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:

Fourth Grade

CCSS ELA-LITERACY R Lit/Info 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Level 5 topic or subject area.

CCSS ELA-LITERACY R Lit/Info 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS ELA-LITERACY RLit/Info 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Fifth Grade

CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Fluency:

CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Learning Goals:

Fourth Grade

CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.9.A Apply *grade 4 Reading standards* to literature (e.g., "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.W.4.9.B Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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

Fifth Grade

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1
 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A
 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion 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:

Fourth Grade

Extend understanding of fraction equivalence and ordering.

CCSS.MATH.CONTENT.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.MATH.CONTENT.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions.

CCSS.MATH.CONTENT.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

CCSS.MATH.CONTENT.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

CCSS.MATH.CONTENT.4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

CCSS.MATH.CONTENT.4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

CCSS.MATH.CONTENT.4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

CCSS.MATH.CONTENT.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

CCSS.MATH.CONTENT.4.NF.B.4.A Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

CCSS.MATH.CONTENT.4.NF.B.4.B Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

CCSS.MATH.CONTENT.4.NF.B.4.C Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

CCSS.MATH.CONTENT.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

CCSS.MATH.CONTENT.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

CCSS.MATH.CONTENT.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

[1] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

[2] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Fifth Grade

Number and Operations in Base Ten 5.NBT Major Clusters
Understand the place-value system. (5.NBT.1–4)
Perform operations with multi-digit whole numbers and with decimals to hundredths. (5.NBT.5–7)

Number and Operations—Fractions 5.NF Major Clusters
Use equivalent fractions as a strategy to add and subtract fractions. (5.NF.1–2)
Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (5.NF.3–7)

Resources:

https://nrich.maths.org/2550   Teaching Fractions with Understanding: Part-whole Concept

http://illuminations.nctm.org/activity.aspx?id=4148 Fraction Game and a great site for all mathematical concepts!

http://www.internet4classrooms.com/skill_builders/fractions_percent_math_fifth_5th_grade.htm

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	Each homeschool day we:

them every day.	
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 (www.davincik8.org) in the "Work Journal" tab.	
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	**WINTER BREAK AND PROFESSIONAL DEVELOPMENT: NO SCHOOL/NO HOMESCHOOL**
Mon., Jan. 14, 2019	
Tue., Jan. 15, 2019	
Wed., Jan. 16, 2019	
Thur., Jan. 17, 2019	
Fri., Jan. 18, 2019	
Mon., Jan. 21, 2019	**MARTIN LUTHER KING JR HOLIDAY: NO SCHOOL / NO HOMESCHOOL**
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	**PROFESSIONAL DEVELOPMENT: NO SCHOOL/NO HOMESCHOOL**
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.

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: _____