

2018-2019 HYBRID CORE 4 Work Journal #1 of 5 (Aug 16-Sept 28)

Due to front office by 4:00pm on October 3, 2018.

Student Name: _____ Parent Name: _____ Supervising Teacher: _____

Instructions:

- 1) Use the standards below (or substitute with others of your choosing) to scaffold student learning.
- 2) List the 6 original student work samples (2 reading, 2 writing, 2 math) and be sure they include student name and date.
- 3) For any learning activities your child does daily, list them in the gray box titled "Each day we..."
- 4) Provide a brief (2-3 sentence) explanation of learning for each homeschool day. On days your child attended a full day at school, please record "At School Day."

Reading Learning Goals:

Grade Four

CCSS ELA-LITERACY RLit/Info 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS ELA-LITERACY RLit 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS ELA-LITERACY RInfo 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Grade Five

CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Writing Learning Goals:

Grade Four

CSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Add grammar lessons into your daily practice:

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Grade Five

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

Range of Writing:

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Math Learning Goals:

Grade Four

CCSS.MATH.CONTENT.4.NBT Generalize place value understanding for multi-digit whole numbers

CCSS.MATH.CONTENT.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

CCSS.MATH.CONTENT.4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place

Use place value understanding and properties of operations to perform multi-digit arithmetic

CCSS.MATH.CONTENT.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

CCSS.MATH.CONTENT.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-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.

¹ Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Grade Five

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.

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

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.

Reading Work Samples:	Writing Work Samples:	Math Work Samples:
1.	1.	1.
2.	2.	2.

Daily Engagement Log (what students learned each day)

Use this box to record learning activities your child does on most homeschool days so you don't have to list them every day.	Each homeschool day we:
<i>For each homeschool day (including field trips), provide a 2-3 sentence summary. Samples can be found on the Parent Educator Resource Site (www.davincik8.org) in the "Work Journal" tab.</i>	
Thurs, Aug. 16, 2018	
Fri, Aug. 17, 2018	
Mon., Aug. 20, 2018	
Tue., Aug. 21, 2018	
Wed., Aug. 22, 2018	
Thur., Aug. 23, 2018	
Fri., Aug. 24, 2018	

Mon., Aug. 27, 2018	
Tue., Aug. 28, 2018	
Wed., Aug. 29, 2018	
Thur., Aug. 30, 2018	
Fri., Aug. 31, 2018	
Mon., Sep. 3, 2018	LABOR DAY HOLIDAY: NO SCHOOL / NO HOMESCHOOL
Tue., Sep. 4, 2018	
Wed., Sep. 5, 2018	
Thur., Sep. 6, 2018	
Fri., Sep. 7, 2018	
Mon., Sep. 10, 2018	
Tue., Sep. 11, 2018	
Wed., Sep. 12, 2018	
Thur., Sep. 13, 2018	

Fri., Sep. 14, 2018	
Mon., Sep. 17, 2018	
Tue., Sep. 18, 2018	
Wed., Sep. 19, 2018	
Thur., Sep. 20, 2018	
Fri., Sep. 21, 2018	
Mon., Sep. 24, 2018	
Tue., Sep. 25, 2108	
Wed., Sep. 26, 2018	
Thur., Sep. 27, 2018	
Fri., Sep. 28, 2018	

Student Signature

Parent Signature

Date

By signing, we certify that the above information is accurate, our family completed the work listed and our work samples are representative of the activities completed at home.

For teacher and office use only:

1. Number of Work Days Listed by Parent: _____

2. Time Value Work Product:

Grades K-5 Time Value _____

Grades 6 ↑(days & initials from subject expert):

Humanities _____ Math _____ Science _____ Average: _____

Attendance Verified by Supervising Teacher : _____ Date: _____