

2018-2019 HYBRID CORE 2 Work Journal #5 of 5 (Apr 8-June 5)

Due to front office by 4:00pm on June 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.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Second Grade

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Year Long Reading Standards

First Grade

CCSS.ELA-Literacy.RI.1.10

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

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 range.

Writing Learning Goals:

First Grade

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Second Grade

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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:

1st Grade

Place Value Georgia State Unit 5

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/1st-Math-Unit-5.pdf>

Understand place value. MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract. MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., $24 + 9$, $13 + 10$, $27 + 40$), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), 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.

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 than in another.

2nd Grade

Multiplication Georgia State Unit 6

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/2nd-Math-Unit-6.pdf>

Work with equal groups of objects to gain foundations for multiplication. MGSE2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. MGSE2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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.

<p>Use this box to record learning activities your child does on most homeschool days so you don't have to list them every day.</p>	<p>Each homeschool day we:</p>
<p><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></p>	
<p>Mon., Apr. 8, 2019</p>	
<p>Tue., Apr. 9, 2019</p>	
<p>Wed., Apr. 10, 2019</p>	
<p>Thur., Apr. 11, 2019</p>	
<p>Fri., Apr. 12, 2019</p>	
<p>Mon., Apr. 15, 2019 – Fri., April 19, 2019</p>	<p>SPRING BREAK: NO SCHOOL/NO HOMESCHOOL</p>
<p>Mon., Apr. 22, 2019</p>	
<p>Tue., Apr. 23, 2019</p>	
<p>Wed., Apr. 24, 2019</p>	
<p>Thur., Apr. 25, 2019</p>	
<p>Fri., Apr. 26, 2019</p>	
<p>Mon., Apr. 29, 2019</p>	

Tue., Apr. 30, 2019	
Wed., May 1, 2019	
Thur., May 2, 2019	
Fri., May 3, 2019	
Mon., May 6, 2019	
Tue., May 7, 2019	
Wed., May 8, 2019	
Thur., May 9, 2019	
Fri., May 10, 2019	
Mon., May 13, 2019	
Tue., May 14, 2019	
Wed., May 15, 2019	
Thur., May 16, 2019	
Fri., May 17, 2019	

Mon., May 20, 2019	
Tue., May 21, 2019	
Wed., May 22, 2019	
Thur., May 23, 2019	
Fri., May 24, 2019	
Mon., May 27, 2019	MEMORIAL DAY HOLIDAY: NO SCHOOL/NO HOMESCHOOL
Tue., May 28, 2019	
Wed., May 29, 2019	
Thur., May 30, 2019	
Fri., May 31, 2019	
Mon., June 3, 2019	
Tue., June 4, 2019	
Wed., June 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: _____