Play it safe: What kids should know about the coronavirus outbreak

By Washington Post, adapted by Newsela staff on 03.25.20

Word Count **628**

Level **470L**

Image 1. Children draw a rainbow and the slogan of hope being shared in Italy, "Andrà tutto bene" (Everything will be alright), during quarantine measures amid the novel coronavirus COVID-19 pandemic on March 13, 2020, in Milan, Italy. Photo: Pietro D'Aprano/Getty Images

Many schools are closing because of the coronavirus. Some students might be happy. Others might be worried or scared.

Ralph Waldo Emerson was a writer. He wrote that knowledge cures fear. Here is some knowledge about the coronavirus.

Everybody keeps talking about "coronavirus" and "covid-19." Which is it?

Both terms are correct. They are different things, though. The name of the virus is SARS-CoV-2. The virus causes a disease. The disease is called coronavirus. It can be shortened to "covid-19." Scientists have never seen this disease before.

How does covid-19 affect people?

Covid-19 often causes fever. It also causes coughing and difficulty breathing. Someone with the virus might not feel sick right away. It could take 2 to 14 days to feel sick. Others might not feel sick at all.

Scientists say most healthy people can fight off the virus. It is harder for older people, though. People with health problems may get sick, too. Serious cases of covid-19 can be deadly. Although, it is not usually deadly for children.

Can pets get covid-19?

Scientists know of one dog with coronavirus. The dog does not have any symptoms, though. Scientists do not think dogs can give the virus to people. You can still protect your animals from the virus. Keeping them inside helps.
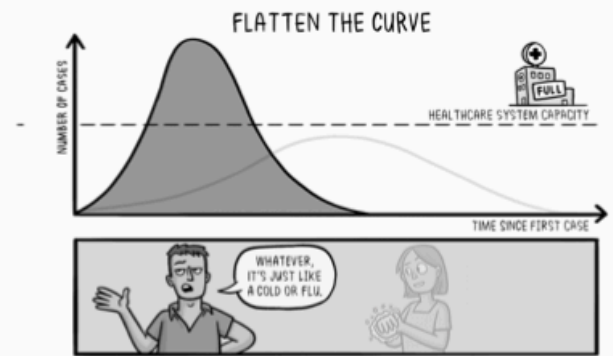
Why are schools, stores and restaurants closing?

SARS-CoV-2 is a new virus. Our bodies do not know how to fight it. This helps the virus spread quickly. Lots of people usually go to schools and stores. They are perfect places for the virus to spread. It is important to close them. This helps keep the virus from spreading.

Experts worry many people could get covid-19 at the same time. It would be hard for hospitals to treat all those people at once. It would also be hard for people with other health problems. They might not be able to see a doctor.

Can this coronavirus be stopped?

Scientists are working on a coronavirus vaccine. Vaccines help the body learn to fight the virus. The vaccine will take time, though. For now, communities can help slow the spread of the virus.

Why do we have to wash our hands so often?

Hand-washing can help prevent illness. It also helps stop the spread of covid-19. Wash your hands well with warm or cold water and soap. Scrub your hands, fingers and wrists. Scrub them for as long as it takes to sing "Happy Birthday to You" twice. Remember to cover your cough, too. Use a tissue or your elbow.

What is "social distancing"?

Your parents might not let you play with friends these days. This is because of social distancing. It might be disappointing. It is a very important thing to do right now, though. Experts say social distancing can help slow the coronavirus.

Social distancing means not being around that many people. It also means not being close to them either. The Centers for Disease Control studies diseases. It is called the CDC for short. The CDC says people should stay six feet apart. This makes it harder for the virus to spread. Social distancing can protect you and others.

How long will this last?

No one knows how long this will last. The CDC says large events should be canceled for two months or more. Your parents and teachers will help think of creative ways to pass the time.
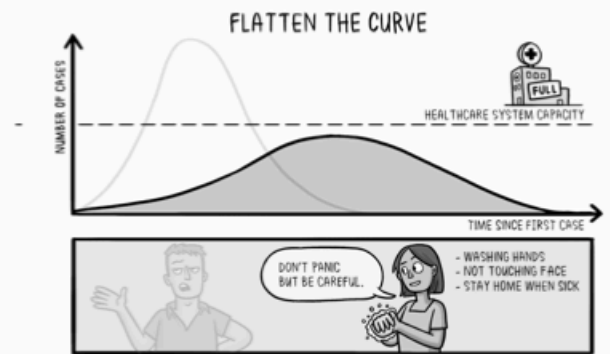
Words to Know

Knowledge: information, understanding, or skill that you get from experience or education

Virus: an extremely small particle that causes a disease and that spreads from one person or animal to another

Disease: an illness that affects a person, animal, or plant; a condition the prevents the body or mind from working normally

Symptoms: a sign or change in the body or mind that shows that it has a disease

Vaccine: something that is usually injected into a person or animal to protect against a particular disease

Illness: a condition of being unhealthy in your body or mind; sickness or disease

Social distancing: keeping space between yourself and other people outside of your home

Name: _____

Picture	Used in a sentence

knowledge

Synonym	Definition
Antonym	

Picture	Used in a sentence

disease

Synonym	Definition
Antonym	

Picture	Used in a sentence

vaccine

Synonym	Definition
Antonym	

Picture	Used in a sentence

social distancing

Synonym	Definition
Antonym	

Quiz

1   Which sentence from the section "What is social distancing?" explains WHY we should use social distancing?

    (A)   Experts say social distancing can help to slow the coronavirus.

    (B)   Social distancing means not being around that many people.

    (C)   It also means not being close to them either.

    (D)   The CDC says people should stay 6 feet apart.

2   What is a reason why schools are closing?

    (A)   to make stores and restaurants close

    (B)   to make sure kids were washing their hands

    (C)   to help spread the coronavirus more

    (D)   to help stop the coronavirus from spreading

3   How is SARS-CoV-2 different from coronavirus?

    (A)   The coronavirus disease causes the virus SARS-CoV-2.

    (B)   SARS-CoV-2 has been seen before, and the coronavirus has never been seen.

    (C)   SARS-CoV-2 is the virus that causes the coronavirus disease.

    (D)   SARS-CoV-2 is another name for the coronavirus.

4   Read the list of steps in a process.

1. *Rinse your hands with warm or cold water.*
2. *Lather your hands with soap.*
3.
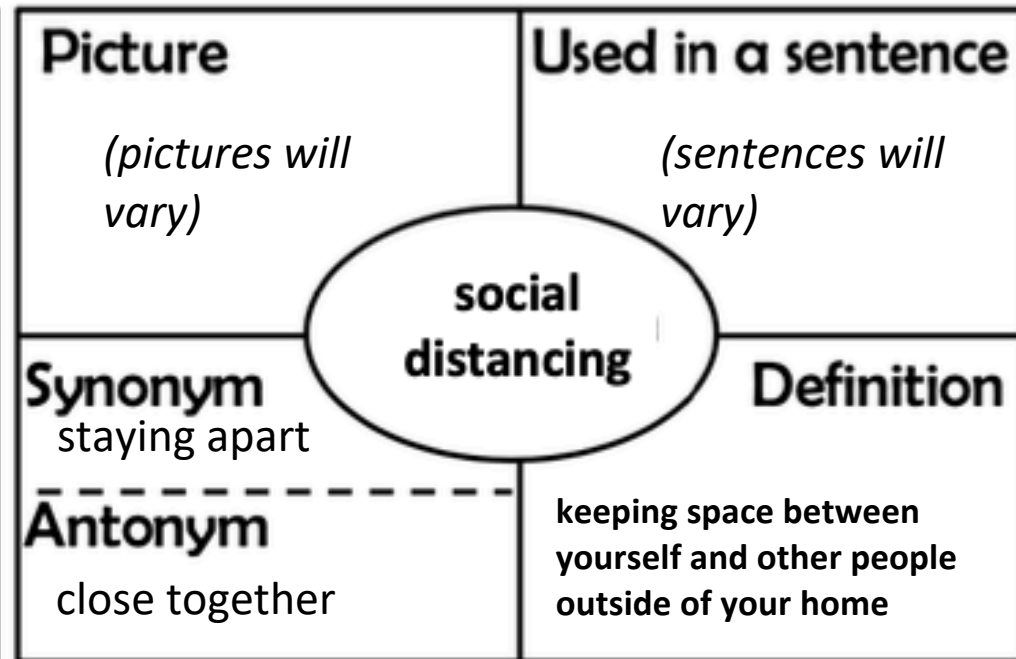4. *Rinse your hands with warm or cold water.*

What answer choice goes third?
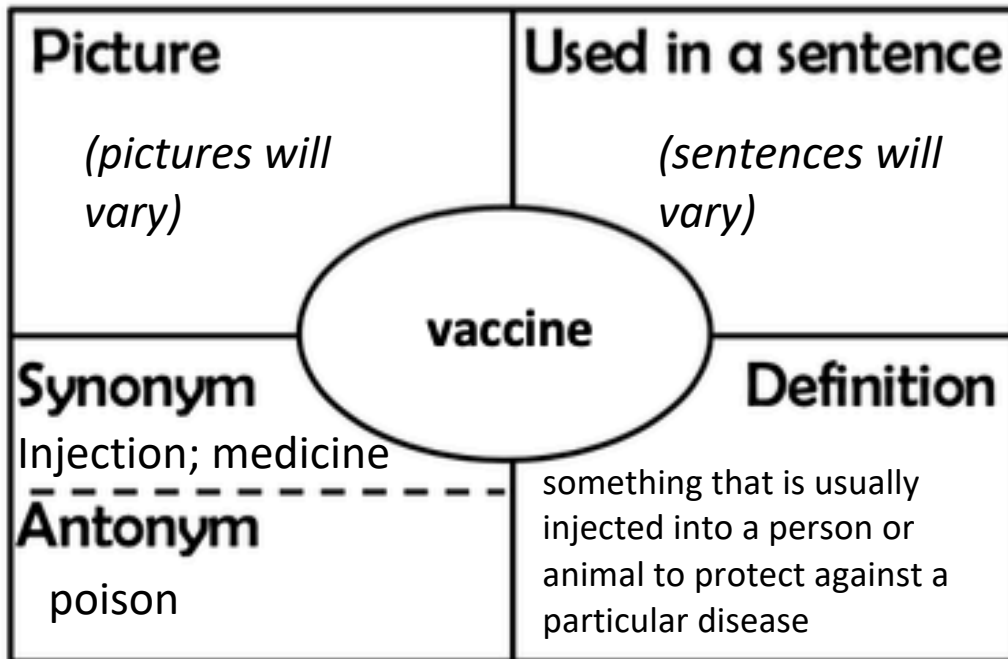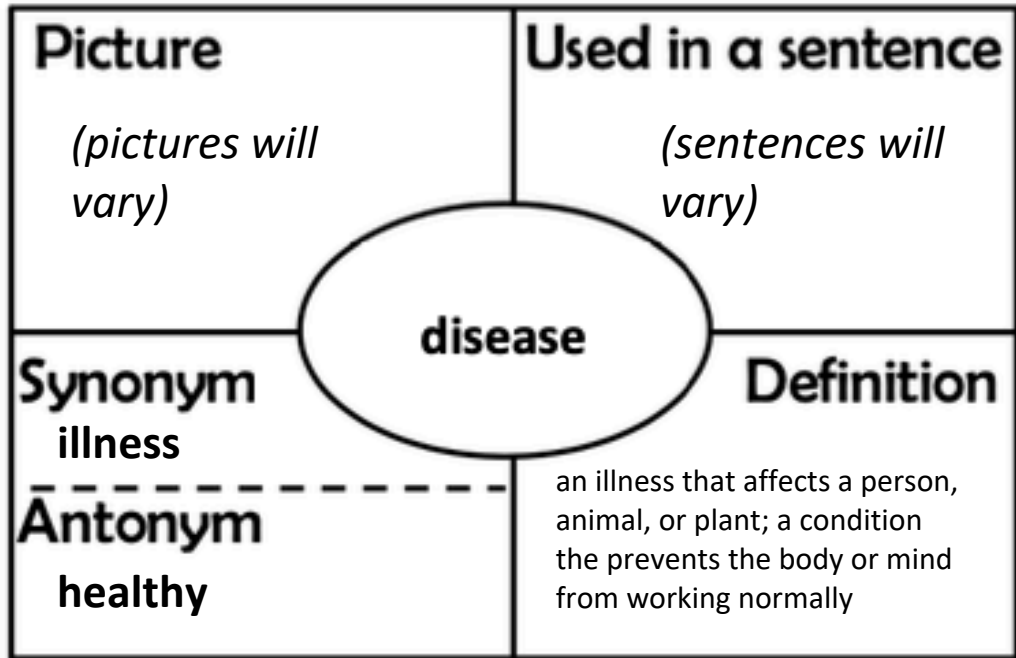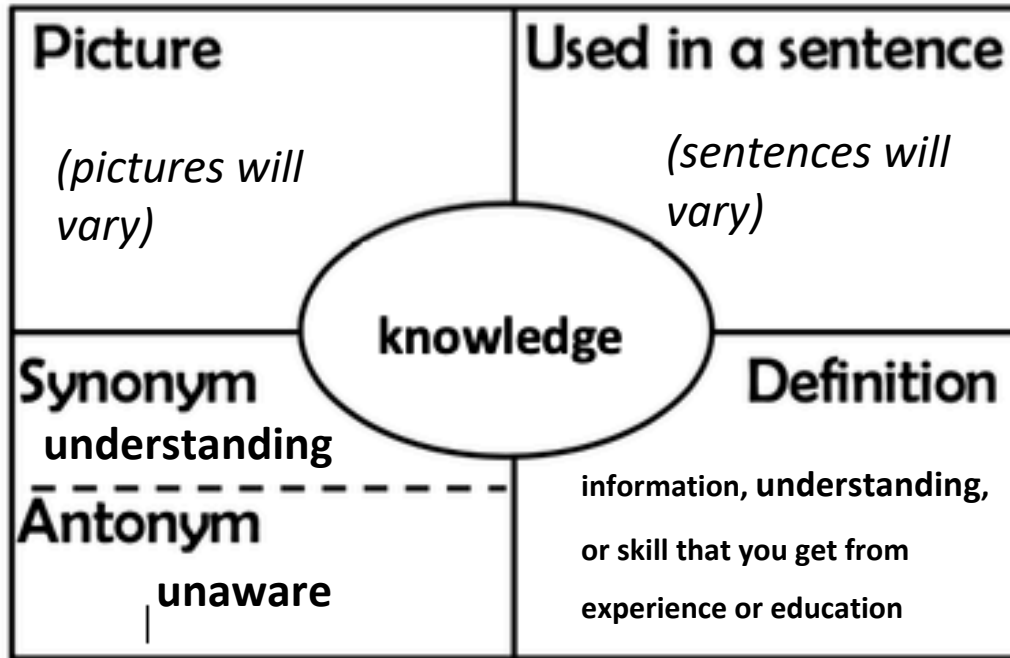
    (A)   Use a tissue or elbow to cover your cough.

    (B)   Add more soap until your hands are completely covered.

    (C)   Dry your hands using a clean paper towel.

    (D)   Scrub your hands, fingers and wrists.

Which Is It:
Subordinating or Coordinating Conjunction?

The sentences below have either a subordinating conjuction or a coordinating conjunction. Circle the conjunction in each sentence. In the blank, write *SC* if it is a subordination conjunction or *CC* if it is a coordinating conjunction.

1. James picked the dinner, and Sam picked the dessert. _____

2. She laughed when the puppy chased its tail. _____

3. The tiger limped as it crept through the jungle. _____

4. Because it began to rain, the game was called off. _____

5. I called Tasha, but she didn't answer. _____

6. If the door is open, you should close it. _____

7. It was a good movie, yet no one saw it. _____

8. Whenever Linus is ready, we will leave. _____

9. The class picnic will be at the beach, or it will be at the zoo. _____

10. The campers stopped to rest although they were in a hurry. _____

Name: _____

Picture

(pictures will vary)

Used in a sentence

(sentences will vary)

knowledge

Synonym

understanding

Antonym

unaware

Definition

information, **understanding,** or skill that you get from experience or education

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Picture

(pictures will vary)

Used in a sentence

(sentences will vary)

disease

Synonym

illness

Antonym

healthy

Definition

an illness that affects a person, animal, or plant; a condition the prevents the body or mind from working normally

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Picture

(pictures will vary)

Used in a sentence

(sentences will vary)

vaccine

Synonym

Injection; medicine

Antonym

poison

Definition

something that is usually injected into a person or animal to protect against a particular disease

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Picture

(pictures will vary)

Used in a sentence

(sentences will vary)

social distancing

Synonym

staying apart

Antonym

close together

Definition

keeping space between yourself and other people outside of your home

Answer Keys

"PLAY IT SAFE: WHAT KIDS SHOULD KNOW ABOUT THE CORONAVIRUS OUTBREAK" QUIZ

1. A
2. D
3. C
4. D

WHICH IS IT: SUBORDINATING OR COORDINATING CONJUNCTION?

1. CC
2. SC
3. SC
4. SC
5. CC
6. SC
7. CC
8. SC
9. CC
10. SC

Name: _____ **Key** _____

Which Is It:
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The sentences below have either a subordinating conjuction or a coordinating conjunction. Circle the conjunction in each sentence. In the blank, write *SC* if it is a subordination conjunction or *CC* if it is a coordinating conjunction.

1. James picked the dinner, and Sam picked the dessert. ____**CC**____

2. She laughed when the puppy chased its tail. ____**SC**____

3. The tiger limped as it crept through the jungle. ____**SC**____

4. Because it began to rain, the game was called off. ____**SC**____

5. I called Tasha, but she didn't answer. ____**CC**____

6. If the door is open, you should close it. ____**SC**____

7. It was a good movie, yet no one saw it. ____**CC**____

8. Whenever Linus is ready, we will leave. ____**SC**____

9. The class picnic will be at the beach, or it will be at the zoo. ____**CC**____

10. The campers stopped to rest although they were in a hurry. ____**SC**____

Opinion Writing: OREO Graphic Organizer

PROMPT: Do you agree or disagree with the decision to close schools during the Coronavirus outbreak? Give three reasons for your opinion and support your reasons with evidence from the text.

Opinion (What do you think?):

Reason #1:

Text evidence:

Reason #2:

Text evidence:

Reason #2:

Text evidence:

Restate Your Opinion:

Opinion Writing

Please write a paragraph responding to the following prompt. Use "Play it Safe: What Kids Should Know About the Coronavirus Outbreak" to help you support your opinion.

PROMPT: DO YOU AGREE OR DISAGREE WITH THE DECISION TO CLOSE SCHOOLS DURING THE CORONAVIRUS OUTBREAK? GIVE THREE REASONS FOR YOUR OPINION AND SUPPORT EACH REASON WITH EVIDENCE FROM THE TEXT.

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Name _____ Date _____

1. Express the missing divisor using a power of 10. Explain your reasoning using a place value model.

   a. 5.2 ÷ _____ = 0.052

   b. 7,650 ÷ _____ = 7.65

2. Estimate the quotient by rounding the expression to relate to a one-digit fact. Explain your thinking in the space below.

   a. 432 ÷ 73 ≈ _____

   b. 1,275 ÷ 588 ≈ _____

3. Generate and solve another division problem with the same quotient and remainder as the two problems below. Explain your strategy for creating the new problem.

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            3                              3
    1  7 | 6  3              4  2 | 1  3  8
       -  5  1                  -  1  2  6
          1  2                        1  2
```

4. Sarah says that 26 ÷ 8 equals 14 ÷ 4 because both are "3 R2." Show her mistake using decimal division.

5. A rectangular playground has an area of 3,392 square meters. If the width of the rectangle is 32 meters, find the length.

6. A baker uses 5.5 pounds of flour daily.

   a. How many ounces of flour will he use in two weeks? Use words, numbers, or pictures to explain your thinking. (1 lb = 16 oz)

b. The baker's recipe for a loaf of bread calls for 12 ounces of flour. If he uses all of his flour to make loaves of bread, how many full loaves can he bake in two weeks?

c. The baker sends all his bread to one store. If he can pack up to 15 loaves of bread in a box for shipping, what is the minimum number of boxes required to ship all the loaves baked in two weeks? Explain your reasoning.

d. The baker pays $0.80 per pound for sugar and $1.25 per pound for butter. Write an expression that shows how much the baker will spend if he buys 6 pounds of butter and 20 pounds of sugar.

e. Chocolate sprinkles cost as much per pound as sugar. Find $\frac{1}{10}$ the baker's total cost for 100 pounds of chocolate sprinkles. Explain the number of zeros and the placement of the decimal in your answer using a place value chart.

Write and interpret numerical expressions.

5.OA.1   Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2   Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

Understand the place value system.

5.NBT.1   Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.2   Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.5   Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.6   Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.7   Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Convert like measurement units within a given measurement system.

5.MD.1   Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

A Progression Toward Mastery				
Assessment Task Item	**STEP 1** Little evidence of reasoning without a correct answer. **(1 Point)**	**STEP 2** Evidence of some reasoning without a correct answer. **(2 Points)**	**STEP 3** Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. **(3 Points)**	**STEP 4** Evidence of solid reasoning with a correct answer. **(4 Points)**
1 **5.NBT.1** **5.NBT.2** **5.NBT.7**	Student is unable to express the divisors as powers of 10 either as multiples of 10 or as exponents and produces a place value chart with errors.	Student either shows the divisors as powers of 10 (as multiples of 10 or exponents) or uses correct reasoning on the place value chart.	Student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents and uses correct reasoning on the place value chart for either Part (a) or Part (b).	Student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents. Student also shows correct reasoning on the place value chart for both Part (a) and Part (b). a. 100 and/or 10^2 b. 1000 and/or 10^3
2 **5.NBT.1** **5.NBT.2** **5.NBT.6**	Student is unable to round either the dividend or the divisor to a one-digit fact.	Student rounds the dividend and divisor but not to a one-digit fact.	Student correctly rounds to a one-digit fact for either Part (a) or Part (b) or rounds both parts correctly without a clear explanation.	Student correctly rounds both Part (a) and Part (b) to a one-digit fact and clearly explains thinking. a. $420 \div 70 = 6$ b. $1,200 \div 600 = 2$
3 **5.OA.1** **5.NBT.6**	Student is unable to generate a division problem with a quotient of 3 and remainder of 12.	Student generates a division problem with either a quotient of 3 or a remainder of 12 but is unable to explain reasoning used.	Student generates a division problem with both a quotient of 3 and a remainder of 12 but shows no evidence of a strategy other than guess and check.	Student generates a division problem with a quotient of 3 and remainder of 12 and describes a sound strategy (e.g., writes a checking equation ____ = 3 × _____ + 12).

| A Progression Toward Mastery				
4 **5.NBT.7**	Student is unable to perform the decimal division necessary to show non-equivalence of quotients.	Student is able to perform the division necessary to produce the whole number portion of the quotient but is unable to continue dividing the decimal places to show non-equivalence of quotients.	Student is able to explain the non-equivalence of the quotients but with errors in the division calculation.	Student divides accurately and shows the non-equivalence of the quotients. $26 \div 8 = 3.25$ $14 \div 4 = 3.5$
5 **5.NBT.6**	Student does not divide to find the length of the playground.	Student makes two errors in division that lead to an incorrect length of the playground.	Student makes one error in division that leads to an incorrect length of the playground.	Student correctly divides and finds the length of the rectangle to be 106 m.
6 **5.OA.1** **5.OA.2** **5.NBT.1** **5.NBT.2** **5.NBT.5** **5.NBT.6** **5.NBT.7** **5.MD.1**	Student uses incorrect reasoning for all parts of the task.	Student uses correct reasoning for at least two parts of the task but makes errors in calculation.	Student uses correct reasoning for all parts of the task but makes errors in calculation.	Student describes correct reasoning using words, numbers, or pictures and correctly calculates for all parts of the task. a. 1,232 oz b. 102 loaves c. 7 boxes d. $(20 \times 0.80) + (6 \times \$1.25)$ e. \$8.00

Name **Garrett**   Date _____

1. Express the missing divisor using an exponent. Explain your reasoning using a place value chart.

   a. $5.2 \div \underline{10^2} = 0.052$
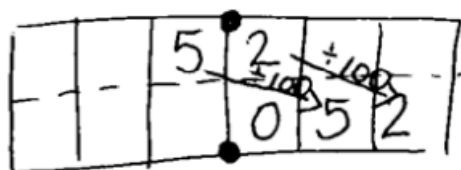
   b. $7,650 \div \underline{10^3} = 7.65$

2. Estimate the quotient by rounding the equation to relate to a 1-digit fact. Explain your thinking in the space below.

   a. $432 \div 73 \approx \underline{6}$

   $420 \div 70 = 42 \div 7 = 6$

   73 is close to 7 tens. The nearest multiple of 7 that's like 432 is 42 tens. So $42 \div 7 = 6$

   b. $1275 \div 588 \approx \underline{2}$

   $1200 \div 600 = 12 \div 6 = 2$

   588 is close to 600. The nearest multiple of 600 that is close to 1275 is 12 hundreds. So $12 \div 6 = 2$

3. Generate and solve another division problem with the same quotient and remainder as the two problems below. Explain your strategy for creating the new problem.

To check division, I can multiply the answer and the divisor, then add the remainder. So I multiplied 3 X my number which was 27 and got 81 and then I added 12. So my dividend must be 93.

$\begin{array}{r} 27 \\ \times\ 3 \\ \hline 81 \\ +12 \\ \hline 93 \end{array}$

4. Sarah says that 26 ÷ 8 equals 14 ÷ 4 because both are "3 R2." Show her mistake using decimal division.

$$\begin{array}{r} 3.25 \\ 8\overline{)26.00} \\ -24 \\ \hline 20 \\ -16 \\ \hline 40 \\ -40 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 3.5 \\ 4\overline{)14.0} \\ -12 \\ \hline 20 \\ -20 \\ \hline 0 \end{array}$$

$26 \div 8 = 3.25$

$14 \div 4 = 3.5$

5. A rectangular playground has an area of 3,392 square meters. If the width of the rectangle is 32 meters, find the length.

?

32m | A = 3,392 m²

$32 \times ? = 3,392$

$$\begin{array}{r} 106 \\ 32\overline{)3,392} \\ -32 \\ \hline 19 \\ -0 \\ \hline 192 \\ -192 \\ \hline 0 \end{array}$$

The length of the rectangle is 106 meters.

6. A baker uses 5.5 pounds of flour daily.

a. How many ounces of flour will he use in two weeks? Use words, numbers, or pictures to explain your thinking. (1 lb = 16 oz.)

5.5 lbs = ___ oz
5.5 × (1 lb) = ___ oz
5.5 × (16 oz) = ___ oz

$$\begin{array}{r} 55 \text{ tenths} \\ \times 16 \\ \hline 330 \\ +550 \\ \hline 880 \text{ tenths} = 88 \end{array}$$

$$\begin{array}{r} 88 \text{ oz} \\ \times 14 \\ \hline 352 \\ +880 \\ \hline 1,232 \text{ oz} \end{array}$$

First, I found the ounces he uses every day. Then I multiplied by 14 days.

The baker uses 1,232 oz of flour in 2 weeks.

b. The baker's recipe for a loaf of bread calls for 12 ounces of flour. If he uses all of his flour to make loaves of bread, how many full loaves can he bake in two weeks?

$$\begin{array}{r} 102 \ r8 \\ 12\overline{)1,232} \\ -12 \\ \hline 03 \\ -00 \\ \hline 32 \\ -24 \\ \hline 8 \end{array}$$

The baker can bake 102 full loaves in two weeks.

c. The baker sends all his bread to one store. If he can pack up to 15 loaves of bread in a box for shipping, what is the minimum number of boxes required to ship all the loaves baked in two weeks. Explain your reasoning.

$$\begin{array}{r} 6 \\ 15\overline{)102} \\ -90 \\ \hline 12 \end{array}$$

He needs 7 boxes to ship all the bread. The last box won't be full. It will only have 12 loaves in it.

d. The baker pays $0.80 per pound for sugar and $1.25 per pound for butter. Write an expression that shows how much the baker will spend if he buys 6 pounds of butter and 20 pounds of sugar.

$$(6 \times \$1.25) + (20 \times \$0.80)$$

e. Chocolate sprinkles cost as much per pound as sugar. Find $\frac{1}{10}$ the baker's total cost for 100 pounds of chocolate sprinkles. Explain the number of zeros and the placement of the decimal in your answer using a place value chart.

$$\$0.80 \div 10 = \$0.08$$
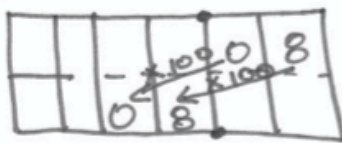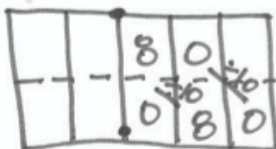
The baker pays $8.00 for 100 lbs of sprinkles.

Counselor's Corner
Mrs. Dingess, Ms. Green, Mrs. Jenkins, Mrs. Miller

Weekly Focus

Cell Phone Safety

Dear Parent,

Having a cell phone has become a milestone for most kids these days. As a parent, it can be difficult to know how to help your child be responsible with this costly and powerful piece of technology. There are many websites that can help parents establish rules for cell phone use to help kids learn this responsibility. Here are a few ideas of rules to establish with your child regarding responsible cell phone use, as well as a sample contract you can use.

- **Always answer your phone when I (your parent/guardian) call.** If you are unable to answer, send a text to let me know. The exception would be during school (which I shouldn't be calling during that time anyway).
- **Follow rules for cell phones wherever you are.** Put it away at school unless you have adult permission to use it, turn it off at the movies, put away when crossing the street, etc.
- **Use your manners!** No bringing it to the dinner table, talking loudly on your phone in a place of business, or looking at your phone when someone is trying to have a conversation with you. Never answer mean or rude texts or text or email mean or rude comments to anyone.
- **Ask permission to download anything on your phone.** Some downloads are not safe for your phone and others cost money or may have hidden costs.
- **Turn off your phone at night by 9:00 p.m. (the curfew given) and put it in a central location.**
- **Hand over your phone whenever asked.** As your parent, I have the right to check it at any time.

Websites for setting rules, choosing the right phone and service plan for your child, staying on top of what your child is doing on his/her phone, etc.

Commonsensemedia.org
todaysparent.com
childmind.org
Pinterest.com (lots of printable cell phone contracts)

Special Forces Choice Board

3-5

Color each square that you complete

Art: Design a rocket using an empty toilet paper tube. Use things in your house for the extras. Example: Cut pieces from cereal boxes.	**Physical Education:** https://www.youtube.com/watch?v=_swUGtEpazY Or Dance to your favorite music for 10 minutes.	**Music:** Indoor Ice Skating: Grab a pair of paper plates or use socks on the hardwood. Pretend to indoor ice skate to your favorite song.	**Media:** Write a short story about your experience launching your paper tube rocket. Share with your family!
Physical Education: Dribble a ball for at least five minutes Do a side plank on both sides for at least one minute per side	**Music:** What are 15 words you can write on a music staff using only the letters in our musical alphabet (A,B,C,D,E,F, and G)? Can you draw a music staff (5 lines) and show where those notes go on the treble clef? (remember G is on line 2!)	**Media:** Search your home for a non-fiction book or article. Your Studies Weekly is good for this activity too! Share 3 facts you learned with your family.	**Art:** Rainbow Paper Towel Fold a paper towel. Color the edges with markers, using the colors of a rainbow. Dip the colored edges into a glass of water and watch as you create your own rainbow.
Music: Musical Charades: See if you can act out the title of your favorite songs to your family without using any words!	**Media:** Find your favorite hat or sunglasses to wear outside while you enjoy reading!	**Art:** Make a Positivity Banner Hang it in your window to encourage neighbors, mail carriers, UPS, etc.	**Physical Education:** https://app.gonoodle.com/activities/indoor-recess-you-pick-number-2?s=category&t=Workout&sid=42 Play outside for 15 minutes
Media: Write a poem about the book you are reading! You can make it rhyme, write in free verse, or other styles you have learned in class!	**Art:** Grocery Store Ad Create an advertisement for a new food you invent. Try to convince people to buy your food.	**Physical Education:** Do as many burpees as you can in 3 minutes Or Go for a walk with your family	**Music:** See how many different items around the house you can use as an instrument (pots, pans, cans, spices etc.) BE CREATIVE!
Art: Leaf People Gather leaves from trees and flowers. Arrange on a piece of paper in the shape of a person. Draw clothes, shoes, and a hat.	**Physical Education:** https://www.youtube.com/watch?v=z0evAuWFlPs Or Jump rope for 5 minutes and jog 5 laps around your house or property	**Music:** Musical Interview: Ask an adult what kind of music their parents listened to. Does that adult still listen to the music they grew up with? Is that adult's current favorite type of music related to the music their parents listened to (is it the same style)?	**Media:** Write about your favorite memories of your current grade level. Share these good memories with someone younger.