

# 2018-2019 HYBRID CORE 4 Work Journal #2 of 5 (Oct 1-Dec 14)

*Due to front office by 4:00pm on December 19, 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.RL/INFO.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **Reading Foundational Skills: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Grade Five**

#### CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### 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**

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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

LANGUAGE/GRAMMAR SKILLS: Choose the skills needed for your student:

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

### **Grade Five**

CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.

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**

Grade 4: Use the four operations with whole numbers to solve problems.

##### CCSS.MATH.CONTENT.4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

##### CCSS.MATH.CONTENT.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.<sup>1</sup>

##### CCSS.MATH.CONTENT.4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### **Grade Five**

Place Value of Whole Numbers and Decimals

5.NBT.A.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.A.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.

5.NBT.A.3 Read, write, and compare decimals to thousandths.

5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .

5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

5.NBT.A.4 Use place value understanding to round decimals to any place.

Understand the place value system.

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.

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.

5 NBT 5 Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm. (Continue to practice if not mastered)

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.

Write and interpret numerical expressions.

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

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them

Analyze patterns and relationships.

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. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

5.NF Number and Operations – Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

3. *Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers,*

<http://www.dpi.state.nc.us/docs/curriculum/mathematics/scos/5.pdf>

<b>Reading Work Samples:</b>	<b>Writing Work Samples:</b>	<b>Math Work Samples:</b>
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1.	1.	1.
2.	2.	2.

### Daily Engagement Log

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 below (including field trips), provide a 2-3 sentence summary of your day. Samples can be found on the Parent Educator Resource Site (<a href="http://www.davincik8.org">www.davincik8.org</a>) in the "Work Journal" tab.</i>	
Mon, Oct. 1, 2018	
Tues, Oct. 2, 2018	
Wed., Oct. 3, 2018	
Thurs., Oct. 4, 2018	
Fri., Oct. 5, 2018	<b>PROFESSIONAL DEVELOPMENT: NO SCHOOL / NO HOMESCHOOL</b>
Mon., Oct. 8, 2018	
Tues., Oct. 9, 2018	
Wed., Oct. 10, 2018	
Thurs., Oct. 11, 2018	
Fri., Oct. 12, 2018	

Mon., Oct. 15, 2018	
Tues., Oct. 16, 2018	
Wed., Oct. 17, 2018	
Thurs., Oct. 18, 2018	
Fri., Oct. 19, 2018	
Mon., Oct. 22, 2018	
Tues., Oct. 23, 2018	
Wed., Oct. 24, 2018	
Thurs., Oct. 25, 2018	
Fri., Oct. 26, 2018	
Mon., Oct. 29, 2018	
Tues., Oct. 30, 2018	
Wed., Oct. 31, 2018	
Thurs., Nov. 1, 2018	

Fri., Nov. 2, 2018	<b>PROFESSIONAL DEVELOPMENT: NO SCHOOL/NO HOMESCHOOL</b>
Mon., Nov. 5, 2018	
Tues., Nov. 6, 2018	
Wed., Nov. 7, 2018	
Thurs., Nov. 8, 2108	
Fri., Nov. 9, 2018	
Mon., Nov. 12, 2018	<b>VETERANS DAY: NO SCHOOL/NO HOMESCHOOL</b>
Tues., Nov. 13, 2018	
Wed., Nov. 14, 2018	
Thurs., Nov. 15, 2018	
Fri., Nov. 16, 2018	
Mon., Nov 19 – Fri., Nov. 23, 2018	<b>THANKSGIVING BREAK: NO SCHOOL/NO HOMESCHOOL</b>
Mon., Nov. 26, 2018	
Tues., Nov. 27, 2018	
Wed., Nov. 28, 2018	

Thurs., Nov. 29, 2018	
Fri., Nov. 30, 2018	
Mon., Dec. 3, 2018	
Tues., Dec. 4, 2108	
Wed., Dec. 5, 2018	
Thurs., Dec. 6, 2018	
Fri., Dec. 7, 2018	
Mon., Dec. 10, 2018	
Tues., Dec. 11, 2108	
Wed., Dec. 12, 2018	
Thurs., Dec. 13, 2018	
Fri., Dec. 14, 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.

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**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: \_\_\_\_\_