**Work Journal Daily Engagement Log #5 of 7 (Dec 19th-Feb 26th)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: Robin and Patrick

* *List student learning activities in the Work Journal Daily Engagement Log (page 2)*
* *List the 6 work samples you are providing (2 for each subject area - reading, writing and math).*
* *On the due date, turn in this form and the 6* ***DATED*** *work samples you’ve listed that exemplify your work.*

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| **English Language Arts Learning Goals for this Work Journal** | | |
| **Reading** | * [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details.   [CCSS.ELA-Literacy.RL.2.1](http://www.corestandards.org/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.2.3](http://www.corestandards.org/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. * [CCSS.ELA-Literacy.RL.2.5](http://www.corestandards.org/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.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Reading Work Samples: |
| **Writing** | * [CCSS.ELA-Literacy.W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5/) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   [CCSS.ELA-Literacy.W.2.2](http://www.corestandards.org/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](http://www.corestandards.org/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). | Writing Work Samples: |
| **Math Learning Goals for this Work Journal** | | |
| * [CCSS.Math.Content.2.OA.A.1](http://www.corestandards.org/Math/Content/2/OA/A/1) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 * [CCSS.Math.Content.2.NBT.A.1](http://www.corestandards.org/Math/Content/2/NBT/A/1) Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:   [CCSS.Math.Content.2.MD.A.1](http://www.corestandards.org/Math/Content/2/MD/A/1) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  [CCSS.Math.Content.2.G.A.1](http://www.corestandards.org/Math/Content/2/G/A/1) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | | Math Work Samples: |
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| **Work Journal Daily Engagement Log**   * **Each day, please list your child’s learning activities.** * **Use brief, descriptive details.** * **On days your child attended school at DVIA, please record “DVIA school day.”** | |
| Example: | Baked muffins (doubled recipe); two-digit addition fluency; Mattel tour and toy developer interview; robot design project; *Charlotte’s Web*/character study; *Neo Leo* and Leo diary entry |
| Thurs., Dec. 19, 2013 |  |
| Fri., Dec. 20, 2013 |  |
| Mon., Jan. 13, 2014 |  |
| Tues., Jan. 14, 2014 |  |
| Wed., Jan. 15, 2014 |  |
| Thurs., Jan. 16, 2014 |  |
| Fri., Jan. 17, 2014 |  |
| Mon., Jan. 20, 2014 | NO SCHOOL |
| Tues., Jan. 21, 2014 |  |
| Wed., Jan. 22, 2014 |  |
| Thurs., Jan. 23, 2014 |  |
| Fri., Jan. 24, 2014 |  |
| Mon., Jan. 27, 2014 |  |
| Tues., Jan. 28, 2014 |  |
| Wed., Jan. 29, 2014 |  |
| Thurs., Jan. 30, 2014 |  |
| Fri., Jan. 31, 2014 |  |
| Mon., Feb. 3, 2014 |  |
| Tues., Feb. 4, 2014 |  |
| Wed., Feb. 5, 2014 |  |
| Thurs., Feb. 6, 2014 |  |
| Fri., Feb. 7, 2014 |  |
| Mon., Feb. 10, 2014 |  |
| Tues., Feb. 11, 2014 |  |
| Wed., Feb. 12, 2014 |  |
| Thurs., Feb. 13, 2014 |  |
| Fri., Feb. 14, 2014 | NO SCHOOL |
| Mon., Feb. 17, 2014 | NO SCHOOL |
| Tues., Feb. 18, 2014 |  |
| Wed., Feb. 19, 2014 |  |
| Thurs., Feb. 20, 2014 |  |
| Fri., Feb. 21, 2014 |  |
| Mon., Feb. 24, 2014 |  |
| Tues., Feb. 25, 2014 |  |
| Wed., Feb. 26, 2014 |  |

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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 Supervising Teacher Completion**:

1. Number of Work Days Listed by Parent: \_\_\_\_

2. Time Value Work Product:

Grades K-6 Time Value \_\_\_\_

Grades 6 ↑(days & initials from subject expert):

Humanities \_\_\_\_ \_\_\_\_ Math \_\_\_\_ \_\_\_\_ Science \_\_\_\_ \_\_\_\_ Average: \_\_\_\_

Attendance Verified by Supervising Teacher :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_