

"Making it Happen"

3rd

Board of Education
Karen Blevins, Chair
Kelby Cody, Vice Chair
Kevin Barnette, Member
Keith Ray, Member
Barbara Wyatt, Member

Superintendent:
Dr. Will Hoffman

At-Home Work Packet for Weeks 3 and 4 of Instructional Closure March 30th - April 10th

Dear Students and Families,

Our teachers are continuing to put together an At-Home Work Packet for each grade level. This At-Home Work packet includes approximately 10 lesson activities for Reading and Math. We recommend that your child complete one lesson in reading and one lesson in math each day. Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading and math!

Madison County Schools is also providing online access to the At-Home Work Packet lesson materials as well as supplemental resources and games through links on the district website: <https://www.madisonk12.net/Domain/8>. Students have the option to use their home devices to access this same content online as well as additional games and resources. Student log-ins for various sites used in the classroom are included on the next page. Teachers are also making plans to share supplemental instructional lesson videos online with students through our district and school websites as well as social media.

Teachers are making regular phone calls home to families and students to talk through At-Home Work Packets and provide support for any questions your child may have. If you have any questions while your child is completing work, please feel free to also email your child's teacher or call your child's school.

Thank you,
Madison County Schools Staff

K-5 Elementary Online Opportunities for Learning

Copies of paper packets will be used over the next few weeks for students to continue learning from home. Not all of our Elementary families have wifi access or devices. In order to best accommodate all our learners, we have decided to use paper packets to provide curriculum support.

If you would like online activities for your child to complete, please see the following links.

Prodigy (K-5 Math Program)

<https://www.prodigygame.com/>

Student Login - teachers will provide online login to students during the phone call check-in.

K-5 Math Investigations Math Games

<https://media.pk12ls.com/curriculum/math/Investigations3/gamecenter/english/index.html#/Grade:1/>

K-5 Math Words and Ideas Review

<https://media.pk12ls.com/curriculum/math/Investigations3/MWI/english/index.html#/Grade:1/>

StoryLine Online - access hundreds of wonderful stories being read aloud by famous people!

<https://www.storylineonline.net/>

Storytime with Ryan and Craig - access hundreds of wonderful stories being read aloud.

<https://www.rvanandcraig.com/read-alouds>

Scholastic BookFlix - free trial. Access informational and literature paired stories.

<http://teacher.scholastic.com/products/bookflix/#/>

30 At-Home Brain Breaks

5 min break	15 minute break	30 minute break
GoNoodle Videos on YouTube	Sidewalk Chalk	Play outside
Jump rope	Watercolor painting	Bake a special sweet treat (with an adult)
Play-Doh sculptures	Play outside	Play with your favorite toys
Color a picture	Ride a bike	Make a fort out of sheets and pillows
Dance Party to your favorite song	Play hide and seek with your sibling	Play a card game (Go Fish, Old Maid, etc.)
Sing your favorite song and make up silly dance moves	Build a LEGO sculpture	Play a board game with your sibling(s) or parent(s)
Kid's Yoga YouTube video	Read your favorite book	Create and complete a nature scavenger hunt
Do 5 different exercises for 1 minute each	Fly a kite outside	Make a craft from recycled & upcycled materials
Build a paper airplane and fly it down the hall or outside	Take pictures of nature in your front and back yard	Make an obstacle course with simple toys and complete it
Look at your favorite picture book	Take turns telling silly jokes with your sibling(s) or parent(s)	Play dress up

Name: _____ Date: _____

NONFICTION VOCABULARY

DIRECTIONS: Each of the terms in the word box appears in bold in the article "Attack From Outer Space" in the March/April 2020 issue. You can find their definitions in the text. Look at how each term is used in the story. Then use the correct term from the word box to fill in the blanks below.

asteroids	meteoroids
comets	missile
debris	solar system
extinct	vast

1. When Andy looked through the telescope, he saw _____ soaring across the night sky. His dad told him that they were space rocks made partly of ice.
2. The tornado tore apart several trees and fences in the town. The next day, a cleanup crew swept up the _____.
3. My older sister built a model of the _____. She used a big yellow ball for the sun and smaller balls for the planets.
4. I'm reading a book about rockets. I learned about one large _____ that didn't work properly and blew up before it got to its target.
5. The largest hot desert in the world is the Sahara Desert. This _____ area is about as big as the United States.

Continued on next page →

Name: _____ Date: _____

NONFICTION VOCABULARY, P. 2

6. The two space rocks were huge—each nearly 100 miles wide. So the scientist knew that they were _____ and not meteoroids.
7. The last Tasmanian tiger died in the early 1900s. The dodo bird became _____ in the 1600s.
8. At the science museum, we learned that many _____ are as small as a pea. Some of these space rocks are even as small as a grain of sand.

Your turn! Write four sentences of your own using at least one term from the word box in each sentence.

1. _____

2. _____

3. _____

4. _____

Name: _____ Date: _____

"Attack From Outer Space" Quiz

DIRECTIONS: Read the article "Attack From Outer Space" in the March/April 2020 issue. Then fill in the bubble next to the best answer for each question below.

- "Attack From Outer Space" is mainly about:
 - the difference between asteroids and comets.
 - the layer of gases around Earth.
 - a new hobby people started in Chelyabinsk, Russia.
 - two meteors that exploded in Russia.
- Which section explains what people first thought about space rocks?
 - the first section
 - "Rocks From the Sky"
 - "Another Close Call"
 - "Searching for Rocks"
- Which happened first?
 - Thousands of meteorites fell on the town of L'Aigle.
 - A meteor hit Tunguska.
 - An asteroid crashed near Mexico, likely leading to the extinction of dinosaurs.
 - A meteor hit Chelyabinsk.
- The author describes Siberia as "a vast area in eastern Russia." The word *vast* means _____.
 - enormous
 - empty
 - filled with trees
 - busy
- Which of the following is NOT true about the Chelyabinsk and Tunguska meteor events?
 - More people were killed in Tunguska than in Chelyabinsk.
 - The event in Chelyabinsk happened 105 years after the event in Tunguska.
 - The Tunguska meteor was much larger.
 - The Tunguska meteor was much closer to the ground.
- You can infer that S.B. Semenov was probably _____ when he felt the shock wave from the Tunguska meteoroid.
 - bored
 - terrified
 - pleased
 - amused

Continued on next page →

Name: _____ Date: _____

"Attack From Outer Space" Quiz, p. 2

7. Which sentence from the article best supports your answer to question 6?
- Ⓐ "Suddenly, the sky lit up, and a shock wave knocked him to the ground."
 - Ⓑ "Semenov was more than 40 miles away from the center of what has become known as the Tunguska event."
 - Ⓒ "Tunguska is a faraway region of the Siberian wilderness."
 - Ⓓ "The mystery inspired bizarre theories."
8. What is the main idea of the section "Searching for Rocks"?
- Ⓐ Large asteroid events happen only once every 100 million years.
 - Ⓑ We live on a planet called Earth.
 - Ⓒ Other objects in our solar system may cause damage to Earth.
 - Ⓓ Most meteorites look like small black rocks.

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a well-organized paragraph.

9. Which details in the article help you understand the force of the explosions in Chelyabinsk and Tunguska? Give at least four examples.
10. How have people's understanding of space rocks changed over time? Include the names of at least two scientists in your answer.

Name: _____ Date: _____

"The Boy Who Couldn't Smile"/ "1,000 Reasons to Smile" Quiz

DIRECTIONS: Read the articles "The Boy Who Couldn't Smile" and "1,000 Reasons to Smile" in the March/April 2020 issue. Then fill in the bubble next to the best answer for each question.

1. What is the main idea of the section "High Costs"?
 - Ⓐ Osawa's neighbors believed that his cleft showed that he was cursed.
 - Ⓑ Only babies in poor countries are born with clefts.
 - Ⓒ In some places, kids with clefts usually have a hard life.
 - Ⓓ Osawa's parents could not afford the high costs of cleft surgery.
2. Based on how his family and neighbors acted, Osawa probably often felt _____ before he had cleft surgery.
 - Ⓐ alone
 - Ⓑ normal
 - Ⓒ respected
 - Ⓓ happy
3. In the sentence "Many families are so ashamed that they abandon their kids with clefts," the word *abandon* means _____.
 - Ⓐ move to a better place
 - Ⓑ leave behind
 - Ⓒ feel worried about
 - Ⓓ bully
4. How did Osawa's parents learn about Smile Train?
 - Ⓐ A doctor came to their village.
 - Ⓑ They heard about it on the radio.
 - Ⓒ A neighbor told them.
 - Ⓓ Osawa learned about Smile Train at school.
5. Based on the article, which event happened last?
 - Ⓐ Osawa was put into a deep sleep.
 - Ⓑ Osawa saw himself in a mirror.
 - Ⓒ The doctor mended Osawa's lip.
 - Ⓓ A driver brought Osawa and his mother to the hospital.
6. Which phrase from the article shows how Osawa is happier after the surgery?
 - Ⓐ "Instead, they tried to protect their beloved boy."
 - Ⓑ "He was nervous but brave."
 - Ⓒ "Today, Osawa is 12."
 - Ⓓ "... it's difficult to imagine him as the sad little boy he once was."

Continued on next page →

Name: _____ Date: _____

"The Boy Who Couldn't Smile"/ "1,000 Reasons to Smile" Quiz, p. 2

7. Which conclusion can you draw after reading "1,000 Reasons to Smile"?
- Ⓐ Ella has helped change the lives of 1,000 kids.
 - Ⓑ Ella plans on becoming a doctor when she grows up.
 - Ⓒ Ella wishes her surgery had been done when she was older.
 - Ⓓ Ella plans on meeting Osawa when she travels to other countries.
8. Which line from "1,000 Reasons to Smile" best supports the answer to question 7?
- Ⓐ "Twelve-year-old Ella Pastorelli knows she's lucky."
 - Ⓑ "Born with a cleft lip, Ella had surgery to fix it when she was a baby."
 - Ⓒ "That's enough to repair about 1,000 smiles."
 - Ⓓ "Ella hopes to continue the lemonade stand as she gets older."

Short Answers

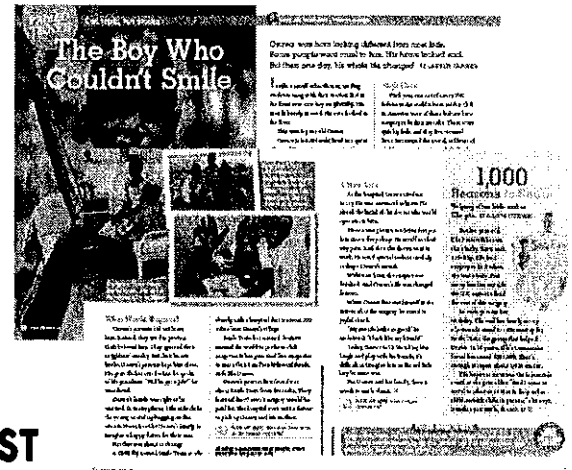
DIRECTIONS: On the back of this page or on a separate piece of paper, write your answer to each question in a short, well-written paragraph. Make sure to use details from the stories.

9. What are two ways that Osawa and Ella are similar? What are two ways they are different?
10. Do you think young people can help solve big problems? Use details from the text to support your answer.

Name: _____ Date: _____

Paired Texts Reading Kit

Use this kit to help you build important reading skills as you explore the paired text features "The Boy Who Couldn't Smile" and "1,000 Reasons to Smile."



COMPARE AND CONTRAST

DIRECTIONS: Read each statement in the left-hand column. If the statement describes Osawa, put a check in the "Osawa" box. If the statement describes Ella, check the "Ella" box. If the statement describes both Osawa and Ella, then check both names. After completing the chart, respond to the writing prompt at the bottom of the second page.

The child . . .	Osawa	Ella
was born with a cleft lip.		
had cleft surgery as a baby.		
had cleft surgery as a child.		
has parents who could not afford the surgery.		
was treated cruelly before the surgery.		

Continued on next page →

Name: _____ Date: _____

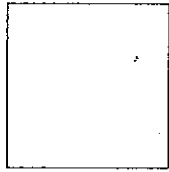
Paired Texts Reading Kit, p. 2

The child . . .	Osawa	Ella
had surgery that was paid for by Smile Train.		
experienced a big change because of the surgery.		
raises money for Smile Train.		
feels lucky to have had the surgery.		

YOU WRITE IT! Now you are ready to answer the Think and Write prompt on page 13. Imagine that Osawa and Ella meet one another. What might they talk about? Write a conversation between the two kids. Include how their cleft surgeries have affected their lives and the lives of other people. Use the back of this sheet or another piece of paper to continue your answer.

Day 1

Divide the square into sixths and shade the pieces to show $\frac{1}{6}$.



Write the missing numbers to complete the pattern.
89, 85, 81,

_____.

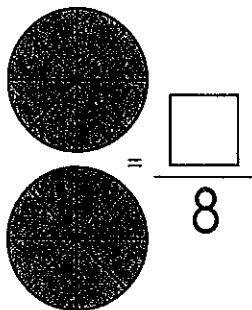
_____.

_____.

$1 \times 8 =$ _____

$7 \times 8 =$ _____

$12 \div 3 =$ _____



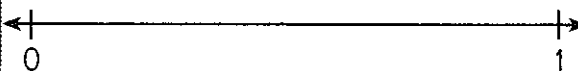
Day 2

Divide the rectangle into sixths. Label each sixth with an appropriate fraction.



Joseph earns \$4 a day for 7 days for doing household chores. Each day his mom takes out \$2 and puts it into a savings account for Joseph. How much money does Joseph get to keep?

Divide the number line into sixths.



Label the fractions $\frac{1}{6}$ and $\frac{5}{6}$.

Day 3

$40 \times 1 =$ _____

$40 \times 9 =$ _____

$60 \times 1 =$ _____

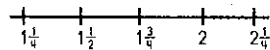
Use the information below to fill in the line plot.

$1\frac{1}{4}$ in. = 2

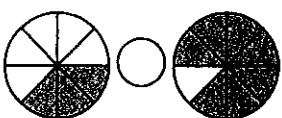
$1\frac{1}{2}$ in. = 1

$2\frac{1}{4}$ in. = 4

Ladybugs in the Jar



Write $<$, $>$, or $=$ to make the statement true.



John runs 3 miles 3 times every week. How many miles does John run in 6 weeks?

Day 4

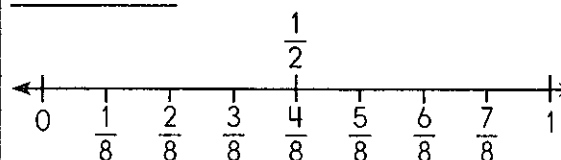
Round each number to the nearest 10. Then, add.

$212 + 87$ is about _____

Jill has 45 candies. She wants to put the candy equally into 9 bags. How many candies does Jill need to put in each bag?

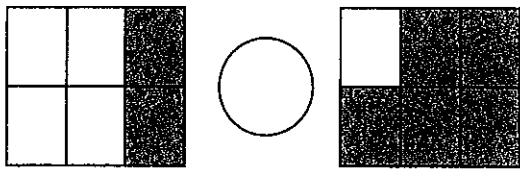
Are the fractions $\frac{1}{4}$ and $\frac{3}{8}$ equivalent?

Name two fractions on the number line that are equivalent.



Name _____

1. Write $<$, $>$, or $=$ to make the statement true.



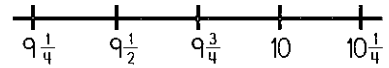
2. Use the information below to fill in the line plot.

Watches in the Store

$9 \frac{1}{4}$ in. = 5

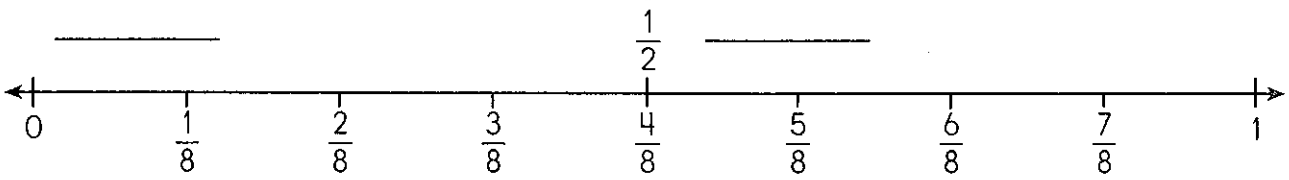
$9 \frac{1}{2}$ in. = 0

$10 \frac{1}{4}$ in. = 3

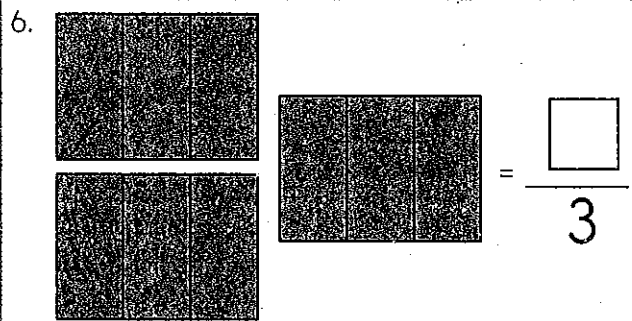
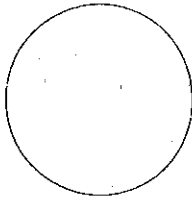


3. Are the fractions $\frac{1}{2}$ and $\frac{1}{8}$ equivalent?

4. Are the fractions $\frac{2}{2}$ and $\frac{8}{8}$ equivalent?

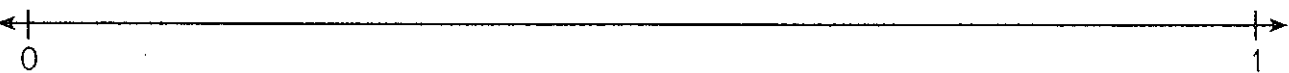


5. Divide the circle into eighths and shade the pieces to show $\frac{3}{8}$.



7. Divide the number line into sixths.

8. Label the fractions $\frac{2}{6}$ and $\frac{6}{6}$.

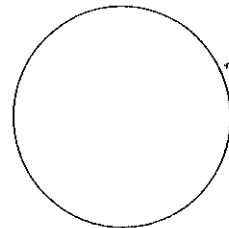


9. $15 \div 5 =$ _____

$56 \div 8 =$ _____

$9 \times 8 =$ _____

10. Divide the circle into thirds. Label each third with an appropriate fraction.



Name _____

Day 1

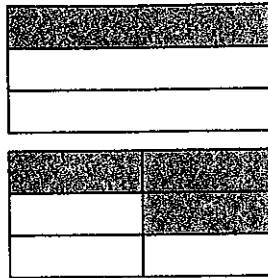
$9 \times 9 =$ _____

$54 \div 9 =$ _____

$20 \div 4 =$ _____

Jordana saw 5 stingrays. She counted 9 spots on each ray. How many spots were on the rays altogether?

Are these two fractions equivalent? _____



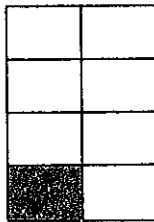
$499 + 292 =$

Day 2

Write $<$, $>$, or $=$ to make the statement true.

$\frac{4}{6} \bigcirc \frac{1}{6}$

Write the fraction for the shaded parts of this shape.



Quincey earned 6 stickers a day for 9 days. After 9 days he gave 15 of his stickers to his best friend Tony. How many stickers does Quincey have left?

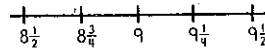
Use the information below to fill in the line plot.

$8\frac{1}{2}$ in. = 5

$9\frac{1}{4}$ in. = 3

$9\frac{1}{2}$ in. = 6

Students' Block Towers



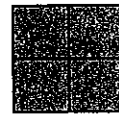
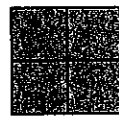
Day 3

_____ $\times 4 = 24$

$405 - 228 =$

$3 \times$ _____ $= 21$

_____ $\div 4 = 5$



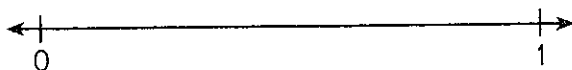
$= \frac{\square}{4}$

Five friends are splitting a package of 30 lemon drops. If they divide the candy evenly, how many lemon drops will each friend get?

Day 4

Divide the number line into eighths.

Label the fractions $\frac{1}{8}$ and $\frac{4}{8}$.



Complete the related multiplication facts.

$35 \div 5$ $5 \times$ _____

$64 \div 8$ $8 \times$ _____

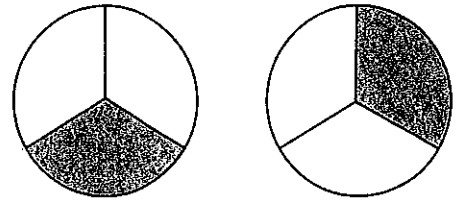
$56 \div 7$ $7 \times$ _____

Divide the square into eighths and label each eighth with an appropriate fraction. Shade $\frac{2}{8}$ of the square.

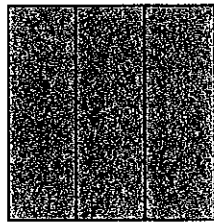


Name _____


1. Are these two fractions equivalent?



2. Write the fraction for the shaded parts of the shape.

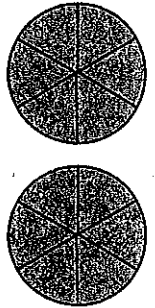


3. Divide the number line into sixths.



4. Label the fractions $\frac{1}{6}$ and $\frac{3}{6}$.

5.




= $\frac{\square}{6}$

6. Write $<$, $>$, or $=$ to make the statement true.

$\frac{1}{8} \bigcirc \frac{6}{8}$

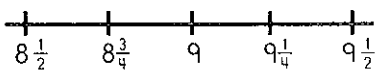
7. Divide the rectangle into thirds and label each third with an appropriate fraction. Then, shade $\frac{1}{3}$ of the rectangle.



8. Use the information below to fill in the line plot.

Lengths of Ribbons

$8\frac{1}{2}$ in. = 7
 $9\frac{1}{4}$ in. = 1
 $9\frac{1}{2}$ in. = 4



9. $8 \times 9 =$ _____
 $49 \div 7 =$ _____
 $12 \div 2 =$ _____

10. Reid bikes 1 mile a day, 7 days a week. How many miles will Reid bike in 9 weeks?
