



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.ryanandcraig.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: _____

Think About It!

Close-Reading Questions: After reading "Out of the Burning Darkness," go back and reread sections to answer the questions below.

1. In the first section of the article, who do you meet? What is his job? What disaster does he encounter?

2. In the section "Bright and Brisk," what details does Lewis use to describe the journey into the mine and the mine itself? Why do you think she includes them?

3. How do the picture and caption at the top of page 7 add to your understanding of the article?

Continued on next page >

Name: _____ Date: _____

Video Discussion Questions

Directions: Watch the video "Behind the Scenes: Out of the Burning Darkness." Then answer the questions below.

1. Author Kristin Lewis says that 1909 was "an exciting time to be alive in America" (1:03). Give at least two pieces of evidence from the video that support this statement.

2. What is the mood (or feeling) of the section from 1:10 to 2:14? How does the mood shift starting at 2:15? Consider the narration, visuals, and music.

3. Based on the video, what was life like for coal miners in the early 1900s? Answer using evidence from the narration and the images.

4. According to the video, what is the difference between narrative and informational writing? Why might Lewis have chosen to include both types of writing in her article?



Name: _____ Date: _____

Think About It!, p. 2

4. According to the section "Difficult and Dangerous," what laws existed about children working? Why would parents let their kids work in dangerous mines?

5. According to "Scorching Heat," what caused the fire to break out in Cherry Mine? Why was this fire particularly difficult to put out?

6. Why did the mine company leaders decide to seal off the air shaft? Why did many people believe that this was a cruel act?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 3

7. What is the main idea of "New Laws"?

Continued on next page >



Name: _____ Date: _____

Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "Out of the Burning Darkness"

"Out of the Burning Darkness" is about _____

It tells the story of 14-year-old Albert Buckle, who _____

Coal mining was a difficult and dangerous job because _____

Yet coal was mined because _____

On November 13, 1909, _____

The disaster was made worse by _____

The Cherry Mine fire resulted in _____

1. Begin with a topic sentence that tells what the article is mainly about.

3. What dangers did Albert and other miners face?

5. What happened in the Cherry Mine on this date?

7. What were the negative and positive outcomes of the Cherry Mine disaster?

2. What did Albert do for work? Why?

4. What was coal used for?

6. What decisions led to more deaths in the fire?



Name: _____ Date: _____

Quick, Tell Me What Happened!

Your friend Knox was absent from school and didn't get to read "Out of the Burning Darkness" in *Storyworks*. You call him to tell him about it, but he has only one minute before he must rush off to eat dinner. Quick, give him a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:
 - a. What do the headline and subhead on pages 4-5 suggest the article is about? _____

 - b. Who appears in the picture on pages 4-5? _____
 - c. What problems does the article tell you about? _____

 - d. Use what you wrote to write a topic sentence for your summary:

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don't have to be complete sentences. We've given you some examples (and crossed out what does not belong).

Opening Section

It was November 13, 1909, at the Cherry Mine
one of the most devastating coal mine fires in American history
~~people starting to panic~~

"Bright and Brisk"

"Out of the Burning Darkness" Quiz

Directions: Read the feature "Out of the Burning Darkness" in the March/April 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. **People thought Cherry Mine was relatively safe because it was _____.**
 - (A) near Chicago
 - (B) newly built
 - (C) underground
 - (D) like a vast city
2. **What makes coal a fossil fuel?**
 - (A) It comes from plants that died millions of years ago and creates energy.
 - (B) It must be blasted or cut out of mines.
 - (C) It pollutes the air and water.
 - (D) It contributes to climate change.
3. **Why did children work in coal mines?**
 - (A) It was an easy and boring job.
 - (B) They liked to lead the mules that pulled cars.
 - (C) They were small enough to enter narrow tunnels.
 - (D) Their families needed the money to survive.
4. **Which of the following supports the answer to question 3?**
 - (A) "Imagine sitting alone in the dark all day, everyday, just opening and closing a door."
 - (B) "But many families were so poor that they faced a terrible choice: send their children to work or watch them starve."
 - (C) "Their job was to pick out small pieces of rock from the precious coal."
 - (D) "Mule driving was often the job that kids wanted most."
5. **Mine company leaders hoped that sealing off the air shaft would help to _____.**
 - (A) spread fresh air
 - (B) save trapped miners
 - (C) put out the fire
 - (D) remove gases
6. **Which of the following supports the answer to question 5?**
 - (A) "The doors kept fresh air in and bad air out."
 - (B) "This would choke the fire out, they hoped."
 - (C) "... this decision was a terrible act of cruelty."
 - (D) "Smoke was gushing out of the mine."
7. **In which sentence does the author use details that help put you in the scene?**
 - (A) "... coal was changing the lives of millions of Americans."
 - (B) "Their father had died a few years earlier ..."
 - (C) "Thick smoke billowed toward him. Flames licked at the ceiling."
 - (D) "Today, this disaster has been largely forgotten."
8. **Which is NOT a main idea of "Out of the Burning Darkness"?**
 - (A) The Cherry Mine fire led to new laws to protect workers and children.
 - (B) The burning of coal produces pollution.
 - (C) Coal was an important resource in America in the early 1900s.
 - (D) Coal mining was a dangerous job.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. **How does the picture on pages 4-5 relate to the article? Use specific details in your answer.**
10. **What were some positive and negative results of using coal in the early 1900s?**

"Out of the Burning Darkness" Quiz

Directions: Read the feature "Out of the Burning Darkness" in the March/April 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which best describes coal in America in the early 1900s?

- (A) rare
- (B) unpopular
- (C) important
- (D) clean

2. Which of the following quotes supports the answer to question 2?

- (A) "... Albert was growing up in a period of great technological change known as the Industrial Revolution. And coal was the power behind it."
- (B) "But America's love of coal had a dark side. Using coal creates pollution, poisoning rivers and filling the air with toxins."
- (C) "Day after day, miners blasted through rock with dynamite. They cut out the coal with heavy tools, their backs aching."
- (D) "By the end of the 19th century, a stomach-churning brew of soot and grime hung over many American cities."

3. According to the article, what are two dangers of working in a coal mine?

- (A) mules; darkness
- (B) explosions; fires
- (C) crowds; cave-ins
- (D) gases; boredom

4. Children like Albert worked in the mines so they could . . .

- (A) lead mules that pulled cars.
- (B) have an exciting job.
- (C) learn important skills.
- (D) help support their families.

5. The author writes, "As the inferno blazed hotter, people were starting to panic." What does the word *inferno* mean?

- (A) a deadly gas
- (B) a very large and dangerous fire
- (C) a long and dark tunnel
- (D) a cart full of hay

6. What is "Out of the Burning Darkness" mainly about?

- (A) a coal mine fire that led to new laws to protect workers and children
- (B) why we still use coal as an energy source today
- (C) how fossil fuels formed underground
- (D) how coal mining used to be a lonely and boring job

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. How does the picture on pages 4-5 show you details you read about in the article?

8. What are some positive results of the Cherry Mine fire? Use details from the story to support your answer.

Name: _____ Date: _____

Understanding Setting

Directions: Setting is the time period and place in which a story happens. By describing the setting, an author can help you imagine living in that world. Answer the questions below to help you understand the setting in "There Were Giants."

1. Where does the story take place? How does Marie feel about the setting at the beginning of the story?

2. What time of year does the story take place? How does the weather at that time of year affect the story?

3. What details of the setting show that the story takes place in modern times? What details make Marie and Gramps live as if they are in the past?

4. How old is the cabin in the story? Who built it? How are these facts about the cabin important to the story?

Name: _____ Date: _____

Finding the Theme

Directions: The theme of a story is the big, important idea you take away from reading it. Answer each of the questions in the chart below about "There Were Giants." Then respond to the questions that follow.

	At first	By the end
1. How does Marie feel about the legend of how the lakes were formed?		
2. What does Marie think about needing to take care of Gramps?		
3. How does Marie feel about crossing the lake ice?		

4. Why do you think it is important to the story that the snowshoes Marie uses to get help for Gramps belonged to her great-great-grandfather?

5. Write one sentence that states a theme, or big idea, of the story.

"There Were Giants" Quiz

Directions: Read the story "There Were Giants" in the March/April 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. **At the beginning, when Gramps tells the legend of the giant, you can infer that Marie sighs because she's _____.**
 - (A) confused
 - (B) worried
 - (C) annoyed
 - (D) shivering

2. **Which of the following supports the answer to question 1?**
 - (A) "I don't think Gramps needs taking care of."
 - (B) "As always, the room is freezing cold."
 - (C) "He isn't moving. I shake him, I call his name, I feel for a pulse."
 - (D) "Not the legend again. I'm too old for this."

3. **In the legend, the giant "put his hand out to catch himself and left a deep impression in the soft limestone." In this sentence, *impression* means _____.**
 - (A) feeling
 - (B) hole
 - (C) imitation
 - (D) reflection

4. **Why does Marie compare herself to an ice queen?**
 - (A) The ice queen is her favorite character in the legend of the giant.
 - (B) She's unhappy about spending winter in the cabin.
 - (C) She's joking with Gramps about how cold the winter is.
 - (D) She once fell through the ice on the lake.

5. **The author probably includes details about Marie's school bus ride to show . . .**
 - (A) how important education is to Marie's family.
 - (B) why Marie doesn't like the other kids who live on the lakes.
 - (C) which lake is closest to the school.
 - (D) how far off and alone the cabin is.

6. **What is different about the morning Marie finds Gramps in the snow?**
 - (A) The sunlight is bright.
 - (B) Marie's bedroom is cold.
 - (C) Gramps's bedroom door is open.
 - (D) The fireplace has no fire.

7. **When Marie thinks "I might as well be climbing a mountain," she's thinking about how hard it is to . . .**
 - (A) walk through the knee-deep snow.
 - (B) snowshoe across the lake.
 - (C) get Gramps up the stairs to the cabin.
 - (D) reach the Bensons' house in time to help Gramps.

8. **Henry Benson tells Marie that she kept Gramps alive by . . .**
 - (A) holding his hand.
 - (B) telling him the legend of the giant.
 - (C) keeping him warm.
 - (D) calling 911.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

9. **Describe the setting. How does it contribute to the story? Explain your answer using details from the text.**
10. **Why does Marie decide to cross the lake to get to the Bensons'? Do you think this is a good decision? Why or why not?**

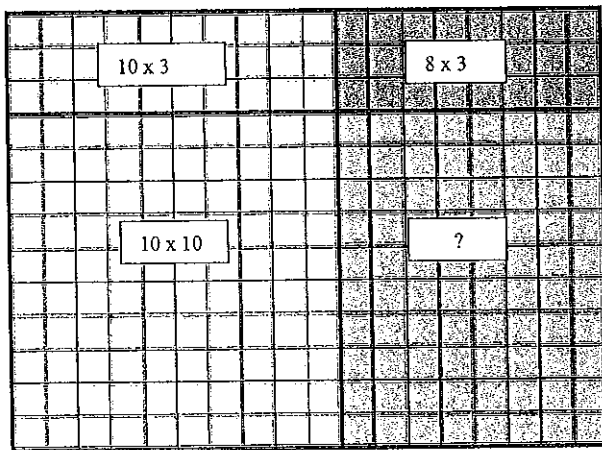
Name _____

NC.4.NBT.5 CFA (Cluster 4)

1. There were 628 people at the Fall Festival. Each person needed 8 tickets to ride the rides. How many tickets were bought at the fall festival?
 - a. 620
 - b. 636
 - c. 5,024
 - d. 5,124

2. There are 16 vans parked at the car dealership waiting to be sold. Each van can hold 12 people. How many people can ride in the vans all together?
 - a. 4
 - b. 192
 - c. 28
 - d. 27

3. Mrs. Thompson drew this area model on the board. Which product is missing to complete this area model?

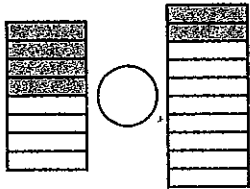


- a. 13×18
- b. 13×8
- c. 8×8
- d. 8×10

Name _____

Day 1

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



Write the equation.

Emory picked 9 daisies. Ginny picked 7 times more daisies than Emory. How many daisies did Ginny pick?

$$\frac{3}{5} + \frac{1}{5} =$$

Abbie bought 82 cases of water for her restaurant. Each case had 24 bottles of water. How many bottles of water did Abbie buy in all?

Day 2

Start at 4. Create a pattern that multiplies each number by 5. Stop when you have 5 numbers.

If it takes Tracy $\frac{1}{4}$ of an hour to do her homework, and it takes Trent $\frac{3}{4}$ of an hour to do his homework, how much total time does it take Tracy and Trent to do their homework?

$$9,000 \div 900 =$$

If $\frac{3}{10} = \frac{30}{100}$,
then $\frac{4}{10} = \frac{\square}{100}$.

Day 3

Decompose $\frac{3}{5}$ in two ways.

A. $\frac{1}{5} + \frac{\square}{5} + \frac{\square}{5} = \frac{3}{5}$
B. $\frac{2}{5} + \frac{\square}{5} = \frac{3}{5}$

Henry has 342 marbles in bags. If 9 marbles are in each bag, how many bags does Henry have? How many bags will he have if he gives 15 bags to his brother?

$$3\frac{1}{3} + 2\frac{1}{3} =$$

List the factors of 38.

Is this number prime or composite?

Day 4

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

136,284 ○ 136,248

If the fraction $\frac{6}{10}$ equals 0.6, then $\frac{5}{10}$ equals _____.

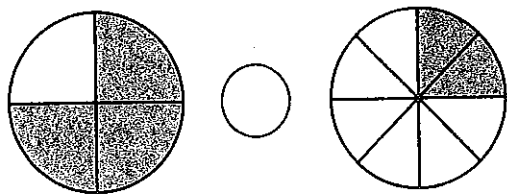
Write the number in word form.

83,602

If $\frac{1}{10} + \frac{6}{100} = \frac{16}{100}$,
then $\frac{1}{10} + \frac{9}{100} = \frac{\square}{100}$.

Name _____

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



2. $\frac{1}{3} + \frac{1}{3} =$

3. Decompose $\frac{5}{6}$ in two ways.

A. $\frac{1}{6} + \frac{\square}{6} + \frac{\square}{6} + \frac{\square}{6} + \frac{\square}{6} = \frac{5}{6}$

B. $\frac{3}{6} + \frac{\square}{6} + \frac{\square}{6} = \frac{5}{6}$

4. $4\frac{2}{5} + \frac{1}{5} =$

5. If it takes Tracy $\frac{2}{4}$ of an hour to clean a bathroom, and it takes Trent $\frac{1}{4}$ of an hour to clean a bathroom, how much total time does it take Tracy and Trent to clean the bathrooms?

6. If $\frac{2}{10} = \frac{20}{100}$, then $\frac{5}{10} = \frac{\square}{100}$.

7. If the fraction $\frac{4}{10}$ equals 0.4, then $\frac{8}{10}$ equals _____.

8. If $\frac{2}{10} + \frac{2}{100} = \frac{22}{100}$, then $\frac{4}{10} + \frac{5}{100} = \frac{\square}{100}$.

9. Write the equation.

Delinda won 8 tickets. Ivan won 8 times as many tickets as Delinda. How many tickets did Ivan win?

10. A moving company is able to move 92 boxes every hour. How many boxes are they able to move during an 8-hour workday?

Name _____

Day 1

Round 543,873 to the nearest ten thousand.

$1,152 \div 6 =$

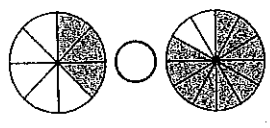
$13,954 + 5,268 =$

The area of a rectangle is 1,176 square meters. The width of the rectangle is 21 meters. What is the length of the rectangle?

Day 2

The brown horse runs $\frac{3}{12}$ of a mile. The black horse runs $\frac{4}{12}$ of a mile. How many miles total do the black and brown horses run?

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



If $\frac{3}{10} = \frac{30}{100}$,
then $\frac{8}{10} = \frac{\square}{100}$.

$\frac{1}{6} + \frac{3}{6} =$

Day 3

$681 \times 3 =$

$690 \div 4 =$

$56 \times 22 =$

The perimeter of a rectangle is 60 meters. If the length of the rectangle is 14 meters, what is the width of the rectangle?

Day 4

If $\frac{4}{10} + \frac{5}{100} = \frac{45}{100}$,
then $\frac{7}{10} + \frac{7}{100} = \frac{\square}{100}$.

Decompose $\frac{3}{5}$ in two ways.

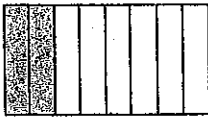
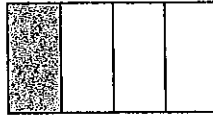
A. $\frac{1}{3} + \frac{\square}{3} + \frac{\square}{3} = \frac{3}{3}$

B. $\frac{1}{3} + \frac{\square}{3} = \frac{3}{3}$

If the fraction $\frac{26}{100}$ equals 0.26, then $\frac{33}{100}$ equals _____.

$3\frac{3}{8} + 2\frac{5}{8} =$

Name _____

<p>1. Round 687,155 to the nearest ten.</p>	<p>2. $2,594 + 15,507 =$</p>
<p>3. If $\frac{16}{100}$ equals 0.16, then $\frac{87}{100}$ equals _____.</p>	<p>4. If $\frac{1}{10} + \frac{1}{100} = \frac{11}{100}$, then $\frac{4}{10} + \frac{8}{100} = \frac{\square}{100}$.</p>
<p>5. If $\frac{5}{10} = \frac{50}{100}$, then $\frac{9}{10} = \frac{\square}{100}$.</p>	<p>6. Kayla runs $\frac{5}{10}$ of a mile, and Jason runs $\frac{4}{10}$ of a mile. How many miles total do Kayla and Jason run?</p>
<p>7. $2\frac{4}{5} + 3\frac{2}{5} =$</p>	<p>8. Decompose $\frac{4}{12}$ in two ways. A. $\frac{1}{12} + \frac{\square}{12} + \frac{\square}{12} + \frac{\square}{12} = \frac{4}{12}$ B. $\frac{2}{12} + \frac{\square}{12} = \frac{4}{12}$</p>
<p>9. $\frac{1}{7} + \frac{2}{7} =$</p>	<p>10. Write $<$, $>$, or $=$ to make the statement true.</p> <div style="display: flex; align-items: center; justify-content: center;">  ○  </div>