

2018-2019 HYBRID CORE 2 Work Journal #4 of 5 (Feb 19-April 5)

Due to front office by 4:00pm on April 5, 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.1.4

Identify word CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Second Grade

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

Year Long Reading Standards for both First and Second Grade

First Grade

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

Second Grade

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the ranges and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Writing Learning Goals:

First Grade

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Second Grade

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Year Long Writing Standards (For both 1st and 2nd 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: Geometry

1st Grade Georgia State Unit 6

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/1st-Math-Unit-6.pdf>

Reason with shapes and their attributes. MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.

2nd Grade Georgia State Unit 5

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/2nd-Math-Unit-5.pdf>

Reason with shapes and their attributes. MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares to find the total number of them. MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Represent and interpret data. 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. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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 (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>	
Mon., Feb. 18, 2019	PRESIDENT'S DAY HOLIDAY: NO SCHOOL / NO HOMESCHOOL
Tue., Feb. 19, 2019	
Wed., Feb. 20, 2019	
Thur., Feb. 21, 2019	
Fri., Feb. 22, 2019	
Mon., Feb. 25, 2019	
Tue., Feb. 26, 2019	
Wed., Feb. 27, 2019	
Thur., Feb. 28, 2019	
Fri., Mar. 1, 2019	
Mon., Mar. 4, 2019	

Tue., Mar. 5, 2019	
Wed., Mar. 6, 2019	
Thur., Mar. 7, 2019	
Fri., Mar. 8, 2019	
Mon., Mar. 11, 2019	
Tue., Mar. 12, 2019	
Wed., Mar. 13, 2019	
Thur., Mar. 14, 2019	
Fri., Mar. 15, 2019	PROFESSIONAL DEVELOPMENT: NO SCHOOL / NO HOMESCHOOL
Mon., Mar. 18, 2019	
Tue., Mar. 19, 2019	
Wed., Mar. 20, 2019	
Thur., Mar. 21, 2019	
Fri., Mar. 22, 2019	

Mon., Mar. 25, 2019	
Tue., Mar. 26, 2019	
Wed., Mar. 27, 2019	
Thur., Mar. 28, 2019	
Fri., Mar. 29, 2019	
Mon., Apr. 1, 2019	
Tue., Apr. 2, 2019	
Wed., Apr. 3, 2019	
Thur., Apr. 4, 2019	
Fri., Apr. 5, 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: _____