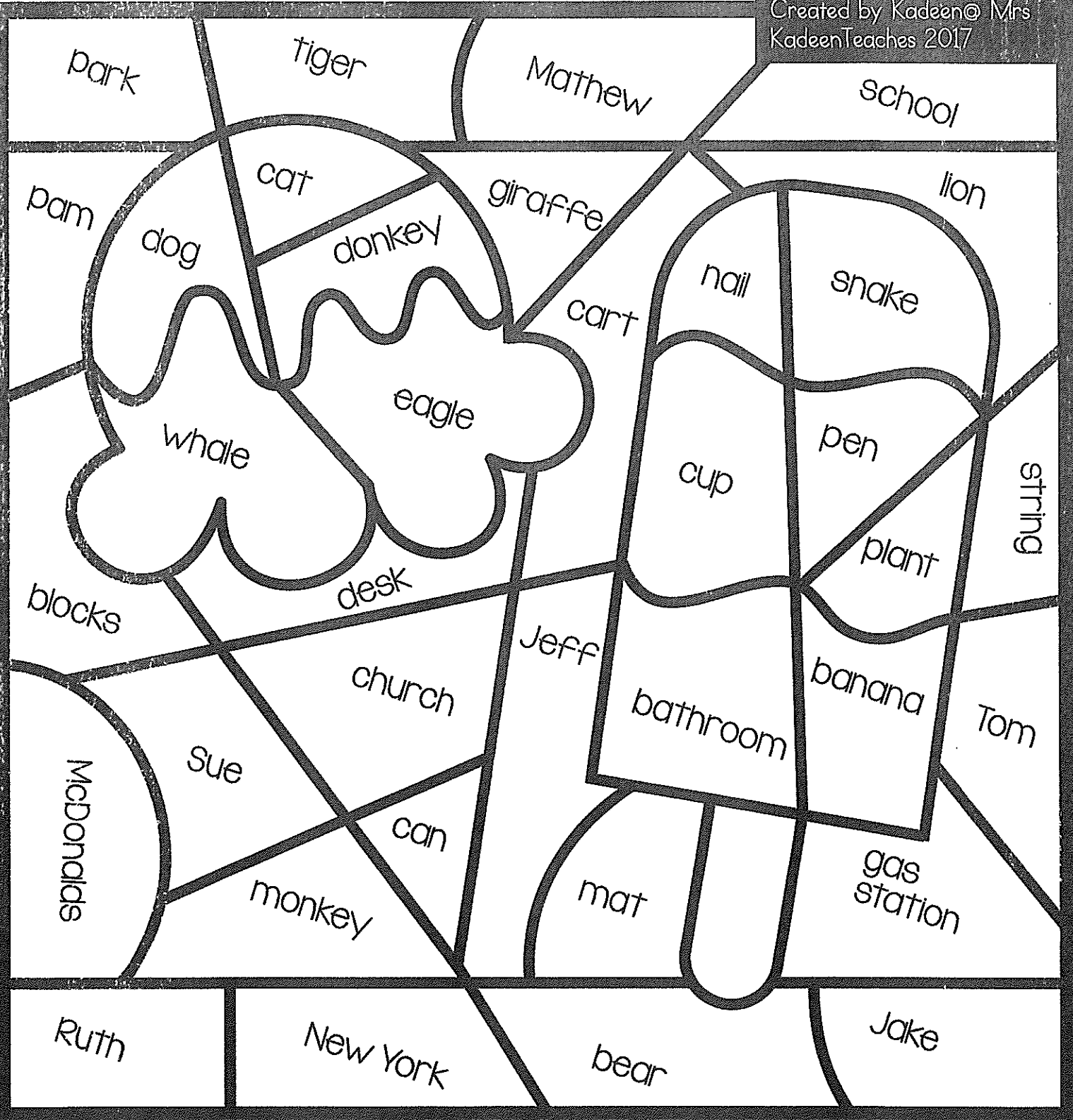
THING

ANIMAL

Name:

Directions: Use the code to color.

Created by Kadeen © Mrs KadeenTeaches 2017



NAME: _____

COMMON & PROPER NOUNS

Color the blank space brown.



common noun
GREEN

proper noun
ORANGE

neither
BLUE

BuildReflectWrite

Build Knowledge

Identify the causes and effects of wind and water erosion on Earth and our environment.

Cause	Effect

Reflect

How do we react to changes in nature?

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

Research and Write

Choose a famous natural landmark caused by weathering and erosion. Write a short informative/explanatory report in which you describe this landmark and explain how it was formed.

Choose Your Topic

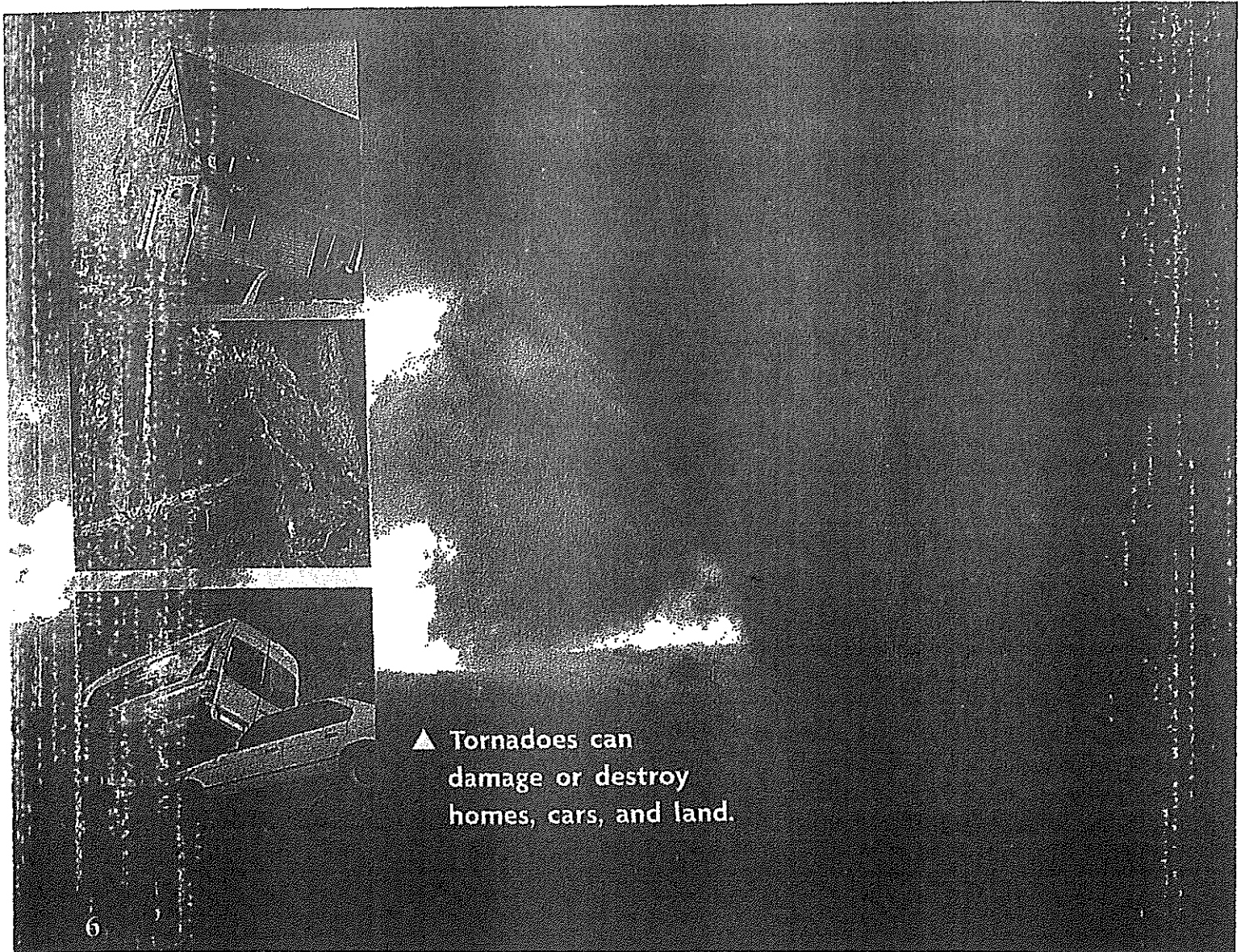
This week, conduct a pre-search to identify the rock formation your class would like to research. Construct guiding questions that will help you focus your research on the information you will need to write your class report.

Short Read 1

Remember
to annotate
as you read

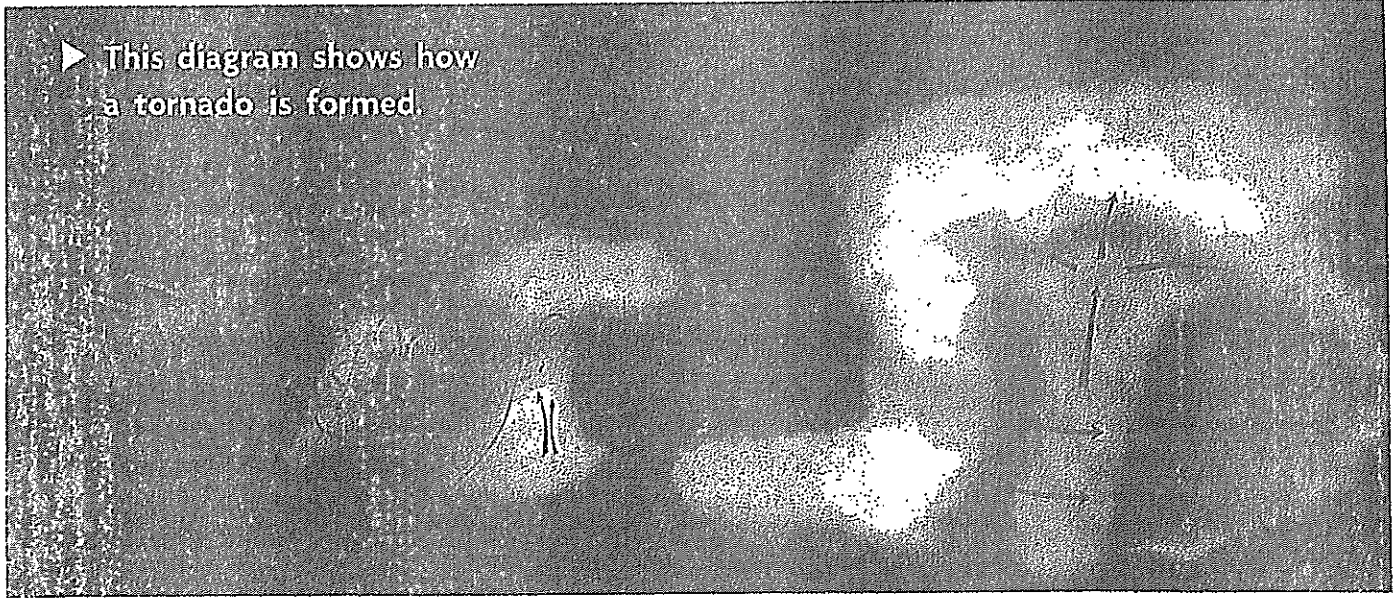
Tornado!

- 1 It's the fastest, most unpredictable wind on the planet. It spins around, forming a funnel shape, and destroys everything in its path. It tears apart buildings, uproots trees, and tosses cars as if they were toys! Although a tornado may not last very long, its damage can take years to repair.

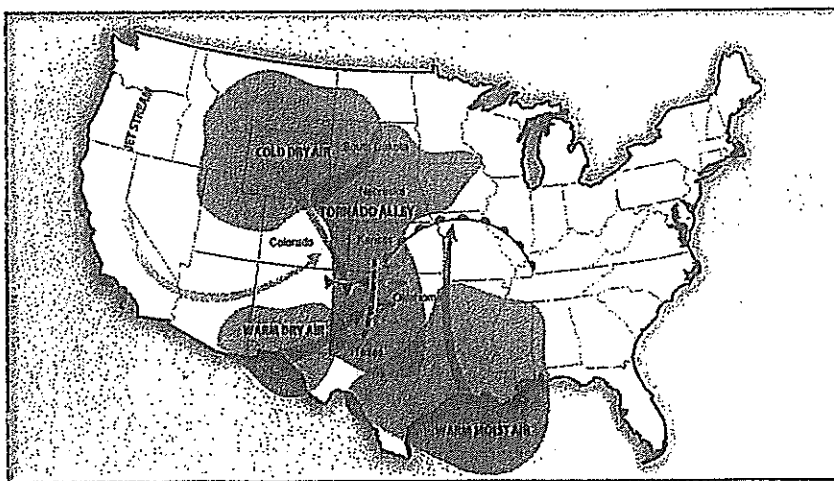


▲ Tornadoes can damage or destroy homes, cars, and land.

- This diagram shows how a tornado is formed.



- 2 Tornadoes usually come from thunderclouds. Warm air on the ground rises to meet cooler air moving down toward Earth. When the air masses meet, a large thundercloud forms.
- 3 As warm and cool air swirls in the thundercloud, it forms a funnel. If the funnel is strong, it drops from the cloud and becomes a tornado!



- ▲ The area where tornadoes occur most often is known as Tornado Alley.

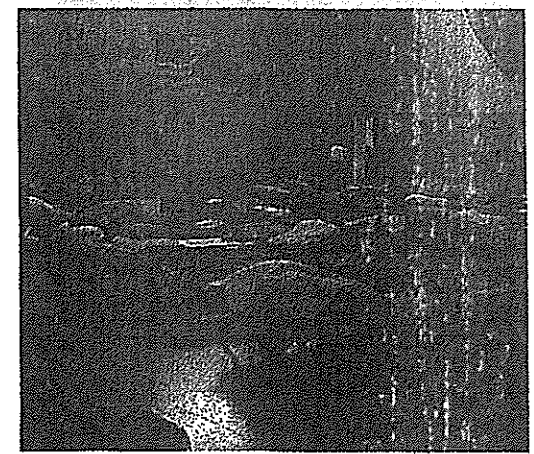
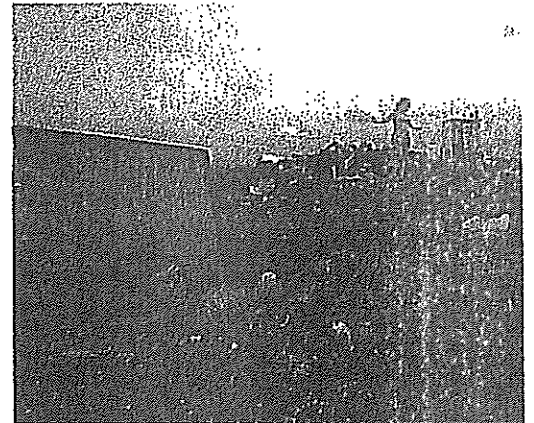
4 Tornadoes can do serious damage to Earth and our environment. Some tornadoes are powerful enough to level forests and foothills. That means many animals end up losing their habitats. Fish are forced to go deeper in lakes and streams. After a tornado, the dirt and debris that remain in the air cause pollution.



5 What if there's a tornado warning?
Read what Adam Reynolds and his
family did.

6 "We were eating dinner and heard
the sirens. The sky became dark, and
it started hailing! We rushed to the
basement with our transistor radio."

7 If you don't have a basement, go
inside a closet. Listen to the radio for
information and stay safe!



▲ During a tornado warning, people gather in hallways, basements, and shelters.

Remember
to annotate
as you read.

Water's Awesome Wonder

- 1 Did you know that water can be an artist? It can when it flows downhill and carves rock into amazing shapes!
- 2 When water moves over rock, it slowly wears away the rock. We call that *erosion*. In my opinion, erosion can create something beautiful. The Grand Canyon is a great example of this!

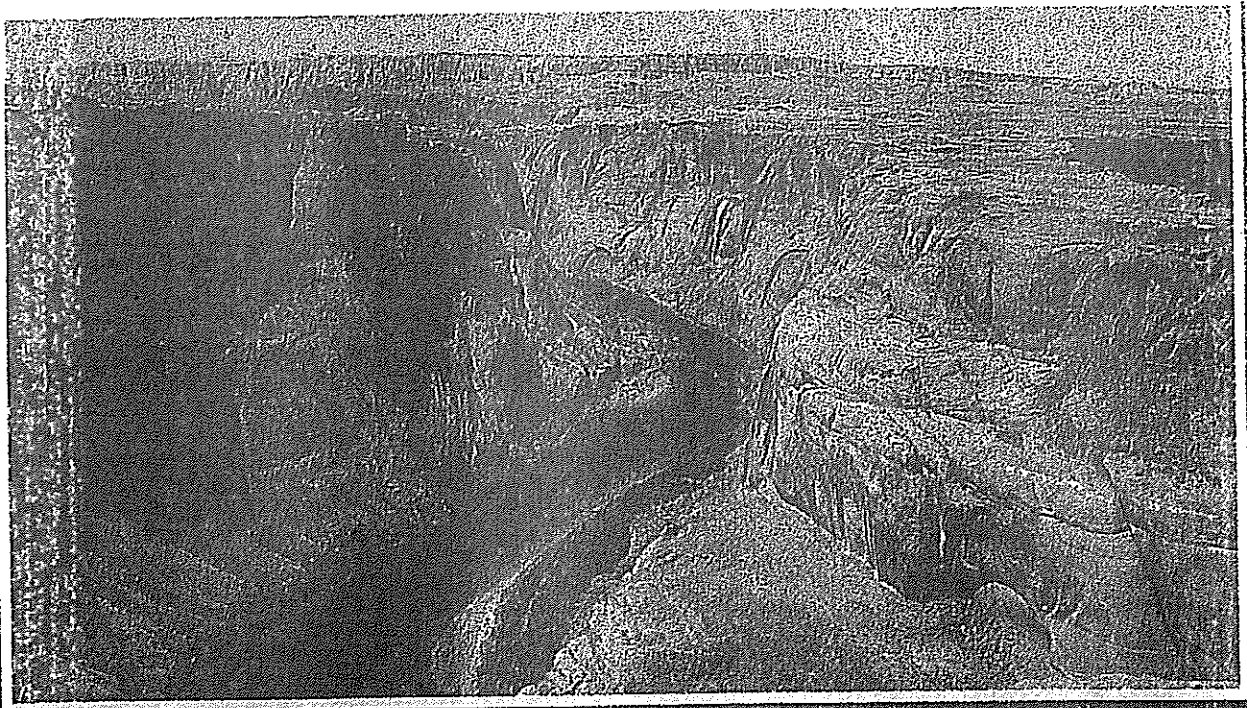
▼ Arizona's Grand Canyon became a national park in 1919.



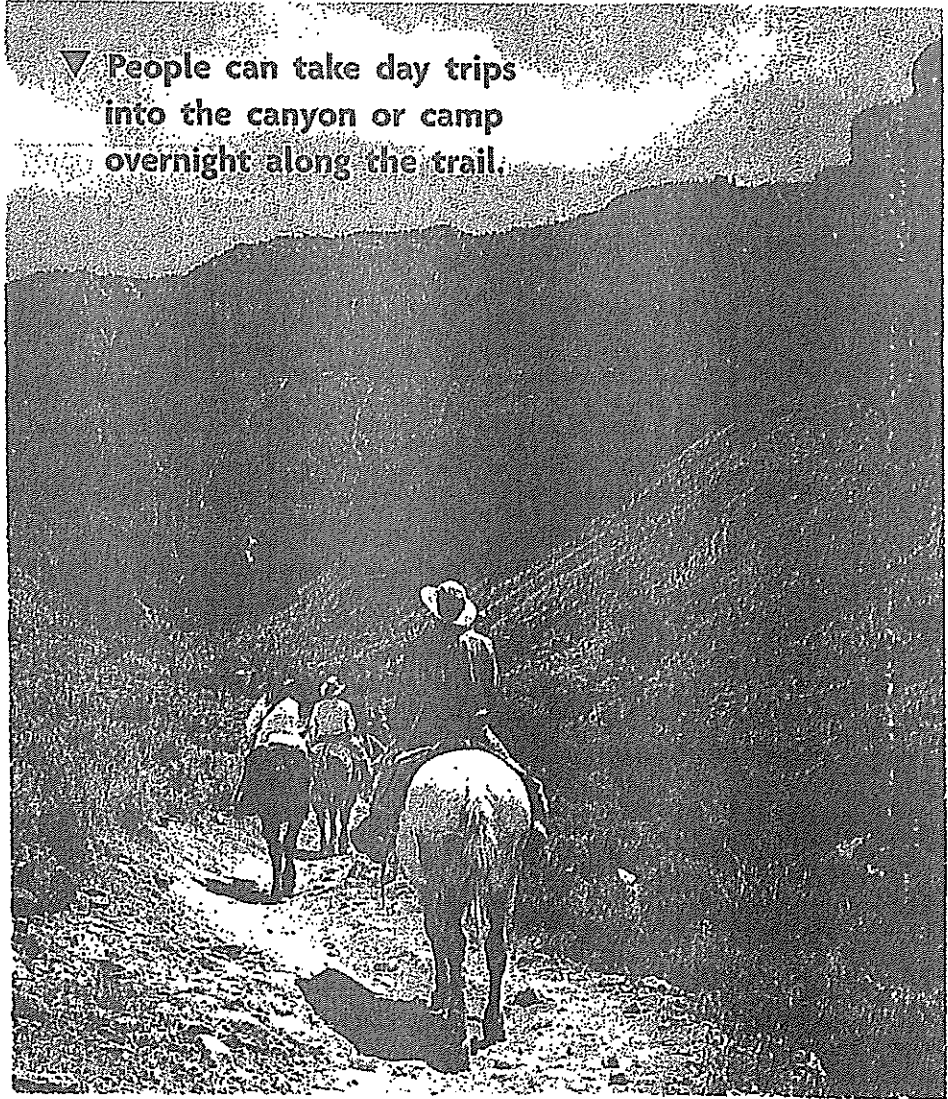
3 The Grand Canyon began to form long ago. The Colorado River flowed across the desert floor, carving through the rock in its path. Wind, sand, and mudslides cut away even more rock. Slowly the gash became deeper and deeper.

4 Today this beautiful canyon is more than a mile deep in some places. It can even be seen from space.

▽ The Colorado River has been carving the Grand Canyon for over five million years.



▽ People can take day trips into the canyon or camp overnight along the trail.



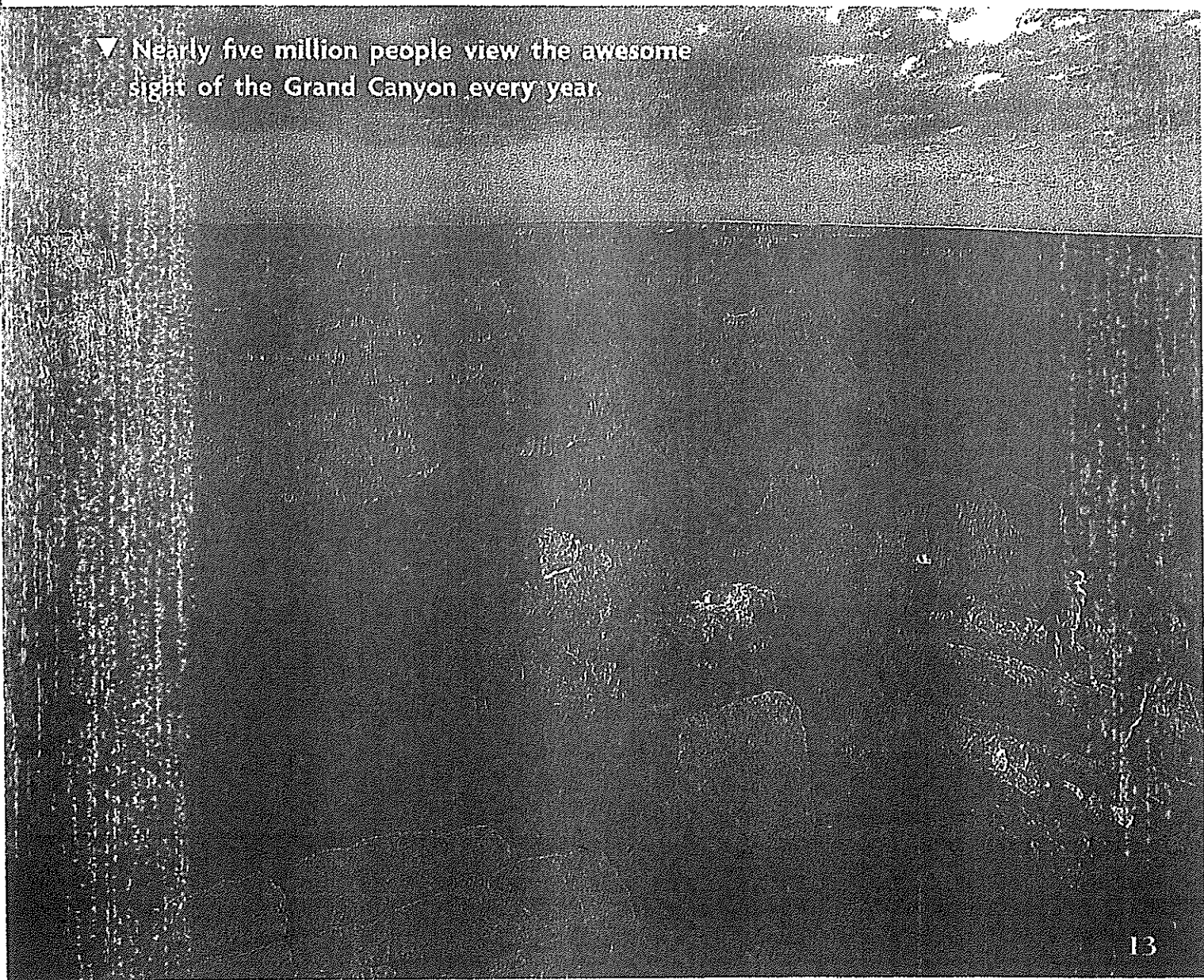
5 People visit the Grand Canyon for many reasons. It is one of the most beautiful places on Earth, with its unusually shaped rocks and colorful canyon walls.

6 Mule rides, hiking, and rafting down the Colorado River are three exciting ways for visitors to see the fantastic shapes and colors of the canyon.

7 So you see why I think erosion and weathering created something beautiful in Arizona's desert.

8 The Grand Canyon is so much more than just a deep hole in the ground. It is a sculpture that has been carved over five million years by the mighty forces of nature. And it is still being shaped today!

▼ Nearly five million people view the awesome sight of the Grand Canyon every year.

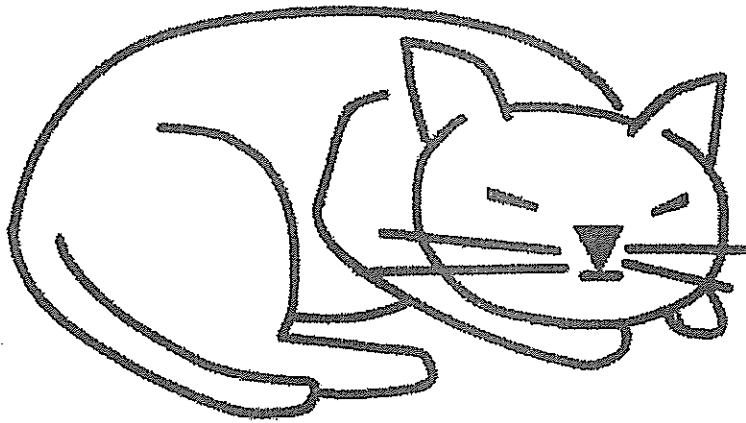


Read this folktale from Japan about a boy who likes to draw. Then answer the questions.

The Boy Who Drew Cats

- 1 A farmer in Japan had many children. All of them liked working on the farm except the youngest son, Kenji. All Kenji wanted to do was draw. He drew trees and houses, people and plants. Mostly, he loved to draw cats. He drew hundreds of pictures of cats. He drew cats eating, running, and playing, but his favorite cats were sleeping.
- 2 One winter, the family had a mouse in their house. The mouse ate their cheese. It nibbled their rice cakes. "How can we get rid of this mouse?" yelled Kenji's mother one night. She did not know what to do.
- 3 Kenji had an idea. That night, he carried his drawings of cats into the kitchen. He set them on the shelves. He tacked them to the walls. He put his three best drawings on the table. Then the family went to sleep.

- 4 In the morning, Kenji ran to the kitchen to see if his plan had worked. The rice cakes were safe! The cheese was whole! Small muddy footprints were all over the floor. On the drawings, the cats' feet were muddy, too. They had chased that mouse out of the house and into the yard.
- 5 Kenji grew up to be a famous artist in Japan. He sold his paintings for many yen. And he never stopped drawing cats.



1. In this story, what happens while the family is asleep?
 - A The cats come alive.
 - B The cats are eating.
 - C The cats sleep.

2. Put these events in the correct order, based on the story.
 - Kenji puts his cat drawings in the kitchen.
 - Kenji becomes a famous artist.
 - A mouse comes into the house.

3. Read this sentence from the story.

He tacked them to the walls.

What does tacked mean in this sentence?

- A folded
- B stuck
- C lost

4. Which sentence in paragraph 2 shows how Kenji's mother feels? Underline the sentence you choose.

One winter, the family had a mouse in their house. The mouse ate their cheese. It nibbled their rice cakes. "How can we get rid of this mouse?" yelled Kenji's mother one night. She did not know what to do.

5. In paragraph 5, you can tell that yen is a kind of —
- A money.
 - B clothing.
 - C cat.
6. What does the picture show?
- A why the cat sleeps all day
 - B how the cats caught the mice
 - C what Kenji's drawings look like



Read this story about a girl in Mexico. Then answer the questions.

Rosa's Cats

- 1 Rosa loved to paint. She painted stars and clouds and stores and trucks. She painted the plants in her mother's garden. But most of all, Rosa loved to paint cats.
- 2 Rosa's cats were unusual. They were not black and brown and gray and white like real cats. Rosa's cats were purple and pink and yellow and blue. Every one was beautiful, and no two were alike.
- 3 One spring, Rosa's mother planted rows of beans in her garden. In the night, birds came and ate the tiny bean plants. Her mother planted the beans again. Again, the birds ate the little green shoots. "I don't know what to do!" her mother complained. Rosa had an idea.

- 4 Before the family went to sleep, Rosa carried her paintings to the garden. Between each row of beans, she set up one of her cats. Her cats looked like real cats sitting between the rows. Rosa smiled at her paintings. She loved the colors. She loved her cats.
- 5 That night, Rosa heard a noise in the garden. She looked out her window. A full moon lit the night. She could see birds swooping down to the little bean plants. She could hear another sound. It sounded like cats meowing, but Rosa could not be sure.
- 6 The next morning, the bean plants were safe. This happened the next morning and the morning after that. Soon, the plants were too big for the birds to eat.
- 7 One morning, Rosa took her paintings back into the house. One of them caught her eye. In the cat's claw was a tiny brown feather. Rosa knew then that her idea had worked.



7. How does the author tell the story of Rosa's cats?
- A from the present to the past
 - B in time order
 - C from most important to least important
8. Read this sentence from paragraph 6.

The next morning, the bean plants were safe.

What does safe mean in this sentence?

- A not found
 - B not eaten
 - C not covered
9. What happens to the birds at the end of the story?
- A They are scared away by the cats.
 - B They move to someone else's garden.
 - C They are painted many colors by Rosa.

10. What is Rosa's view of cats?

- A They are afraid of birds.
- B They like bean plants.
- C They can be any color.

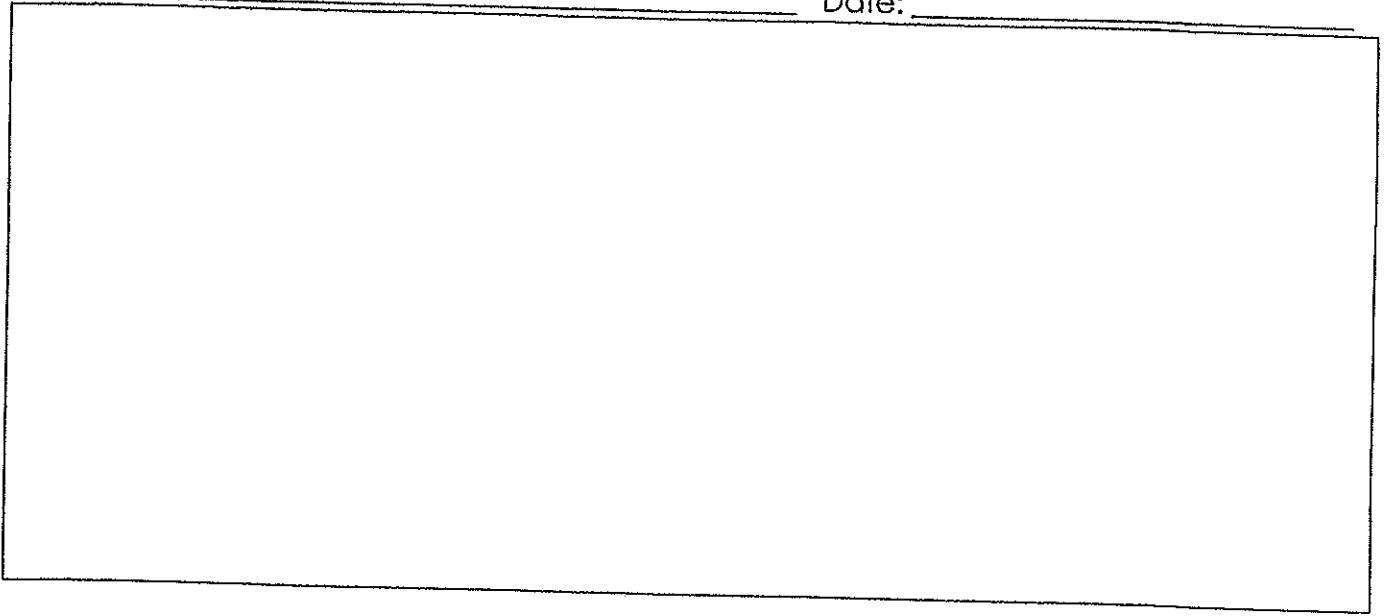
11. Think about the two stories you have read. How are Rosa and Kenji alike? Choose **two** ways they are alike. Check the box next to each sentence you choose.

- They paint using many colors.
- They like to make art about cats.
- They have many brothers and sisters.
- They help their mothers work in the gardens.
- They have good ideas that help their families.



Name: _____

Date: _____

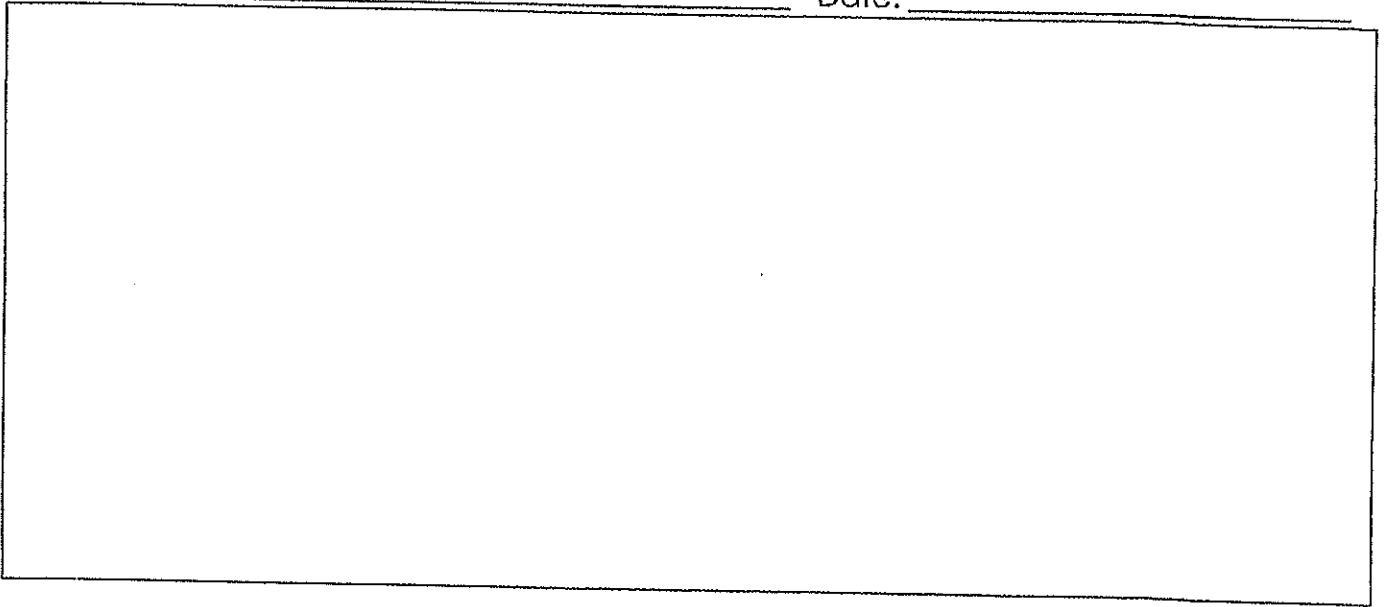


Name: _____

Date: _____

Name: _____

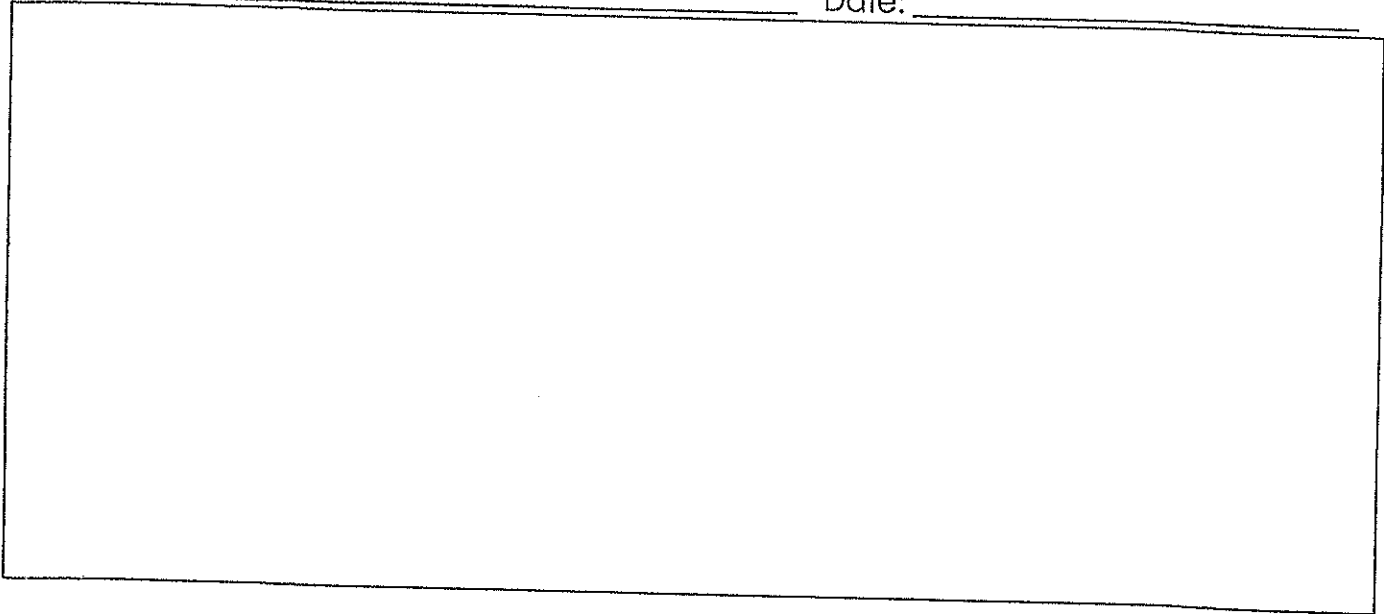
Date: _____



Name: _____ Date: _____

Name: _____

Date: _____



Solving Two-Step Number Stories (continued)

Lesson 6-5

DATE

- ③ Tommy is playing a board game with his sister. On his first turn, he earned 15 points. On his second turn, he lost 7 points. On his third turn, he earned 12 points. How many points does he have now?

Number model(s): _____

Tommy has _____ points.

- ④ Carrie had 23 markers. Luis gave her 7 more. She now has 15 more markers than Owen has. How many markers does Owen have?

Number model(s): _____

Owen has _____ markers.

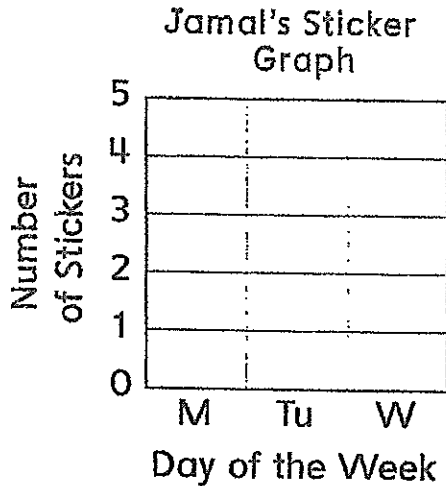
Try This

- ⑤ On Monday Ellie had 18 gold stars. On Tuesday she got some more gold stars. On Wednesday she got 4 more gold stars. She now has 28 gold stars. How many gold stars did she get on Tuesday?

Number model(s): _____

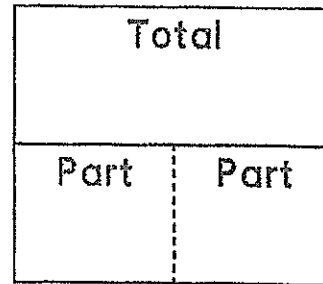
Ellie got _____ gold stars on Tuesday.

- 1 Draw a bar graph with this data: Jamal earned 3 stickers on Monday, 2 on Tuesday, and 4 on Wednesday.



MRB
116

- 2 Luis rode his bike for 20 minutes on Monday and 25 minutes on Tuesday. How many minutes did he ride in all?



Number model:

Answer: _____ minutes

MRB
25-26

- 3 Write a number with 5 in the ones place, 3 in the hundreds place, and 7 in the tens place.

Answer: _____

MRB
73

- 4 Write the number that is 10 more.

196 _____ 301 _____

489 _____ 597 _____

- 5 Dale had 35 fish in his fish tank. He gave 20 fish away. How many fish did he have left?

Number model:

Answer: _____ fish

MRB
27-28

- 6 Ron's string is 45 inches long. Luke's string is 30 inches long. How much longer is Ron's string than Luke's?

Number model:

Answer: _____ inches

MRB
30-31

Estimating and Adding



DATE

Fill in the unit box. For each problem:

Unit

- Make a ballpark estimate.
- Solve the problem using any strategy you choose. Use words, numbers, or drawings to show your thinking.
- Explain how your estimate shows whether your answer makes sense.

① $32 + 26 = ?$

Ballpark estimate: _____

Strategy:

$32 + 26 =$ _____

Does your answer make sense? How do you know?

② $18 + 44 = ?$

Ballpark estimate: _____

Strategy:

$18 + 44 =$ _____

Does your answer makes sense? How do you know?

Math Boxes

1 Use your Pattern-Block Template to draw a shape that has three sides.

2 Solve.

a. $217 + \underline{\hspace{2cm}} = 227$

b. $10 + 483 = \underline{\hspace{2cm}}$

c. $507 = 497 + \underline{\hspace{2cm}}$

d. $409 = 10 + \underline{\hspace{2cm}}$

MRB
122-125

3 Write each number in expanded form.

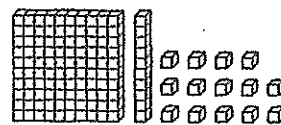
69 _____

24 _____

345 _____

180 _____

4



What number do the base-10 blocks show? _____

Use base-10 shorthand to show the number another way.

MRB
72-73

MRB
72-73

5 **Writing/Reasoning** Explain how you figured out the number shown by the base-10 blocks in Problem 4.

Addition with Base-10 Blocks

Unit

Fill in the unit box.

Solve each problem using base-10 blocks.

Use base-10 shorthand to show what you did.

On the lines, record the partial sums and the answer.

Block	Flat	Long	Cube
Base-10 Shorthand	□		■

Example:
$$\begin{array}{r} 23 \\ + 46 \\ \hline \end{array}$$



Answer: $60 + 9 = 69$

①
$$\begin{array}{r} 41 \\ + 35 \\ \hline \end{array}$$

Answer: _____ + _____ = _____

②
$$\begin{array}{r} 67 \\ + 38 \\ \hline \end{array}$$

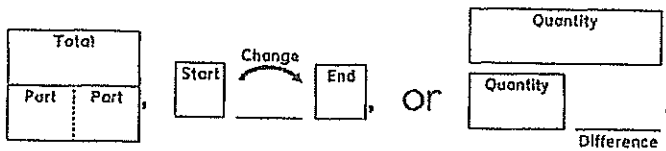
Answer:
_____ + _____ = _____

③
$$\begin{array}{r} 123 \\ + 128 \\ \hline \end{array}$$

Answer:
_____ + _____ + _____ = _____

For each number story:

- Write a number model. Use ? to show the number you need to find. To help, you may draw a



- Solve the problem and write the answer. Include the unit.

- ① Jack drove 40 miles to a gas station. Then he drove 30 miles from the gas station to his friend's house. How many miles did Jack drive in all?

Number model: _____

Answer: _____

- ② Emma found two leaves. One leaf was 9 centimeters longer than the other. The longer leaf was 20 centimeters long. How long was the shorter leaf?

Number model: _____

Answer: _____

Try This

- ③ A fish weighs 35 pounds. An octopus weighs 20 pounds. A crab weighs 2 pounds. How much do all three weigh together?

Number model: _____

Answer: _____

Math Boxes

Preview for Unit 7

Lesson 6-7

DATE _____

① Solve.

$$14 + \underline{\quad} = 20$$

$$20 = 12 + \underline{\quad}$$

$$11 + \underline{\quad} = 20$$

$$\underline{\quad} + 13 = 20$$

Unit

pencils

③ Name something that is about 1 foot long.

② Meg has ☆☆☆.

Dan has ☆☆☆☆☆☆☆.

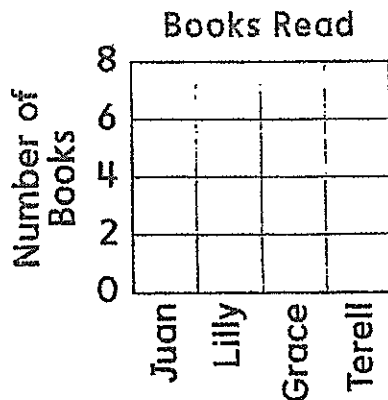
Jen has ☆☆.

How many stars are there in all? _____ stars

④ Erin can jump about 1 foot high. John can jump about 2 feet high. How much higher can John jump?

About _____ ft

⑤



Who read the most books? _____

Who read the fewest books? _____

⑥ Write a number story to match the number model.

$$4 + 6 - 5 = ?$$

MRB
103

MRB
116

Partial-Sums Addition



DATE

For Problems 1–3, make a ballpark estimate. Then solve the problem using partial-sums addition. Show your work. Use your estimate to check that your answer makes sense.

Unit

Example: $59 + 26 = ?$

Ballpark estimate:

$$60 + 30 = 90$$

Think: $50 + 20 =$ $9 + 6 =$	$\begin{array}{r} 59 \\ + 26 \\ \hline 70 \\ 15 \\ \hline 85 \end{array}$	Think: $50 + 9$ $20 + 6$
------------------------------------	---------------------------------------------------------------------------	--------------------------------

① Ballpark estimate:

$$\begin{array}{r} 34 \\ + 71 \\ \hline \end{array}$$

② Ballpark estimate:

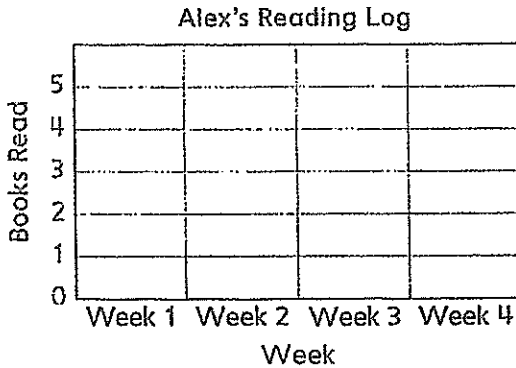
$$\begin{array}{r} 136 \\ + 157 \\ \hline \end{array}$$

③ Ballpark estimate:

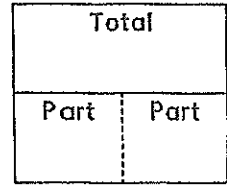
$$\begin{array}{r} 122 \\ + 53 \\ \hline \end{array}$$

④ Solve one of the problems a different way. Explain your strategy.

- 1 How many more books did Alex read in Week 4 than in Week 1? _____



- 2 Ali had 35¢ and then found 40¢. How much money does he have in all? Fill in the diagram and write a number model.

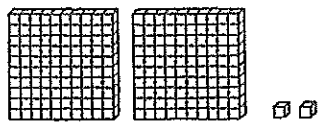


Number model:

 Ali has _____.



- 3 What number do the base-10 blocks show? _____



- 4 Which number is 10 less than 301? Circle the correct answer.

- A. 281 B. 311
 C. 291 D. 310

- 5 The store sold 20 T-shirts on Tuesday. It sold more on Wednesday. It sold 42 T-shirts in all. How many did it sell on Wednesday?

Number model:

Answer: _____ T-shirts



- 6 Write a number model and solve. Ann's arm span is 48 inches. Bell's arm span is 60 inches. How much longer is Bell's arm span than Ann's?

Number model:

Answer: _____ inches



A Subtraction Number Story

DATE

Bakers make 56 loaves of bread. They sell 24 loaves in the morning. How many loaves are left for sale in the afternoon?

Solve the problem using any strategy. Be ready to explain how you found the answer.

Number model: _____ loaves

.....