

# 2018-2019 HYBRID CORE 2 Work Journal #3 of 5 (Dec 17-Feb 15)

*Due to front office by 4:00pm on February 21, 2019.*

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:**

### **First Grade**

#### CCSS.ELA-Literacy.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

#### CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### CCSS.ELA-Literacy.RL.1.6

Identify who is telling the story at various points in a text.

#### CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Second Grade**

#### CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### CCSS.ELA-LITERACY.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.8

Describe how reasons support specific points the author makes in a text.

**Writing Learning Goals:**

**First Grade**

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Second Grade**

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

**Year Long Writing Standards (For both 1<sup>st</sup> and 2<sup>nd</sup> graders):**

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Math Learning Goals:**

**Measurement and Data**

**1<sup>st</sup> Grade Georgia State Unit 4**

**<https://www.georgiastandards.org/Georgia-Standards/Frameworks/1st-Math-Unit-4.pdf>**

**Measure lengths indirectly and by iterating length units.**

MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple

copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)

**Tell and write time.**

MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

**Represent and interpret data.**MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category.

**2<sup>nd</sup> Grade** Georgia State Unit 3

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/2nd-Math-Unit-3.pdf>

**Measure and estimate lengths in standard units.** MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. MGSE2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Relate addition and subtraction to length.** MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

MGSE2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.

**Work with time and money.**MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**Represent and Interpret Data.** MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object MGSE2.MD.10 Draw a picture graph and a bar graph (with single- unit scale) to represent a data set with up to four categories.

Reading Work Samples:	Writing Work Samples:	Math Work Samples:
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., Dec. 17, 2018	
Tue., Dec. 18, 2018	
Wed., Dec. 19, 2018	
Thur., Dec. 20, 2018	
Fri., Dec. 21, 2018	
Mon., Dec. 24, 2018 – Fri., Jan. 11, 2019	<b>WINTER BREAK AND PROFESSIONAL DEVELOPMENT: NO SCHOOL/NO HOMESCHOOL</b>
Mon., Jan. 14, 2019	
Tue., Jan. 15, 2019	
Wed., Jan. 16, 2019	
Thur., Jan. 17, 2019	
Fri., Jan. 18, 2019	

Mon., Jan. 21, 2019	<b>MARTIN LUTHER KING JR HOLIDAY: NO SCHOOL / NO HOMESCHOOL</b>
Tue., Jan. 22, 2019	
Wed., Jan. 23, 2019	
Thur., Jan. 24, 2019	
Fri., Jan. 25, 2019	
Mon., Jan. 28, 2019	
Tue., Jan. 29, 2019	
Wed., Jan. 30, 2019	
Thur., Jan. 31, 2019	
Fri., Feb. 1, 2019	
Mon., Feb. 4, 2019	
Tue., Feb. 5, 2019	
Wed., Feb. 6, 2019	
Thur., Feb. 7, 2019	
Fri., Feb. 8, 2019	<b>PROFESSIONAL DEVELOPMENT: NO SCHOOL/NO HOMESCHOOL</b>

Mon., Feb. 11, 2019	
Tue., Feb. 12, 2019	
Wed., Feb. 13, 2019	
Thur., Feb. 14, 2019	
Fri., Feb. 15, 2019	

\_\_\_\_\_   
 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: \_\_\_\_\_