EST. 1999

PRAIRIE CROSSING

CHARTER SCHOOL

CREATING NATURAL LEADERS

Accountability Report
2017-2018

Prairie Crossing Charter School

Accountability Plan 2017-2018

Exhibit G

Part 5 – Education Elements

Section A: Class Size

2017-2018

Class	**Number of Students**
Kindergarten, Parker	24
Kindergarten, McKee	24
1st, Smith	24
1st/2nd, Jeffery	24
1st/2nd, Barnett	24
2nd, Johnson	24
3rd, McGovern	24
3rd/4th, Wagner	24
3rd/4th, Larson	24
4th, Hahn	24
5th, Neil	24
5th, Barber	24
6th, Hershiser	24
6th, Turner	24
7th, Bonczkowski	24
7th, Stewart	24
8th, Jackson	24
8th, Flood	23
Total	**431**

2017-2018 Outreach Outcomes for Accountability Report

The primary outreach goal for Prairie Crossing Charter School is to increase visibility in the community, through a variety of community-based events and partnerships as well as sponsorship/support in the community, in order to attract more families of educationally disadvantaged students to the school.

As a result of more robust efforts and resources in our outreach program, over the last year, our school:

- Has seen a 15% increase in low income students,
- A 14% increase in EL students,
- A 13% increase of EDS students receiving services, and
- Attendance at near charter capacity of 431 students.

Our goal is to continue to see this trend continue as we further our outreach initiatives and gain greater visibility and recognition within the community.

Organizational Initiatives

As in past years, all enrollment, outreach materials, and marketing materials are available in English and Spanish. The School website, available in multiple languages, is a tool prospective families can utilize to learn more about our school, and includes lottery materials and other important information. Our website also provides information regarding enrollment and the lottery that are available for download in English and Spanish.

The Outreach Workgroup serves as an active arm of the school, providing outreach support in the school's efforts to increase visibility in the community.

Some of the school's outreach efforts this year include:

- In June 2017, through our partnership with ***LEARN Charter School*** in North Chicago, PCCS again provided classroom space, environmental lessons and teachers to help several classes from LEARN have the opportunity to immerse themselves in a week long environmental curriculum. PCCS taught students about insects, water quality testing, nature journaling and more during that week.
- PCCS partnered with the ***Lake County Fair Organization*** and assisted them in promoting ticket sales for their annual county fair.
- PCCS also donated 1000+ books to ***LEARN Charter School*** for their classroom libraries.
- PCCS worked with ***COOL Learning Experience*** in Waukegan over the summer, providing monthly field trips for student to PCCS where PCCS offered environmental learning opportunities to campers in 2nd through 7th grades.
- PCCS held another school supply drive at the beginning of the school year, supporting ***Warren and Fremont Townships*** by donating 1000+ school supplies to families in need.
- PCCS held an autumn community-based gardening tour through a partnership with the ***Fremont Public Library***, inviting all of their community members to learn more about PCCS.
- PCCS 1st/2nd graders and their teachers partnered with students from the ***Academy of Global Citizenship Charter School*** to compare their physical classrooms, neighborhoods, gardens and learn from each other. It was a wonderful collaborative experience for the students and teachers alike.
- PCCS partnered with the ***Early Learning Village Preschool*** of the Village Church of Gurnee at their Harvest Hoedown autumn event in October. Our students and staff engaged with a number of preschoolers and their parents throughout the morning.

- With a focus on cultural diversity education, PCCS implemented ***Hispanic Heritage Month*** activities and lessons for all grade levels via our fine arts teachers (art, music, PE, Spanish).
- PCCS hosted visitors from schools in Taiwan, Hawaii and North Carolina providing guidance and sharing information about our environmental charter school with them as they seek to build a similar program in their respective states.
- Participation in the school's ***Community Rummage Sale*** over three days, that attracted hundreds of families in the county. We disseminated outreach brochures to shoppers at this event;
- Assembly of over 400 Halloween treat bags, with PCCS promotional materials in English and Spanish included. PCCS families passed out these bags to trick or treaters in their neighborhoods--with representation throughout several neighborhoods in both underlying districts;
- Promoted our Holiday Marketplace at a few fairs and shared outreach brochures as well at the ***Wildwood Craft Fair, St. Paul the Apostle Craft Fair, and the SEDOL Craft Fair***.
- Hosted our second ***Holiday Marketplace*** at PCCS, which drew hundreds of patrons who shopped and learned more about PCCS (as well as advertising at local businesses).
- Hosted two on-site Open Houses.
- Advertising for the Open House/Lottery through a variety of mediums--newspapers (Reflejos and Daily Herald), online digital impressions (25,000 posts), PSAs, social media, and 400+ letters and flyers to local area businesses and agencies.
- Advertised the Open House on Social Media, through Next Door app, on Community Forums through Facebook, and through ***Grayslake Park District*** and ***Wildwood Park District*** Facebook pages.
- Participation in the ***Libertyville Green Living Fair***;
- PCCS staff, students, and parents have engaged in at least two clean-up events at the stretch of highway that PCCS has adopted through the ***Adopt-a-Highway*** program.
- Support our students in different drives they have hosted to benefit the public and larger community (electronics recycling drive, Bake Sale at local plant sale, walks to support the Spotted Blue Salamander and Brown Bat and Clean-Up events at Bull Creek).
- In April, PCCS' PBIS (Positive Behavior Interventions & Supports) committee provided a series of educational lessons and activities for students of all grade levels in helping all develop an understanding of and ***Celebrating our Unique Abilities***.
- PCCS has served as a sponsor for ***A Safe Place's*** EmpoweR 5K Run. ***A Safe Place*** is a well-known agency in Lake County that serves battered women and their children.
- PCCS has formed a committee, named the ***PCCS Makes a Difference Committee***, whose primary goal is to partner PCCS with the larger community--local, national and international--and provide education, energy, and increase understanding, support, and funding for these worthy causes.

Lottery Evaluations & Recommendations

This marks our second year with the streamlined lottery application, with parents asked to complete a one page form but not required to submit supporting documentation until after their child is selected through the lottery.

This year, we received 322 lottery and wait list applications for the 2018/2019 school year. 18 of the 48 openings for the 2018-2019 school year were filled by sibling preference, with 30 seats eligible to the remaining applicants. Of the 322 applicants 79 are applying from outside of district 50 or district 79. We received applications from 21 different districts, 4 states, CPS and children that are Homeschooled.

The current lottery process continues to be a transparent, impartial and live event that takes place on or about March 1st each year. The lottery is a public event and is video recorded, with the results of the lottery shared on the school's website the day after the lottery.

For the FY19 school year, PCCS expects be at the capacity of our facilities and have the highest enrollment in the school's history with 432 students.

Transportation Evaluation
PCCS continues to support and engage with its families in the carpool system that has been utilized since the school's inception. Families have willingly partnered with other families to carpool and share responsibility for commuting to and from school. The school takes an active role in supporting carpool and works personally with each new and returning family who identifies needing assistance with finding a carpool resource.

This year, PCCS provided transportation to one family who did not have transportation for school. PCCS has paid $10,615 for student transportation for the year. Additionally, PCCS has waived or significantly reduced the cost of aftercare services to assist a few families who have benefitted from this support in order to pick up their children later in the day.

PCCS continues to **Expand our Outreach** opportunities, by identifying and increasing partnerships with other organizations to broaden our visibility throughout Lake County.

For the fourth year, PCCS has partnered with the ***Waukegan Public Library***, through our partnership in the *Bus to Us* program, in which our 3rd/4th grade students work cooperatively with students from local Waukegan schools to collaborate on environmental lessons. This partnership continues between PCCS 3rd/4th graders and students at Clearview School, with support from Waukegan Public Library.

Through our ***Farm to Table*** program, for the third year we have partnered with local restaurants in Lake County to further enrich our program and incorporate the larger community in the unique programming we offer. We have worked with six restaurants/chefs this year, sampling a variety of food cultures along the way. We continue to look at ways to add a greater depth to the program, incorporating more cultural menus and building partnerships with more restaurants next year as well as local farms.

Renewed partnerships as well as memberships have taken place with ***INCS (Illinois Network of Charter Schools), Say YES to Lake County Coalition, and Lake County Community Coalition***.

PCCS' involvement in the ***One Earth Film Festival*** served to strengthen our partnerships with some other Lake County groups, as well as provided over 100 attendees the opportunity to visit the school campus and learn about PCCS and other organizations.

Our ***Multicultural Parent Advisory Council*** has been a strong force in sharing cultural traditions, food, and rituals, which have emerged as events for the whole school community to gain an understanding and increase their knowledge of various cultures. They hosted three events this year for the school community: Chinese New Year (Do It Yourself Dumpling Night, Chinese New Year Lion Dance, and Chinese crafts) and Chuseok (Korean Thanksgiving)/ Thanksgiving Literacy Night and Potluck (multicultural potluck and literacy night from many cultures).

In FY19, we anticipate an emphasis on strengthening these partnerships and continuing our involvement in the community. Additionally, we will continue to hold events through our various committees and workgroups, all with a common goal to increase involvement, understanding and partnership within our school community and beyond to the larger community.

Kindergarten Lottery Registration Form 2018-2019

* Required

Email address *

Your email

Registration for the 2018-2019 Lottery Instructions:

Kindergarten Registration form 2018-2019 Lottery Instructions:

1. Complete form only for new students applying for the lottery(Not for current students already attending PCCS).

2. Parents/Guardian must electronically complete/submit or come to the office for a paper form(forms can be mailed upon request). Forms must be submitted by noon on February 28, 2018 in order to be included in the lottery on March 1, 2018.

3. You will receive a confirmation receipt of the registration by email. If you don't receive an email from the school within 3 days of submitting the form, please contact Janette Siegel @ 847-548-1938.

4. After the Lottery has been conducted you will receive a mailed letter confirming that your child has been drawn for an open seat or that your child has been placed on the wait list(the wait list will be posted on our Website).

5. When your child's name is drawn and you accept the open seat, PCCS will require:
   -- Your signed confirmation letter that you have accepted the seat,
   -- 3 items showing Proofs of Residency (E.g. Utility Bill, Rental Agreement, Tax Bill) and
   -- Your child's birth certificate (your child must be 5 years of age on/before Sept 1st in order to enter Kindergarten).

Once these are received your child will be included in the 2018-2019 School Year Registration/Enrollment process in May/June.

Admission is on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. We are a free public school that provides a personalized Kindergarten through 8th Grade education for students that reside in the Woodland (50) and Fremont (79) Districts.

Applicant's Last Name *

Your answer

Applicant's First Name *

Your answer

Applicant's Middle Name

Your answer

Applicant's Date of Birth *

Your answer

Applicant's District of Residence *

- ◯ Woodland School District #50
- ◯ Fremont School District #79
- ◯ We live outside of both District #50 and District #79
- ◯ Other:

I am confirming that for the 2018-2019 school year my child will be entering: *

- ◯ Kindergarten
- ◯ 1st Grade
- ◯ 2nd Grade
- ◯ 3rd Grade
- ◯ 4th Grade
- ◯ 5th Grade
- ◯ 6th Grade
- ◯ 7th Grade
- ◯ 8th Grade

Do you currently have a child/children attending Prairie Crossing Charter School? *

- ◯ Yes
- ◯ No

Do you have other children applying for the lottery? Please fill out a separate form for each child applying. *

- ◯ Yes
- ◯ No

If you have other children applying for the lottery, please provide their name and grade level for the 2018-2019 school year *

Your answer

Father's Name *

Your answer

Father's Address (street, city and zip code) *

Your answer

Father's Cell Phone *

Your answer

Father's Home Phone *

Your answer

Father's Email Address *

Your answer

Mother's Name *

Your answer

Mother's Address *

Your answer

Mother's Cell Phone *

Your answer

Mother's Home Phone *

Your answer

Mother's Email Address *

Your answer

Where did you hear about Prairie Crossing Charter School? *

- [ ] Friend
- [ ] Newspaper
- [ ] Online
- [ ] Schools
- [ ] Daycare
- [ ] Other

By checking this box, I confirm and agree that all of the information provided on this document is true and accurate. *

- ( ) Yes, use this as my electronic signature
- ( ) No, I will come into the office to sign this form

A copy of your responses will be emailed to the address you provided.

SUBMIT

Never submit passwords through Google Forms.

Formulario de Inscripción para la Lotería de Jardín de infancia 2018-2019

* Required

Email address *

Your email

Inscripción para la Lotería 2018-2019 Instrucciones:

Registro del Jardín de infancia 2018-2019 Instrucciones de la Lotería:

1. Complete el formulario sólo para los nuevos estudiantes que solicitan la lotería (No para los estudiantes actuales que ya asisten al PCCS).

2. Los padres / guardianes deben completar / enviar electrónicamente o venir a la oficina para un formulario de papel (los formularios se pueden enviar por correo a petición). Los formularios deben enviarse antes del mediodía del 28 de febrero de 2018 para ser incluidos en la lotería el 1 de marzo de 2018.

3. Usted recibirá un recibo de confirmación de la inscripción por correo electrónico. Si no recibe un correo electrónico de la escuela dentro de los 3 días siguientes a la presentación del formulario, comuníquese con Janette Siegel al 847-548-1938.

4. Después de que se haya llevado a cabo la lotería, recibirá una carta enviada por correo confirmando que su hijo ha sido reclutado para un asiento abierto o que su hijo ha sido colocado en la lista de espera (la lista de espera será publicada en nuestro sitio web).

5. Cuando el nombre de su niño es dibujado y usted acepta el asiento abierto, PCCS requerirá:
- Su carta de confirmación firmada que usted ha aceptado el asiento,
-3 artículos que demuestren las pruebas de residencia (E.g. factura de servicios públicos, contrato de alquiler,
- Certificado de nacimiento de su hijo (su hijo debe tener 5 años de edad el / antes del 1 de septiembre para ingresar al Kindergarten).

Una vez que se hayan recibido, su hijo (a) será incluido en el proceso de matrícula / inscripción del año escolar 2018-2019 en mayo / junio.

La admisión no tiene carácter discriminatorio y está abierta a todos los estudiantes, independientemente de su raza, etnia, sexo, condición socioeconómica, orientación sexual, preferencia religiosa o discapacidad. Somos una escuela pública gratuita que provee una educación personalizada de kindergarten a octavo grado para estudiantes que residen en los Distritos Woodland (50) y Fremont (79).

Apellido del Solicitante *

Your answer

Nombre del solicitante *

Your answer

Segundo nombre del solicitante

Your answer

Fecha de Nacimiento del Solicitante *

Your answer

Distrito de Residencia del Solicitante *

- ◯ Distrito Escolar # 50 de Woodland
- ◯ Fremont Distrito Escolar # 79
- ◯ Vivimos fuera del Distrito # 50 y Distrito # 79

Estoy confirmando que para el año escolar 2018-2019 mi hijo entrará: *

- ◯ Jardín de infanciation (Kindergarten)
- ◯ Primero Grado (1st)
- ◯ Segundo Grado (2nd)
- ◯ Tercero Grado (3rd)
- ◯ Cuarto Grado (4th)
- ◯ Quinto Grado (5th)
- ◯ Sexto Grado (6th)
- ◯ Séptimo Grado (7th)
- ◯ Octavo Grado (8th)

Do you currently have a child/children attending Prairie Crossing Charter School? *

- ◯ Yes
- ◯ No

¿Tiene otros niños solicitando la lotería? Por favor llene un formulario separado para cada niño que solicita. *

- ◯ Sí
- ◯ No

Si tiene otros niños solicitando la lotería, por favor proporcione su nombre y grado para el año escolar 2018-2019 *

Your answer

Nombre del Padre *

Your answer

Dirección del padre (calle, ciudad y código postal) *

Your answer

Teléfono Celular del Padre *

Your answer

Teléfono del padre *

Your answer

Dirección de correo electrónico del padre *

Your answer

Nombre de la madre *

Your answer

Dirección de la madre *

Your answer

Teléfono celular de la madre *

Your answer

Teléfono de la casa de la madre *

Your answer

Dirección de correo electrónico de la madre *

Your answer

¿Dónde se enteró de Prairie Crossing Charter School?

- [ ] Amigo
- [ ] Periódico
- [ ] En línea
- [ ] Escuelas
- [ ] Guardería
- [ ] Otro

Al marcar esta casilla, confirmo y acepto que toda la información proporcionada en este documento es verdadera y precisa. *

- ( ) Sí, utilizar esto como mi firma electrónica
- ( ) No, entraré a la oficina para firmar este formulario

A copy of your responses will be emailed to the address you provided.

SUBMIT

Never submit passwords through Google Forms.

Policy # 500.6

Admissions to Prairie Crossing Charter School

Prairie Crossing Charter School students are admitted in accordance with the state Charter Schools Law. The application process begins in January when parents are encouraged to fill out an application which they can get at the office or from the school website. After all applications have been submitted, returning students are given places as are their siblings if places are available.

Thereafter, admission is determined by a public lottery. The lottery and admissions are on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. All students are welcome to apply. Out-of-district students will only be admitted after all in-district student applications have been placed during the lottery process. After classes are filled, the lottery continues to create a waiting list for each grade. The application policy and procedures referred to below reflect Prairie Crossing Charter School's intent to maintain integrity and clarity throughout the following admission process.

1. Any student living in District 50 or 79 (in-district) is eligible for free admission to Prairie Crossing Charter School (PCCS). Out of district students are eligible on a tuition fee basis.
2. The registration period runs from approximately January 1 to the last day of February each year. During the time, PCCS sends information in English and Spanish to local newspapers, community service organizations, and other sources advising the community of opening at the school for the coming school year.
3. During the registration period, families of current students are asked to inform the school as to whether the student(s) will return for the coming year. These families are also asked to submit applications for any siblings who wish to attend the school, since siblings are given priority where space allows.
4. Also during the registration period, applications are available online and at the school for any interested and qualified families. These applications must be submitted to the school prior to the deadline, usually March 1. Families with children on the current waiting list are contacted to determine whether they are interested in being in the lottery for the next school year. Except as provided for in item #6, the waiting list is not maintained from year to year; a new waiting list is drawn each year.
5. All new applicants to the school and families currently on the waiting list indicating their desire to have a child(ren) considered for admission will be given a receipt to document the school's acknowledgement of their application or restatement of their desire for their child(ren)'s admission to the school.
6. At the end of the registration period, the school determines how many spaces are available at each grade level after returning students have been tabulated. Priority for registration at each grade level is as follows: returning students, siblings of returning students, in-district applicants and finally out-of-district applicants. If there are more siblings than can be accommodated at any given grade level that are on the current year's waiting list, they will remain on the list in the current order. If there are new siblings to be added to the waiting list, their names will be drawn and added to the bottom of the current siblings' waiting list.
7. Once places have been assigned to returning students and their siblings, students from the applicant pool are assigned to the various grade levels. If there are more students than can be accommodated at a given grade level, a lottery is held among new students seeking admission to the affected grade levels, beginning at the highest grade level and moving to the lowest. If

applicable, a final lottery is held in the same manner at each grade level for out-of-district applicants. They will be placed on the wait list immediately following the last in-district applicant previously drawn. If any student with siblings in the applicant pool is accepted, his or her siblings are automatically given priority as described above (i.e. the siblings are either accepted or added to the bottom of the waiting list of other siblings at the appropriate grade level).

8. All lotteries are held in public on a publicly disclosed date as soon as possible after the registration period has closed. Each lottery is held by grade level and priority as described above. Names from a pool of all applicants will be randomly selected to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings. Beginning with student enrollment for the 2015-2016 school year, the lottery must be administered and videotaped by the Executive Director, or designee. The authorizer or its designee must be allowed to be present or view the lottery in real time. The Executive Director or designee must maintain a videotaped record of the lottery, including a time/date stamp. The Executive Director or designee shall transmit copies of the videotape and all records relating to the lottery to its authorizer on or before September 1 of each year.
9. If during the lottery procedure a name was left out of the drawing for the appropriate grade level, one of five scenarios will result.
    a. If the missing name is found before any other grades have been drawn, the lottery for that class is repeated with the name included.
    b. If the missing name is found after other grades have been drawn and no siblings are impacted, the lottery for the class from which the name was missing is repeated with the name included.
    c. If the missing name is found after other grades have been drawn and a student, Student A, was accepted into the class as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be accepted into the class unless the student at the top of the waiting list is a sibling of a student selected in the lottery. In that case, the sibling is accepted into the class. If not, the student whose name was first on the waiting list will be accepted into the class.
    d. If the missing name is found after other grades have been drawn and a student, Student A, was placed above other students on the waiting list as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery.
    e. If the missing name is found after other grades have been drawn and a student, Student A, was not accepted as a sibling in the errant drawing, but is a sibling in the corrected drawing, Student A will be placed in the spot he or she would have been if his or her status as a sibling had been known. If student A is placed into the class, the last person placed in the class in the errant drawing will become the first person on the waiting list. No other changes in the waiting list will occur.
10. If after the lottery a student, Student A, was found to have been left out of the drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed

in the waiting list after the name of the student after whom he or she is drawn. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery. If Student A is a sibling, he or she will be placed in his or her appropriate spot based on his or her sibling status.

11. All affected families are advised of the results of the lottery as soon as possible in writing and on the website.
12. Students are moved up from the waiting lists as openings occur at their grade level. When a family on the wait list is eligible to be offered a space, the school will contact the family to determine their interest in having the child attend the school. The school will use three working days for contacting the family. The family will be given three working days to notify the school of their decision to enroll from the date they are contacted by the school. Those applicants who cannot be reached or who do not respond within this designated period of time will be removed from the wait list and will be required to reapply. The spot will then be offered to the next applicant on the wait list.
13. No priority is given to any applicant to Prairie Crossing Charter School, except returning students, their siblings, and siblings of accepted students, as noted above and provided for in the Illinois' Charter Schools Law.

Adoption Dates:

Adopted: November 15, 2005
Revised : May 2015 , January 2017

Transportation Plan

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Door to door bus service for all students will not be offered, since the Charter Schools Law exempts Prairie Crossing from this requirement except for special needs students.

Prairie Crossing Charter School is situated at the far corner of each district. Its students may come from anywhere in a 63 square mile area. It simply cannot commit to door to door bus service. However, being committed to welcoming a diverse array of students from throughout the districts, Prairie Crossing Charter School will coordinate a car pool program designed to address the needs of families beyond walking or biking distance (which is greater than usual given a regional network of trails). The parents of children who are at risk or who are from low income families may be unable to take part in the car pool program. It is important to provide a means by which these children can attend Prairie Crossing Charter School. One of the principles on which the school is founded is the belief that children can learn to respect a diverse group of people by learning next to them and becoming friends with them. The following options will be provided for parents of at risk and low income children who wish to send their children to Prairie Crossing Charter School but cannot take part in the car pool program.

1. Parent volunteers will be sought to pick up and drop off the children whose parents cannot take part in the car pool program. In this way, these children will arrive at school in the same manner as other children and will not be singled out in any way that may make them feel different from other children attending the school.

2. If no parent volunteers can be found to pick up and drop off children and there are only a few children that need transportation, Prairie Crossing Charter School will hire a person to pick up and drop off these children using his or her car. In this case, Prairie Crossing Charter School would register with the Illinois Secretary of State as a School Bus Driver Employer. Prairie Crossing Charter School will insure that the person obtains and maintains a valid bus driver permit. This includes:
    A. an initial classroom course for school bus drivers;
    B. a minimum of two hours classroom training annually related to driving responsibilities;
    C. participation in a Federally required drug and alcohol testing program, possessing a valid and properly classified Commercial Driver's License (CDL) with a Passenger Endorsement and properly classified school bus driver permit;
    D. completion and certification of a passed annual physical examination on a form prescribed by and available from the Secretary of State's Office; and
    E. Criminal background check including fingerprinting through the Illinois State Police.

    Prairie Crossing Charter School will further insure that any vehicle used to transport children by an employee meets the requirements for a Division I vehicle. Under no circumstances will a Division II vehicle be used to transport students to and from school. All vehicles will have proof of adequate insurance on file at PCCS and will complete a safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation.

3. If the number of children needing transportation is large enough, Prairie Crossing Charter School will lease a school bus to transport the children to and from school. The Director of Prairie Crossing Charter School or his/her designee will obtain documentation from the bus company insuring that the drivers used hold valid bus driver permits and that their buses are maintained and inspected as required. In this case the Director of PCCS or his/her designee will do the following to insure the safety of school bus-transported children:
    A. Supervise school bus emergency evacuation drills for all bus-riding students on school property twice annually and maintain documentation;
    B. Insure classroom instruction in safe bus-riding practices by classroom teachers for all bus-riding students twice annually including the dangers in the loading and unloading zone and maintain documentation; and
    C. Insure that all bus-riding students have copies of bus-riding rules which include the consequences for gross disobedience or misconduct.

Adoption Dates:

Adopted: December 2003

Collection Student Instructional Fees

1. Instructional fees, including all tuition obligations for out of district students, for continuing students shall accompany a completed Enrollment Form. Both are due on or by June 30, of each year. Instructional fees are those fees charged to families because of their child's admission to, and enrollment in, Prairie Crossing Charter School. These Instructional Fees are collected to support the general operating expenses of the School including, but not limited to, instructional materials, textbooks, and consumable supplies.

2. A lottery for open slots in each grade is held in accord with Board Policy# 500.6- admissions to Prairie Crossing Charter School.

3. Any continuing student who has not submitted a completed Enrollment Form accompanied by full payment of the instructional fee will be subject to having his/her slot filled by a waiting list student from the most recent lottery.

4. Instructional fees for new students (siblings of returning students and those who are selected in the lottery) are due on or by June 30 of each year. Failure to comply with this deadline will result in assignment of the student's slot to a student on the waiting list.

5. The exclusionary provisions of this policy shall not pertain to those families who have requested and qualified for a Fee Waiver.

6. Any family unable to comply with the above deadlines must file a written request for an extension to a specified date, or for a payment plan. The PCCS Executive Director must receive this request no later than the applicable deadline for payment. Compliance with the agreed-upon extension or payment plan will be required in order for the student to begin school in the upcoming year. In no case will a student be allowed to begin attending school without payment of fees in full, or a valid payment plan, which was approved prior to June 30th, and a payment plan for which payments are current by the first day of attendance.

7. Should a family whose student is attending on the basis of a payment plan become delinquent in payments, that student's seat will be filled by a student on the waiting list at the conclusion of the trimester during which the account became delinquent unless by the last day of the trimester the account has been paid in full or the family has filed a request for an appeal to the Board of Directors.

8. The Board of Directors charges the administration with the responsibility to develop Rules and Regulations, by which the covenants of this policy shall be administered. The rules and regulations shall provide to families the right to appeal to the Board of Directors the administration's decision to replace an existing student as a result of a default on a payment plan or failure to make payment in full of Instructional Fees by June 30th should a payment plan have not been established.

9. Prior to any child being denied admission under this policy, the School Director shall send to the parent/guardian not less than two certified letters over a fourteen day period in an attempt to notify the parent/guardian that failure to comply with the instructional fees policy will result in the child's non-admission to the school or the child's forfeiture of the child's current enrollment in the event of delinquency on a payment plan.

Cross Reference:
Policy# 500.6-Admissions to Prairie Crossing Charter School
Policy #800.3-Fee Waivers

Adoption Dates:

Adopted: February 2002
Revised and Adopted: July 2009

Volunteer Policy

Prairie Crossing Charter School encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the Prairie Crossing vision is critical. This role can take many forms.

All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is a hallmark of PCCS. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Students are welcome to volunteer for many school activities in the classroom;

- as chaperones and drivers for field trips;
- as helpers in the maintenance of the school;
- as coaches, as participants in Parent Staff Organization (PSO);
- as members of the school board or its committees, task forces, etc.;
- in contributing special talents and skills; or
- by providing financial contributions to the school.

However, no parent is required to volunteer at the school or provide financial contributions. Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. Volunteerism and financial contributions are not requirements for enrolling in or remaining at Prairie Crossing Charter School.

Adoption Dates:

Adopted: November 2003

Fee Waiver Policy

Definition of Instructional Fees

Instructional fee or fees mean any monetary charge collected by Prairie Crossing Charter School (PCCS) from a student or the parents or guardian of a student as a prerequisite for the student's participation in any instructional program of PCCS. It is not defined as a fee when PCCS requires that a student provide his or her own ordinary supplies or materials (e.g. pencils, paper, notebooks) that are necessary to participate in any curricular or extracurricular program.

Prairie Crossing Charter School has a yearly books, materials, and activity fee per child. PCCS also charges fees for involvement in extracurricular activities and field trips. School fees do not include library fines and other charges made for the loss, misuse, or destruction of school property; charges for the purchase of pictures; charges for optional travel undertaken by a school club or group of students outside of school hours; charges for admission to school dances, athletic events, or other social events; or charges for optional community service programs (e.g. before- and after-school child care and recreation programs).

Students Eligible for Waiver

Each child's instructional fee is due by July 1st each year. For students that enroll in Prairie Crossing Charter School during the school year, this fee is due on their first day of attendance. The due dates for fees for extracurricular activities vary and are provided to students interested in those activities.

Fees may be waived for students whose family income falls within the United States Department of Agriculture guidelines for free or reduced price lunch and breakfast. Fees may also be waived for students whose families have suffered a significant loss of income due to death, severe illness, or injury in the family or unusual expenses incurred because of a natural catastrophe.

Any family unable to pay the books and materials, or needing extra time to pay the fee should submit the form below to the Executive Director **by June 30th** or the first day of attendance for students enrolling in PCCS during the school year. For fees for extracurricular activities, due dates will be provided with the information about each activity. The Executive Director will process the request within thirty (30) calendar days and reply to the family with a payment plan, fee waiver statement, or denial of request. PCCS shall decide waivers on a case-by-case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The Executive Director's decision can be appealed to the School Board President.

Payment plans will be provided for students whose families do not qualify for fees to be waived but whose children would be prohibited from attending Prairie Crossing Charter School or taking part in extracurricular activities unless a payment plan is provided. The Executive Director will review explanation for payment plan requests.

Notification to Parents/Guardian

PCCS's policy for the waiver of instructional fees shall be communicated in writing to the parents or guardian of all students enrolled in the PCCS near the beginning of July with the first bill or fee notice sent and any other time a notice of fees (e.g. for extracurricular activities) is sent to parents. PCCS also will state in all of its notices sent to parents who owe instructional fees that PCCS waives fees for persons unable to afford them in accordance with its policy and the procedure for applying for a fee waiver. A fee waiver application form also may be included with this notice when it is sent to parents. The notification will be in English, Spanish, or the home language of the parents, if it is

needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, PCCS will use interpreters, e.g. other students or neighbors). The notice shall describe:

- PCCS's policy, including the criteria and other circumstances under which PCCS will waive school instructional fees or provide a payment plan for these fees;
- the instructional fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of instructional fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of instructional fees.

If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in PCCS shall be notified in writing within thirty (30) calendar days following the adoption of the amendments.

Resolution of Disputes

If PCCS denies a request for a fee waiver or payment plan, then it shall mail a copy of its decision to the parents within thirty (30) calendar days of receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver or payment plan at any time during the school year, if circumstances change.

An appeal shall be decided within thirty (30) calendar days of the receipt of the parents' request for an appeal. Parents shall have the right to meet with the President of the PCCS Board of Directors, who will decide the appeal, in order to explain why the fee waiver or payment plan should be granted. If the appeal is denied, then PCCS shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

No fee shall be collected from any parent who is seeking an instructional fee waiver in accordance with PCCS's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

Confidentiality

School records that identify individual students as applicants for or recipients of instructional fee waivers are subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). Information from such records is confidential and may be disclosed only as provided in the Act.

Prohibition Against Discrimination or Punishment

No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, will be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees.

Adoption Dates:

Adopted: April 2004
Amended: May 2007
Revised and Adopted: September 2009

Request for Fee Waiver or Fee Payment Plan
Please submit by June 30

Student's Name: _____

Student's Grade: _____

Parents' Names: _____

Address: _____

_____

Phone Number: _____

Email: _____

☐ I/We request a payment plan for our books and materials.

☐ I/We request a waiver of the books and materials.

Please provide a brief explanation of the reason you are requesting a payment plan or waiver of fees. The Director is the only person who will see the reason for which you are requesting a payment plan or waiver of fees. _____

_____

_____

_____

_____

_____

Please mail to: Attn: Executive Director
Prairie Crossing Charter School
1531 Jones Point Road
Grayslake, IL 60030-3536

Section C: Enrollment of Students with Disabilities 2017-2018

	Primary Disability	Related Disability	Related Service(s)	Dismissed from Services 2017-2018
1	504			
2	504			
3	504			
4	504			
5	504			
6	504			
7	504			
8	504			
9	504			
10	504			
11	504			
12	504			
13	504			
14	504			
15	504			
16	504			
17	504			
18	504			
19	504			
20	504			
21	504			
22	504			
23	504			
24	504			
25	504			
26	504			
27	504			
28	504			
29	504			X
30	504			
31	504			
32	504			X
33	504			
34	504			
35	504			
36	504			
37	504			
38	504			
39	504			

1	Specific Learning Disability	Other Health Impairment	Social Work	
2	Specific Learning Disability		Speech Language	
3	Autism		Social Work	X
4	Specific Learning Disability			
5	Multiple Disabilities		Occupational Therapy Speech Language Therapy Social Work, 1:1 Aide Support	
6	Orthopedic Impairment		Occupational Therapy	X
7	Autism		Occupational Therapy Speech Language Therapy Social Work	
8	Other Health Impairment		Behavior Plan Social Work	
9	Specific Learning Disability	Speech Language Impairment	Speech Language Therapy	
10	Specific Learning Disability			
11	Developmental Disability		Speech Language	
12	Autism		Social Work	X
13	Other Health Impairment			
14	Other Health Impairment		Occupational Therapy, Physical Therapy, Speech Language Therapy, Consultant Services	X
15	Specific Learning Disability		Social Work	
16	Specific Learning Disability		Occupational Therapy, Speech Language Therapy, Behavior Plan	
17	Specific Learning Disability			
18	Autism		1:1 Aide, Occupational Therapy, Speech Language Therapy, Social Work, Behavior Plan	
19	Speech Language Impairment		Speech Language Therapy	
20	Specific Learning Disability			
21	Developmental Disability		Occupational Therapy, Speech Language Therapy, Physical Therapy, Social Work	
22	Specific Learning Disability		Speech Language Therapy, Social Work	

23	Speech Language Impairment		Speech Language Therapy	
24	Hearing Impairment		Audiology, Assistive Device, Occupational Therapy	
25	Developmental Disability		Occupational Therapy, Social Work	
26	Speech Language Impairment			
27	Speech Language Impairment			
28	Specific Learning Disability			
29	Specific Learning Disability			
30	Other Health Impairment		Speech Language Therapy, Occupational Therapy	
31	Specific Learning Disability	Speech Language Impairment	Speech Language Therapy	
32	Other Health Impairment		Social Work, Behavior Plan	
33	Specific Learning Disability	Other Health Impairment	Counseling, Occupational Therapy, Behavior Plan	
34	Other Health Impairment			
35	Speech Language Impairment			
36	Other Health Impairment		Speech Language Therapy	
37	Speech Language Impairment		Speech Language Therapy	
38	Other Health Impairment			
39	Other Health Impairment	Speech Language Impairment	Speech Language Therapy, Social Work	X
40	Emotional Disability		Occupational Therapy, Social Work, Behavior Plan	
41	Emotional Disability		Social Work, Behavior Plan	
42	Specific Learning Disability			
43	Specific Learning Disability	Other Health Impairment	Speech Language Therapy	
44	Speech Language Impairment			
45	Hearing Impairment		Audiology, Assistive Device	
46	Developmental Disability			
47	Other Health Impairment			
48	Emotional Disability		Social Work, Behavior Plan	

49	Other Health Impairment		Social Work, Occupational Therapy	
50	Hearing Impairment		Assistive Device, Audiology	
51	Hearing Impairment		Assistive Device, Audiology	
52	Other Health Impairment		Social Work, Behavior Plan	
53	Specific Learning Disability		Social Work, Occupational Therapy	
54	Specific Learning Disability			
55	Other Health Impairment		Social Work, Behavior Plan, Occupational Therapy	
56	Speech Language Impairment		Speech Language Therapy	
57	Autism		Speech Language Therapy, Social Work	
58	Other Health Impairment		Occupational Therapy	
59	Orthopedic Impairment		Occupational Therapy, Physical Therapy	
60	Speech Language Impairment		Speech Language Therapy	X
61	Specific Learning Disability			

SECTION D: 2017-2018 Personnel Credentials

Name	Position	Degree	Certification	Years Teaching
Alvarado, Jesse	Custodian			
Anderson, Jacqueline	Assistant	Bachelors	Substitute/ParaPro	
Barber, Kyle	Teacher	Bachelors	Yes	3
Barnett, Katy	Teacher	Masters	Yes	14
Batz, William	Maint. Supervisor	Bachelors		
Blietz, David	Assistant	Bachelors	Substitute	
Blom, Edith	One on One Assistant	Bachelors	ParaPro	
Bonczkowski, Kimberly	Teacher	Bachelors	Yes	2
Bonicontro, Allison	Assistant	Bachelors	Yes	
Brody, Jean	Assistant	Bachelors		
Coonan, James	Tech Support	Bachelors		
Deigan, Geoff	Executive Director	Bachelors		
Deringer, Paige	One on One Assistant	Bachelors	ParaPro	
Disalvo, Kaitlyn	After Care			
Disalvo, Kim	Business Manager			
Dybas, Dil	Community Engagement Liaison	Bachelors		
Evensen, Saeram	Assistant / After Care	Bachelors	Yes	
Fiorelli, Kyle	Resource Teacher	Masters	Yes	2
Flaig, Carol	Environmental Leader			
Flinn, Josh	Teacher/Title 1 Reading Spe.	Bachelors	Yes	1.2
Flood, Josh	Teacher	Masters	Yes	6
Freeman, Robert	Teacher	Bachelors	Yes	3.30
Germata, Katie	Assistant			
Gernady, Anne	School Psychologist	Masters	Yes	
Gozon, Fatima	After Care			
Hahn, Lynn	Teacher	Bachelors	Yes	19
Hamerlind, Theresa	Assistant	Bachelors	Yes	
Hershiser, Michael	Teacher	Masters		14.5
Hershiser, Naomi	Dean Of Environmental Learning	Masters	Yes	8
Hodapp, Christine	Capacity Builder			
Hurwitz, Samuel	Assistant	Bachelors	Yes	
Jackson, Heather	Teacher	Bachelors	Yes	5
Jeffery, Christine	Teacher	Bachelors	Yes	15
Johnson, Matthew	Assistant	Bachelors	Yes	
Johnson, Patricia	Teacher	Bachelors	Yes	13
Klug, Rachel	Teacher	Bachelors	Yes	1
Krissek, Donna	Assistant	Bachelors	Substitute	
Larson, September	Teacher	Bachelors	Yes	6
Lavitt-Wagner, Amanda	Teacher	Masters	Yes	3
Leve-McClevey,Wendy	Assistant & AfterCare Coordinator	Bachelors	Substitute	
Loustaunau, Chris	P. E. Teacher	Masters	Yes	2
Loustaunau, Jessica	Director of Sp. Ed.	Masters	Yes	
McGeever, Jana	Teacher	Bachelors	Yes	11

McGovern, Cynthia	Teacher	Masters	Yes	25.5
McKee, Marjorie	Teacher	Masters	Yes	4.50
McNally, Sydney	Assistant	Bachelors	Yes	
Meyer, Caryn	Social Worker	Masters	Yes	21
Moriello, Nicholas	Custodian			
Mudge, Lisa	Assistant / After Care	Bachelors		
Mui, Katherine	Assistant	Bachelors	Yes	
Nasir, Nasreen	After Care	Bachelors		
Neil, Susan	Teacher	Bachelors	Yes	2
Ottivani, Megan	Assistant	Bachelors	Substitute/ParaPro	
Parker, Julie	Teacher	MA/MS	Yes	5
Pechter, Alyssa	Resource Teacher	Bachelors	Yes	2
Perritano, Christine	After Care			
Plucinski, Melissa	Resource Teacher	Masters	Yes	9
Reidy, Nancy	One-on-One Assistant	Masters	Yes	
Roman-Ahlgrim, Lisette	Teacher/Title 1 Reading Spe	Bachelors		3.20
Schaefer, Yvonne	School Secretary			
Siegel, Janette	Exec. Admin. Assistant			
Siegel, Quentin	Assistant			
Smetters, Felicia	Assistant	Bachelors	Yes	
Smith, Kelly	Teacher	Masters	Yes	18
Steinbeck, Tammy	Assistant	Masters	Substitute	
Stewart, Sarah	Teacher	Bachelors	Yes	3.5
Thomas, Andrew	Teacher	Bachelors	Yes	4
Tomei, Susan	One-on-One Assistant	Bachelors	Substitute/ParaPro	
Trage, Helen	Assistant	Bachelors	Substitute	
Turner, Roxanne	Teacher	Bachelors	Yes	3
Venegoni, Danielle	Resource Teacher	Masters	Yes	5
Verenski, Frances	Sp. Ed. Admin Assistant	Masters	Substitute	
Zamiar, Tony	Principal	Masters	Yes	22
Zaragoza, Peter	Assistant		ParaPro	
Contracted Specialists				
Name	**Position**	**Degree**	**Certification**	**Years Teaching**
Caruth, Laura	Speech Pathologist	Masters	Yes	
Cox, Susannah	Physical Therapist	Masters		
Kruse, Norma	Hearing Itinerant	Masters	Yes	
Vanderbilt, Katie	Occupational Therapist	Bachelors	Yes	
Ausdenmoore, Larissa	Psychologist	Masters	Yes	
Noble, Marsha	Nurse	Bachelors		

Kindergarten Life Cycle of a Butterfly Unit

Unit: This unit will teach students the process from caterpillar to butterfly. The life cycle of a butterfly is part of an overarching unit, Change over time.

Rationale: Change is all around us – in nature and in our own lives. Through this unit, kindergartners will have the opportunity to observe the changes that a butterfly goes through during its life cycle. They will learn more about butterflies through literature and informational books. They will share what they are learning through conversations and writing, using conventions of English grammar and usage such as speaking in complete sentences, using words and phrases acquired from text or conversation, and using sounds to spell words phonetically. In addition to building knowledge of the natural world, the butterfly theme will also serve as a framework to practice reading foundation skills such as decoding and reading sight words. As the unit concludes, conversations and activities will help students focus on the changes that have taken place during their year as kindergartners.

Objectives: As a result of this unit, students will have a better understanding of the life cycle of a butterfly.
Students will have a greater appreciation for nature and the animals and insects in nature.
Students will learn collaboration skills and build teamwork skills as they work together.
Students will have a greater understanding of change over time in the natural world.

Common Core Standards:
CCSS.ELA-Literacy.RI.K.2: With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-Literacy.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LK.1.f: Produce and expand complete sentences in shared language activities. CCSS.ELA-Literacy.SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Early Learning Science Standards:

Goal 11.A.K: Understand the processes of scientific inquiry to investigate questions, conduct experiments, and solve problems.

Goal 12.A.K: Understand the fundamental concepts, principles, interconnections of the life, physical, and earth sciences

PCCS Mission Fit:

Partnering with parents: Share videos/pictures with parents - encourage families to discuss the metamorphosis process
Send home data charts showing drawings students have made of the life cycle stages
Share progress of egg/caterpillar/chrysalis/butterfly with parents through newsletters,emails.

Academic Excellence: Providing hands on learning with live objects increases student interest and learning opportunities.
Students are enriched beyond a typical academic science curriculum with hands on activities, and interactions with live specimens.

Resources to use to teach lessons:

A Butterfly is Born by Melvin Berger Caterpillar Diary by David Drew
Caterpillar to Butterfly by ***Melvin and Gilda Berger Butterfly*** by
Susan Canizares Monarch Butterfly by David M. Schwartz ***Butterflies*** by
Melvin and Gilda Berger Fly With a Butterfly - National Geographic Young
Explorer

Literature Selections: ***The Very Hungry Caterpillar*** by Eric Carle Big Book or library copy
Munch, Munch, Munch by Norma L. Gentner
The Caterpillar and the Polliwog
Butterfly Life Cycle - Level B
Butterfly Life Cycle - Level D
Cartoon Life Cycle Video - https://vimeo.com/54515304
The Very Hungry Caterpillar Video http://www.dailymotion.com/video/xheay8_the-very-hungry-caterpillar_animals
Interactive Butterfly Puzzle
http://www.jigzone.com/puzzles/0411E2F970&m=DF191AF.6F3E55?z=5&v=30590

Games/Models/General Materials Live Caterpillars - Insect Lore Video - See How They Grow series: Insects and Spiders
Chart Paper Student Journals
Word Wall Words or Word Cards - Sight Words Butterfly Game
Art/Craft Materials
Paper plates
Small white beans
Small twigs
Pipe cleaners
Colored tissue
Construction paper
Life Cycle labels

Teaching Activities:

Notes: Use the following sources`21wd
Butterfly books
Butterfly videos
Live caterpillars - butterfly pavilion, etc.
Natural observations - observation cups/drawings
Teamwork to share caterpillars during observations
caring/respecting nature - butterfly care

Activity 1 - Unit Introduction Time: 10-15 minutes.
Place jar of live caterpillars where all students can see them. Make observations, using complete sentences. Predict what will happen to them. Make K-W-L chart about caterpillars. Instructional Notes: If a student doesn't use grammatically correct complete sentences during this activity, model the correct format and have the student repeat it. After creating the K-W-L chart, explain how to care for the caterpillars (leave the lid on the jar, don't shake the jar, etc.) so the caterpillars can be placed where students can make independent observations at a later time.

Activity 2 - The Very Hungry Caterpillar Time: 20-25 minutes.
Read The Very Hungry Caterpillar to the students. Together name what the caterpillar ate on each day. Re-read pages as necessary. Discuss how the caterpillar changed. Make adjustments to the K-W-L chart. Instructional Notes: In addition to enjoying a literature selection, students will practice naming key details. Use a poster to review previously taught rules for class discussions prior to the discussion about the caterpillar changes.

Activity 3 - The Very Hungry Caterpillar Time: 15 minutes.
Listening Center activity - The Very Hungry Caterpillar After listening to the story, use Velcro story pieces to re-tell the story in a small group. Instructional Notes: This activity should be completed independently by small groups of students, giving them an opportunity to practice naming key details. ELL Adaptation - Providing a Spanish recording of the story may help ELL students comprehend the story.

Activity 4 - The Very Hungry Caterpillar Time: 10-15 minutes.
Observe the hungry caterpillars in the jar. Use phonetic writing to record observations in your journal. Instructional Notes: The journal assignment is an independent writing activity that can be completed during centers. Students can use pictures, labels, and/or sentences to write about the caterpillars. Demonstrate/review how to write a short sentence using sounds when giving directions for this activity.

Activity 5 - Munch, Munch, Munch Time: 20-25 minutes.
Read the book Munch, Munch, Munch. Play the song version of the book. Partner Pair/Share: Tell a partner your favorite part of the book. Review/Add to K-W-L Chart. Instructional Notes: This musical selection introduces the stages of a butterfly's life. Review discussion rules prior to the pair/share discussion. As students add information on the K-W-L chart, encourage them to use words and phrases acquired from the shared texts.

Activity 6 - Munch, Munch, Munch Time: 10-15 minutes.
Play a sight word game entitled Munch, Munch, Munch. Instructional Notes: This game features new and recently learned sight words. It is best played in supervised small groups, thereby providing guided practice in identifying sight words. After playing the game, make it available for students to use during independent work times. Adaptations for Differentiation: Students who have not mastered the alphabet should be provided with alphabet cards instead of sight word cards. Students who recognize all of the sight words in the game should be given cards with phrases on them.

Activity 7- Caterpillar to Butterfly Time: 10-15 minutes.
Read Caterpillar to Butterfly to the students. Review the life cycle of a butterfly. Update the K-W-L chart, using complete sentences. Play a decodable word card game featuring caterpillars and butterflies. Instructional Notes: This informational book provides students with the opportunity to identify the main topic and key details. The decodable game gives the students practice with a reading foundation skill. After playing the game, make it available for students to use during independent work times.

Activity 8 - Caterpillar to Butterfly Time: 10-15 minutes. Have students create a life cycle model or wheel using paper plates and craft materials such as small white beans, twigs, pipe cleaners, tissue paper, and green construction paper. Using a model or poster, students should attach provided labels on the appropriate sections. Instructional Notes: The craft activity can be completed independently, under adult guidance, or in a collaborative setting.

Activity 9 - Caterpillar Diary Time: 20-25 minutes.
Read Caterpillar Diary to the students. Draw a Venn diagram on chart paper or a whiteboard. Compare a moth to a butterfly. Instructional Notes: The Venn diagram will help students see the similarities and differences between two insects that can be confused with each other. If a student doesn't use a complete sentence when making a comparison, have him/her rephrase it.

Activity 10 - The Butterfly Time: 25-30 minutes.
Before completing the writing assessment, students will have the opportunity to share information through the medium of their choice. Possibilities include: painting, poster, poem, song, model (e.g. from playdough), creation of a new life cycle wheel using different materials (e.g. pasta), explanation of a life cycle poster or model, dramatization, or picture. Instructional Notes: In order to provide choice and options for sharing information that they have learned, students will choose a method to identify the stages of the butterfly's life cycle.

Activity 11 - My Butterfly Book Time: 50-60 minutes.
Have the students create an informational book about the butterfly life cycle. Students may use any combination of pictures and writing to create the book. Review the summative checklist so students understand the requirements. Instructional Notes: This culminating project will be the summative assessment for this unit. Allow students at least three or four different work times to complete it. To facilitate the process, provide just one sheet of paper at a time. Use the checklist to evaluate the book.

Assessment:

Formative:
K-W-L Chart will be revisited and revised weekly. Observation during discussions. Journals examined weekly to note writing performance. Completion of Life Cycle Wheel and/or sequencing of puzzles, model pieces, or pictures.
Summative:
Culminating Project, the student will create a book with 4 or more pages of information about the life cycle of a butterfly. The student will include at least 2 correctly spelled sight words as well as phonetically spelled words to convey the information. The students will meet in small groups to read their books and discuss the information presented during the butterfly unit. Decoding Assessment The student will read the list of sight words introduced during this unit. The student will read a list of decodable words.

Bird Unit

Year A of the A/B 1st/2nd grade Schedule

Standards:

2-LS4-1. Make observations of animals to compare the diversity of life in different habitats.

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Resources:

Print: Bird Unit Student Journal
Flying Wild: An Educator's Guide to Celebrating Birds
Birds in My Neighborhood Program - working with the Audubon Society
http://www.birdsleuth.org/info-for/teachers/
Great Backyard Bird Count Info
http://www.birdsleuth.org/penningtonresources/

Book Suggestions:

1. National Geographic Kids Bird Guide of North America
2. A Nest Full of Eggs
3. Vulture View
4. Owl Babies
5. Two Blue Jays
6. Last Egret: The Adventures of Charlie Pierce
7. The Wheel on the School
8. Welcome, Brown Bird
9. Beginning Birdwatcher's Book
10. About Birds: A Guide for Children
11. She's Wearing a Dead Bird on her Head -- probably a read aloud for this age -- picture book that's historical fiction about the founding of the Audubon society as a reaction to all the birds that were being killed for fashion/hats. (Naomi owns)
12. Hawk I'm your Brother (Baylor) -- Naomi loves this book.
13. Sky Dancer (Bushnell)yu
14. Our Yard is Full of Birds (Rockwell)

15. Catching the Wind (Ryder)
16. About Birds (Sill)
17. Outside the Window (Smucker)
18. Bird Watch (Yolen) -- poetry
19. Subway Sparrow (Torres)
20. Owl Moon (Yolen)
21. Once there was a Passenger Pigeon (Gordon)
22. The House I'll Build for the Wrens (Neitzel)
23. Swallows in the Birdhouse (Swinburne)

Unit Plan

Bird Unit Introduction (3 weeks) Aug 28 - Sept 15

1	KWL -- use Audubon format.
2	Have Craig and Alvin visit to "kick it off"
3	What Makes a Bird A Bird Lesson (from Feathered Friends: September) ○ Students will be able to name the feature that make birds unique. ○ Students will be able to identify three common bird species. ○ Book: <u>What Makes a Bird a Bird?</u> by: May Garelick ■ Activity: True/False - have the kids record their answers and then have them physically move to choose their answers; Teacher will record # of students on each side to use during the unit wrap-up to compare ■ Meet the Feeder Birds - use the website for pictures and bird calls ■ Go outside to bird-watch for these 3 birds
4	Feather Exploration -- Naomi's stations AND stuff from Craig ■ types of feathers -- flight, down, etc. ■ feathers and water (look at p. 273 in flying wild) ■ feathers and hand lenses to see interlocking strands ○ <u>Naomi's Past Lesson</u>
5	Other Bird Artifact Stations -- Naomi Lesson ● Bones (float, etc.) ● Nests ● Beaks ● Feet
6	Lesson on connection to our entire year - Look at birds throughout the year and how they connect to everything else we are studying

- Web of Life - define
- Discuss Activity
- Assign pairs
- Give each pair a role card
- If they have a card other than a bird, they will need to decide what specific insect, mammal, person, etc. they are during the game.
- Students get in a circle with their role cards & partners
- Start with a bird card and have them hold the string
- They need to pass the string to someone holding a card other than a bird
- The BIRD pair needs to decide what specific insect, mammal, person, etc. they are and WHY by explaining how they are connected (For example, if the Sparrow passes it to the insect, they may say it is a leafhopper because Sparrows eat leafhoppers).
- Then the leafhopper pair throws it to a different bird and explains why they are connected.
- This continues until everyone is holding the string - make sure that a bird is every other choice/connection.
- IF TIME, play a second time and the students have to make different choices
  - 12 role cards
    - Sparrow

      Duck
    - Hawk

      Owl
    - Woodpecker

      Robin
    - Insect

      Mammal
    - Person

      Shrub/Bush
    - Tree

	Flower
7	Bird Walk -- create route for citizen science style data collection ● Keeping track - bird count ● Ebird ● Compare throughout the year, times and places
8	Field Trip - ask Audubon Society if they want to come and/or if they have a suggestion ● Van Patten Woods?? ● Daniel Wright Woods??
9	Taking Flight- Flying Migration (from Feathered Friends: November) ○ Students will be able to describe why some birds soar. ○ Students will be able to describe at least three hazards that migrating birds face. ○ Book: Animals in Flight by: Steve Jenkins & Robin Page ■ Activity: compare flapping wings vs. soaring like an eagle ■ Migration game: play outside
10	Migration Challenge Trail Walk (modified from monarch lesson)

Plants and Insects -- 8 Weeks -- Sept 18 - Nov 9th

1	Food Chain Activity where the food chain is leaf -- bug -- bird - Mini-lesson -- ask why we eat -- besides it tastes good -- to get energy - Tell students that all energy on earth comes from the sun (pull out a sun pic) - Ask them how the sun's energy get to us -- we can't just soak it up but some things can -- pull out picture of green plant -- use yarn to connect sun to plant explain that green plants can soak up sun's energy and turn it into sugar (which is food) - As what might eat a plant -- have kids list examples -- some might be birds -- make sure they think of insects - Pull out an insect picture as your example, connect string - Then do the same with what might eat the insect, reminding them that the insect got energy from the plan and now whatever eats it will get energy from it - You picture will be a bird. Connect with string - Explain that they will be outside looking for evidence of food chains. Discuss what evidence might be since they might not be lucky enough to see something get eaten. - Search outside... - Find leaf that has been eaten by a bug - eat marks or chew marks - Pick the leaf and glue it on your journal page - Draw a picture of the bug that may have eaten this leaf - Draw a picture of the bird that would eat this bug

2	Flying Wild: Fill the Bill (page 171) Materials: * schedule timing for class use of materials ○ Students will discover that bird beaks are adapted for specific types of food; describe how adaptations work; and give two examples ○ materials: see page 171 ■ Materials: chopsticks, tweezers, tongs, dried macaroni, log,
3	seed dispersal lesson -- OR make birds the examples

KidTown -- 5 weeks --Nov 13 - Dec 22nd

1	Connect human habitats to animal habitats… how we meet our needs of life in a community. Birds meet in a habitat. Some birds can live in our communities and meet their needs of life there, some can't… What's in a Habitat? (from Feathered Friends: October) ○ Students will be able to list the four components of a habitat. ○ Students will be able to identify at least three effects that humans have on the environment. ○ Book: On Meadowview Street by: Henry Cole ■ Activity: Defining a habitat ■ Ask: How are the needs of specific bird species different? www.allaboutbirds.org/guide/browse - detail on habitat needs for specific bird species ■ Ask: What is pollution? Define it. How do you think pollution affects animals? What do you think you can do to try and help keep habitats from being polluted? ■ Go outside - draw the schoolyard and label sources of food, water and cover for a bird 1. come back together and discuss what they drew ■ Make a habitat helper (bird feeder)
2	Flying Wild: Habitat checklist - modified from page 136 ○ Outside Activity - choose a spot on campus ○ ADD - something with comparing different bird habitats (herons need water, chickadees don't, etc. Which can live better in a human community
3	Flying Wild: Home is Where the Heart Is (page 91) ○ students will define the concepts of habitat and needs of life; describe the importance of forest habitat to bird species; and recognize some of the factors that influence or change bird populations.

ADD -- can everyone's town have…

- A bird sanctuary
- An Audubon society?
- Feed store with lots of bird stuff (like Grayslake feed)

- Bird houses? Nesting boxes? etc.
- others?
  Sparrow Spot -- SLP???
  Kids could
- collect hats and scarves (a drive)
- Paint the people
- Put up bird feeders and keep them filled
- Make some birdfeeders?
  Adults would
- Make benches -- or a workday for 1-2 graders -- families
- Cut the silhouettes with a jigsaw
- Make a birdfeeder schedule…

PC over Time unit (January 8 - February 2)

Field Trip	when you do FT to GL historical society -- visit feed store, have presentation on diversity in food and feeder and birdhouse types
1	Flying Wild: Home is Where the Heart Is (page 91) Part 1 is in Kidtown - this is a follow-up ○ Modify activity -- board has 3 habitats, they choose where their bird lives (simplified cards with food, water, etc.) -- then turn over posters and find that some have houses built, etc. what happens to those birds. ■ Materials: * schedule timing for class use of poster/materials
2	ADD - lesson in on habitat checklist but using pictures from the past of PC - 1900 is a good habitat, 1930 is it a good habitat, etc…… USE CW maps of oak woodland cover.

BIRDS Unit (February 5th - 16th)

1	Lesson on how to use Sparrow Spot - separate section in back of Journal
2	Move Like a Bird! (from Feathered Friends: December) ○ Students will be able to recognize and demonstrate at least three differences in the ways that birds move. ○ Book: Bird Watch by: Jane Yolen ○ website: www.birdsleuth.net/Pennington - video clips of bird movement; practice calling moves for the "birdy says" game ■ Activity: Move Like a Bird 1. How do birds get around? 2. Do all birds fly, walk and swim the same way? What are some differences? 3. Why do birds move? 4. Project the videos of: Golden Eagle, Ostrich, American Robin, Common Loon a. ask students to imitate bird movement ■ Take it Outside

	1. Play "Birdy Says" ■ Habitat Helpers: wild bird ornament treats ■ Homework:
3	Eat Like a Bird! (from Feathered Friends: January) ○ Students will be able to name at least three foods that birds eat. ○ Book Beaks! by Sneed B. Collard III ○ materials: sunflower seed, bird seed, nuts, flower, fruit ■ Activity: Food Detectives 1. brainstorm the variety of foods that birds eat 2. share the types of food we brought; ask the following questions about each one: a. Where would you find this kind of food? b. If you are a bird, what are the challenges to getting this food? c. What kinds of tools might you (a person) need to get and eat the food more easily? (Fingers, spoon, tweezers, etc.) d. How might a bird's beak be shaped to get and eat this food? Draw their ideas in their journals ■ Take it Outside: 1. discuss feeders and what type of birds come - what type of food do we have there? 2. what would happen if we change the food? ■ Habitat Helper: discuss suet feeders
4	Food Web Lesson - connection to Owls - Owl pellets
5	Flying Wild: Bird Behavior Scavenger Hunt, p. 84 ○ Outside: complete bird walk with behavior checklist
6 – Feb.16 - 20th (check dates)	2. If You Can Count, You Can Help a Scientist! (from Feathered Friends: February) ○ Students will become an expert at identifying a particular species of bird. ○ Students will be able to collect data for GBBC citizen science project. ○ Students will be able to describe "citizen science" and its importance. ○ Book: The Boy Who Drew Birds by: Jacqueline Davies ○ website: www.ebird.org ■ Activity: Become a Bird Expert 1. discuss "citizen science" and Great Backyard Bird Count 2. assign groups of students one local bird to be an expert on 3. in their journal draw and color their bird, add details: what the bird eats, sounds it makes and a distinguishable feature used to identify it. 4. Geese, Seagulls, Robins, Mourning Dove, Great Blue Heron, Chickadee, Sparrow, Red-winged blackbirds, Goldfinches, Red tailed hawk, Cardinals ■ Activity: Great Backyard Bird Count 1. go outside for at least 15 minutes to count birds 2. compile your class results (the highest count anyone in the group has seen) into one checklist to submit ■ Take it Outside

	1. discuss bird eyesight 2. throw a ball with one eye covered and then with both eyes open 3. discuss: which was easier, why?

Silkworms (Foss Kit) Feb 20th - March 23rd

1	**Bird Walk - count and graph
2	Visit "Sparrow Spot"
3	1st Audubon Visit

Chicks & Butterflies (U of I Extension & Foss Kit) April 2 - Apr 27th - Earth Week

1	www.operationmigration.org ○ determine patterns in behavior of parents that help offspring survive ○ discuss that Operation Migration has played a lead role in the reintroduction of endangered Whooping cranes into eastern North America since 2001. In the 1940s the species was reduced to just 15 birds. Using ultralight aircraft, Operation Migration pilots act as surrogate parents and guide captive-hatched and imprinted Whooping cranes along a planned migration route beginning in Wisconsin and ending in Florida - as depicted in the Columbia Pictures film "Fly Away Home." ○ look at the migration map, live camera, multimedia - photos & video JOURNEY NORTH???? http://www.learner.org/jnorth/tm/monarch/Resources.html
2	Nests and Chicks! (from Feathered Friends: May) ○ Students will be able to describe when, where and why birds build nests. ○ Students will know what a bird's nest looks like. ○ Book: Birds Build Nests by: Yvonne Winer ■ Activity: Why Build a Nest? 1. why do you think birds build nests? 2. where have we seen a nest before? What was it made of? 3. introduce Nest Cams a. Cornell Lab Bird Cams b. http://www.decoraheaglecamalerts.com/
3	Naomi Activity: Hummingbird/Butterfly Pollination Game ○ students will develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants Materials: * schedule timing for Naomi to come to class
4	2nd Audubon volunteer visit

Bird Unit - Apr 30 - End of Year

1	Bird Count/Walk
2	Audubon Field Trip
3	Who's That... Up in the Sky? (from Feathered Friends: March) ○ Students will be able to identify silhouettes of eight different types of birds. ○ Students will be able to compare birds they see outside to their "Common Feeder Bird Poster." ○ Book: Amazing Birds by: Alexandra Parsons ■ Activity: Silhouettes 1. ask students to identify the birds by silhouettes 2. how did you know? a. make a list of characteristics of each ■ Activity: Common Feeder Birds 1. practice identifying birds at the feeder ■ Activity: Identify Flying Birds 1. PowerPoint 2. Naomi - if possible ■ Take Home Activity - in student journal
4	Do You Hear What I Hear? (from Feathered Friends: April) ○ Students will be able to recreate the call or song of the three or more species. ○ Students will be able to match at least five birds to their typical calls. ○ Students will be able to describe why birds sing. ○ Book: Birdsong by: Audrey Wood ■ Activity: Listen and Learn 1. share bird sounds from website 2. replay some of the sounds and see if they can remember which bird made the sound - reference student journal for sounds 3. follow-up questions: how did you remember the differences in bird songs? in what ways were the bird songs different from one another? why do you think that birds sing? ■ Take it Outside 1. head outside and have them close their eyes and listen for bird calls
5	STEM Kit - Wild Feet Students use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (In this STEM module, Ivy needs help to design shoes that have stronger grip. Children design a better hiking shoe using nature for inspiration.)
6	Biomimicry slideshow

3rd/ 4th Grade Energy Sources and Systems Unit of Study

As an extension of our Systems Thinking work that we did with National Louis University in 2017, I decided to create a mini-unit on energy sources that used a systems thinking approach and guided students into understanding "the systems" that deliver the energy to us.

I began with NEED infobooks that are written for students about energy sources and decided to whittle it down to four sources, one non-renewable, and three renewable. I chose to focus on coal since most of our energy for electricity comes from coal burning power plants. The other three renewable sources were hydropower, solar power, and wind power. I chose hydropower because dams and hydroelectric plants are very interesting to students. We have solar panels and a wind turbine on campus, so I felt it was very authentic to include them.

In addition to the energy source information, I felt that I needed a creative way to introduce systems thinking. I discovered a lesson that I could modify for third grade and used pictures of "heaps" and "systems" to sort and discuss. An example of a heap was a big pile of messy laundry and the system was an organized closet. The students sorted twelve pictures into pairs, but I didn't tell them what attributes to look for. Students successfully sorted the pieces into pairs. We then reviewed the terms heap and system.

The next lessons were a series of five lessons that focused on coal, electricity and power plants, hydroelectric power, solar power, and wind energy. Each lesson students read a passage, discussed the content, and completed a short worksheet. Two additional lessons were included: one was solar energy stations and the other was the wrap up lesson.

The solar energy stations included: a solar powered fan experiment, photo sensitive paper, and a research station. Students spent about 15 minutes at each station completing the activities.

The final lesson was to create a lift the flap booklet to demonstrate that they have understanding of four of the energy sources and their systems with all four energy sources and a system represented.

Energy Systems Unit: Lesson Plan 1

Energy Source: Systems Thinking

Learning Objective

Students will learn to identify systems in their environment and will differentiate between a system and a "heap".

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:

- system
- heap

Materials

- Chart paper or whiteboard
- Laminated photos of systems vs. heaps (ex: crayons in a pile vs, crayons as part of an art station with paper and other items, circuit and battery that aren't connected and an image that shows those same things connected). Make five copies of each set. There will be one set for each of four tables and one for the teacher. (Car parts, recipe, game, sport)
- Recording sheet (see attached)

Preparation

- Have the above items ready. Save the crayons/art station for demonstration.

Lesson

Introduction

- Tell students that today they will analyze several photos. They will have a few minutes to look at the pictures at their tables and then they will share any observations that they have. DO NOT TELL THEM THAT THEY ARE PAIRED!
- Ask them to THINK about how the photos are alike and different.

Explicit Instruction/Teacher Modeling (5 minutes)

- Show the crayon and art station picture. Discuss observations.

Guided Practice/Interactive Modeling (10 minutes)

- Model how to write down observations. With student help, write observations on the paper that they will receive soon.
- They will make only direct observations.

Independent Practice (15 minutes)

- Tell students that now that they will have an opportunity to make observations on their own.
- Distribute the recording sheet and have students write down observations for each photo. They should begin to see the pairing.

Review

Assessment (10 minutes)

- Students share their observations using a popcorn discussion strategy.
- Display each photo as they discuss it. Ask them if we can group any of the photos.
- Explain that the images show example of heaps and systems.
- Demonstrate with each of the photos.
- Collaborate to come up with a working definition of a system: A **system** is a collection of parts that have some influence on one another and a whole. To be considered a system the components must interact or influence each other in some way. Systems have subsystems and may themselves be parts of larger systems.
- A working definition of a heap is next. A **heap** is a collection of parts that do not influence one another or interact with each other as a whole.
- Brainstorm other ideas of systems.
- Have students write the definition on the lines provided on the recording sheet.

Closing (5 minutes)

- Tell students that for the next five science classes they will be looking at energy sources and systems: Coal, Hydroelectric, Solar, Wind.

Name _____ Date _____

Directions: Carefully observe the set of photos. Write down any observations that you have. You will be asked to share your observations with the group. You may draw your observations on the back when you are done writing.

My observations:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

You will be asked to write some definitions on these lines later.

1. _____

   _____

   _____

2. _____

   _____

Energy Systems Unit: Lesson Plan 2

Energy Source: Coal

Learning Objective

Students will identify coal as a non-renewable resource and understand how the coal is extracted from the earth during the mining process.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:

- Fossil fuel
- Nonrenewable resource
- Mining
- Pollution
- System

Materials

- NEED Elementary Energy Infobook and Activity Book
- Sample of coal from geology unit
- Copies of Infobook p. 12/13 for each student
- Copies of Activity Book p.11 for each student
- Additional text from library on coal mining
- Document camera

Preparation

- Make sure that document camera is in working order.
- Have all other materials handy

Lesson

Introduction

- Review the systems lesson 1. Focus on defining a system.
- Tell students that, "All our power must come from a natural resource such as a mineral from the Earth, wind, the sun, or water. Today we are going to explore coal, which is a fossil fuel. A fossil fuel is energy stored in plants that died and changed over millions of years. One energy source that plants changed into is coal."

Explicit Instruction/Teacher Modeling

- Distribute Infobook p. 12/13 to students.
- Read the introduction to the students.
- Model close reading by doing a "think aloud" with the introduction.

Guided Practice/Interactive Modeling

- Students read independently.
- Instruct students to discuss one new piece of information with their partner.
- Each partnership with share one new piece of information with the whole group.

Independent Practice

- Distribute Infobook Activity p. 11
- Students should complete independently.
- Review student responses.

Review

Assessment

- Review the definition of a system.
- Looking at the diagrams and text on p.12/13, ask students to describe the "system" in the coal mining process.

Closing

- Tell students that we have completed one energy source: coal. Tomorrow we will learn about the systems in a power plant and exactly how a power plant makes electrical energy.
- Collect or have students place Infobook text and student sheets in their To Do folders.

Energy Systems Unit: Lesson Plan 3

Energy Source: Electricity and Power Plants

Learning Objective (*note this is a longer lesson, plan accordingly)*

Students will explain that in order for people (consumers) to get electricity from an energy source, power plants are needed to convert the resource to electricity. They will understand the basic energy transportation system and the role of generators.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:

- Electricity
- Atoms
- Protons
- Neutrons
- Magnets
- Magnetic field
- Poles
- Law of Magnetic Attraction
- Electromagnetism
- Power plants
- Generator
- Turbines
- Power lines
- Transmission lines
- Transformers
- Circuits

Materials

- NEED Elementary Energy Book and Activity Book
- Copies of Infobook, p. 30 - 34
- Copies of Activity Book, p. 27-28
- 12X18 white paper and access to crayons, markers
- Copy paper
- Additional text on power plants
- Document camera

Preparation

- Make sure that the document camera is in working order
- Have all other materials handy

Lesson

Introduction

- Review systems lessons 1-2. Recall definition of a system. Review from electricity/magnets and write on board left of area to be projected upon.
- Tell students, "Today we are going to explore how electricity travels from the power plant to your home or school." Ask for five students to speculate their ideas and write on board left of area to be projected upon.

Explicit Instruction/Teacher Modeling

- Direct students to find p. 30 in their Infobook. Quickly have them do a text-feature search: headings, diagrams, labels, bold words, captions, photos, graph. Give proper reinforcement.
- Instruct students to do a close read with a partner, switching after each heading. Circulate and ask open-ended questions.

Guided Practice/Interactive Modeling

- Tell students that they will work in small groups to teach one of the sections to the whole group. They will have 15 minutes to create a 3 minute mini lesson.
- They can use whatever teaching strategy they wish, but no chromebooks! Suggestions: mini-posters, storytelling, creative dramatics, commercial, puppet show, etc.
- Break students into nine groups: count off by nines. Set the timer.
- Call students back and allow each group 3 minutes to present.

Independent Practice

- Direct students to complete Activity Book p. 27-28. (If time is short, this can be moved to Readers' Workshop during Work on Writing.
- Review answers and make adjustments.

Review

Assessment

- Review the transport system of electricity from plant to home.
- Have students draw and label the system used to transport electricity (p. 33) on copy paper.

Closing

- Tell students that we have completed lesson 3 on how electricity is changed from an energy resource into electricity that we can use.
- Tomorrow we will learn about a power plant that uses a renewable resource to make electricity: hydropower.
- Collect or have students place Infobook text and student sheets in their TO DO folders.

Energy Systems Unit: Lesson Plan 4

Energy Source: Hydropower

Learning Objective
Understand that hydropower uses a renewable resource (moving water) to make electricity in power plants.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:
- Hydropower
- Gravity
- Water cycle
- Water vapor
- Evaporation
- Condensation
- Precipitation
- Renewable
- Water wheels
- Dam
- Reservoir
- Penstock
- Clean energy

Materials
- NEED Elementary Energy Infobook and Activity Book
- Copies of Infobook, p. 16-17
- Copies of Activity Book, p. 13
- Student highlighters
- Additional texts on hydropower
- Laptop with video cued up
- Youtube video https://www.youtube.com/watch?v=q8HmRLCgDAI
- Document Camera

Preparation
- Make sure document camera is in working order
- Make sure video is ready to go
- Have other materials handy

Lesson

Introduction

- Review lesson 1-3. Recall system definition. Retell and record on board the transport system of electricity.
- Tell students, "Today we are going to explore how a renewable resource, water, can be used to generate electricity. Ask students to speculate their ideas and write five on the board left of the area used for projection.

Explicit Instruction/Teacher Modeling

- Direct students to find p. 16 in their Infobook. Do a quick text feature hunt: headings, bold words, diagrams, labels.
- Instruct students to do a close read with teacher. Highlight important information.

Guided Practice/Interactive Modeling

- View the Youtube video, 2X. Instruct students to make additional notes on p. 16-17.
- Share out notes and make changes.

Independent Practice

- Direct students to complete Activity book p. 13.
- Review answers and make adjustments.

Review

Assessment

- Ask: How is hydropower a system?
- Have students draw and label systems: water cycle and hydroelectric station.

Closing

- Tell students that we have completed lesson 4 on water cycle and hydroelectric station.
- Tell them that tomorrow we will learn about another way to use a renewable resource to make electricity. Do not tell them that it is solar power (or wind power). Ask them to predict the energy source.
- Collect or have students place Infobook text and student sheets in their TO DO folders.

Energy Systems Unit: Lesson Plan 5A

Energy Source: Solar

Learning Objective
Explore how the applications of solar energy and how solar panels change solar energy into electricity. *Note that this is a two-part lesson.*

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:
- Solar energy
- Renewable
- Solar collectors
- Solar cells
- Solar panels

Materials
- NEED Elementary Energy Infobook and Activity Book
- Copies of Infobook, p. 24-25
- Copies of Activity Book, p. 17
- Student highlighters
- Additional texts on solar power
- Copy paper

Preparation
- Make sure document camera is in working order
- Have other materials handy
- Locate solar panels on Carson Building

Lesson

Introduction
- Review lessons to this point: 1-4. Briefly redefine a system.
- Tell students, "Today we are going to explore another renewable resource that produces electricity. But first I need to to suit up in your outdoor gear and meet me in the hall, ready to go, in five minutes."
- Lead the children on an investigation around the campus to determine what the new energy source may be. Encourage students to observe and teacher should ask open ended questions. Begin at the Comstock parking lot, move to Market

Square, walk around the west end of the Carson Building and past the south end. They should spot the wind turbine, geothermal field, and the solar panels on the Carson Building.
- Return to the classroom and debrief and record possibilities on the board.

Explicit Instruction/Teacher Modeling
- Direct students to find p. 24-25 in their Infobooks. Tell them that they will partner read. Have students take their books and highlighters and move one seat to the right. They will read with the person at their new table and highlight important concepts. Perform a quick text feature hunt: headings, photos, captions, bold words, diagram. Give them ten minutes to finish reading.
- Circulate and monitor.

Guided Practice/Interactive Modeling
- Have partners share out one interesting piece of information.
- Return to original seat.

Independent Practice
- Direct students to complete Activity book p. 17.
- Review answers and make adjustments.

Review

Assessment
- Ask: How is solar power a system?

Closing
- Tell students that we have completed our first of two lessons on solar power.
- Tell them that if the weather is sunny for our next lesson, we will explore two applications of solar energy.
- Collect or have students place Infobook text and students' sheets in their TO DO folders.

Energy Systems Unit: Lesson Plan 5B

Energy Source: Solar

Learning Objective
Explore two fun applications of solar energy in and outside the classroom: solar powered fan and Sun Art paper. Integrate math and symmetry into Sun Art part.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:
- Solar cell
- Model
- Motor
- Photogram

Materials
- Solar educational kit with solar cells, fan
- Sun Art paper
- Place to dry Sun Art designs (plant cart?)
- Copy paper
- Scissors
- "I Explain", p. 159, Common Core Lesson Book, Gretchen Owocki, one per student
- Chromebooks
- Incandescent light source for solar cells
- Energy texts for students to browse if necessary between station changes

Preparation
- Set up the following stations:
    - Station One: Students will use Chromebooks in pairs to investigate solar power and complete "I Explain", p. 159, Common Core Lesson Book.
    - Station Two: Students will design and cut small snowflakes to use in a Sun Art project.
    - Station Three: Students will work in groups of four to assemble the solar powered fans.
- Be sure to have classroom Chromebooks ready

Lesson

Introduction

- Explain to the students that they will be working in small groups of four at three separate stations today.
- Explain the three stations outlined above.

Explicit Instruction/Teacher Modeling

- Set students up at each station with an adult to assist (the website investigation may not need an adult)
- Answer questions and begin.

.

Guided Practice/Interactive Modeling

- Set timer for 15 minutes and monitor for adherence to time constraints and adjust if necessary.

Independent Practice

- Have each adult monitor their station to guarantee child success.

Review

Assessment

- The successful completion of each station in the assessment.

Closing

- Tell students that we have completed the second of our two lessons on solar power.
- Tell them that we will investigate one more renewable energy source next time. Allow them to predict and take five responses.
- Clean up the stations.

Energy Systems Unit: Lesson Plan 6

Energy Source: Wind

Learning Objective
Students will understand that wind is a renewable energy resource that is transformed into electricity in a wind turbine. The students will understand that the wind turbine is a system.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:
- Wind
- Wind turbines
- Wind farm
- Generator
- Electricity

Materials
- NEED Elementary Energy Infobook and Activity Book
- Copies of Infobook p. 28-29
- Copies of Activity Book p. 19
- Balloon
- Supplemental text from the library
- Additional text on wind turbines
- Document camera

Preparation
- Make sure that document camera is in good working order
- Have all materials handy

Lesson

Introduction
- Quickly review concepts to this point: system, energy source, coal, power plant, hydropower, and solar power.
- Have students predict what might be our last energy source.
- Tell students, “We are going outside to meet our last renewable energy source that produces electricity. But first I need you to suit up in your outdoor gear and meet me in the hall, ready to go, in five minutes.”

Explicit Instruction/Teacher Modeling

- Lead the children to the wind turbine near the Comstock parking lot.
- Ask them to predict how the wind turbine makes electricity.
- What do you know from previous lessons that could help you understand how the wind turbine makes electricity?
- Return to classroom.
- Locate Infobook p. 28-29 and do a quick text feature hunt: headings, sections, bold print, diagrams, labels, cut-away diagram.

Guided Practice/Interactive Modeling

- Do a whole-class close read, pausing for explanation of the land breeze v. sea breeze.
- Model movement of air from high pressure (warmer air) in the balloon to low pressure (cooler air) outside the balloon.
- Complete the close read.
- Discuss with table partner one new piece of information and share with group.
- Questions.

Independent Practice

- Locate Activity Book, p. 19
- Students should complete independently.
- Review answers and make adjustments.

Review

Assessment

- Students share how a wind turbine works.
- Explain whether you think a wind turbine is a system and why or why not.

Closing

- Tell students that we have completed our investigation into several energy sources and their systems.
- Tell students, "Tomorrow you will have a chance to draw, label, and explain how one of the energy systems works. You will be able to use your Infobooks, Activity pages, and any drawings to create your system."
- Collect or have students place Infobook text and Activity sheets in their TO DO folder.

Energy Systems Unit: Lesson Plan 7 (Assessment)

Energy Source: Wind, Solar, Hydropower, Coal

Learning Objective

Students will demonstrate that they have understanding of four of the energy sources and their systems by creating a lift the flap booklet with all four energy sources and a system represented.

NGSS: 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Materials and Preparation

Key Terms:

- The vocabulary words cover all the systems that we have studied.

Materials

- 12 X 18 white paper
- Scissors
- Pencils, crayons, colored pencils

Preparation

- Students will need access to their energy systems packets for review of the various energy systems.

Lesson

Introduction

- Quickly review the energy sources and direct students to their packet to use as a resource for the project.

Explicit Instruction/Teacher Modeling

- Demonstrate to the students how to create a lift-the-flap booklet with a 12 x18 piece of paper. Fold lengthwise. Fold into four equal sections and unfold. Cut flaps to the midline.

Guided Practice/Interactive Modeling

- After students have made the booklet, model for them how to draw the "energy source" on the cover.
- Model how to lift the flap and draw and label the system underneath the flap.

Independent Practice

- Students complete the lift-the-flap model as the teacher monitors.
- As students are working ask them to describe their system and describe how it works.

Review

Assessment

- Students turn in their complete booklet.

Closing

- When students are done, ask for several volunteers to share their model on the projector.

Conservation City Unit Overview

Unit Title: Conservation City

Grade level: 5th **Time Frame:** 10 days

Essential Questions:

- How do humans impact the world we live in?
- How can humans create a more sustainable future?
- How can systems in society influence the planet?

Knowledge and skills:

Students will be able to…

- categorize resources as renewable, nonrenewable, and perpetual
- identify ways in which we can conserve energy.
- use creativity and take initiative in solving real-world problems.
- create a PowerPoint Presentation using clip art, animation, and design.
- identify the powers and responsibilities of the different branches of the United States Government.
- explain the process of how a bill becomes a law.
- support claim(s) with logical reasoning and relevant, accurate data/evidence that demonstrate an understanding of the topic or text, using credible sources.

Essential Vocabulary:

Conservation
Sustainability
Renewable resource
Perpetual resource
Solar power
Hydropower
Wind power
Geothermal energy
Nonrenewable resource
Fossil fuels
Consequence
Bill/Law
Congress
President
Supreme Court
3 branches of US Government (legislative, executive, judicial)

Teacher Resources:

- Conservation city lesson plan
- Conservation city slideshow template with rubric
- Project: Design an environmentally friendly home
- SS Lesson on Bill Becoming a Law (Using Green Laws from City)

Sequence of Lessons

1) Introduce non-renewable/renewable/perpetual resources:
    a) Non-renewable: Fossil Fuels such as coal, oil, natural gas, Metals, Minerals
    b) Renewable: Plants, Animals, Biomass, Solar power, Hydropower, Wind power, Geothermal power
    c) Perpetual: Solar power, Hydropower, Wind power, Geothermal power
2) Introduce the Three Pillars of Sustainability: Environment, Society, Economy
3) Administer "Reduce Your Carbon Footprint" survey to assess current habits that promote or impede conservation
4) Review the Three Branches of Government: Executive, Legislative, Judicial
5) Introduce the process of a bill becoming a law
6) Divide students into groups of 4 and allow class time (2-3 days) to work on city plans
7) Allow groups to present their city plans from PowerPoint to the class (2 days)

ASSESSMENTS

- Green Laws/City slideshow rubric:

Requirements	**5**	**4**	**3**	**2**	**1**
Students created an illustrated map that clearly represents the model city (or island) that he/she created.					
Students designed and described a city with resources that are important to the overall well-being of the residents of the city. (Title, Slogan, Descriptive Paragraph)					
Students created a list of laws or guidelines (at least three) that the city must follow in order to maintain an environmentally-friendly city. (Explanations and penalties included.)					
Students displayed creativity, neatness, and order (took time) with their project. (Using animation, sound, design, and Word Art on PowerPoint.)					
Students used proper grammar, punctuation, and spelling.					
Students worked well together as a group. (Shared ideas, listened to one another, took turns working.)					
Students presented their work to the class using eye contact and clarity.					
TOTAL					

Examples of Student Work

- Slideshow 1: Nature Falls
- Slideshow 2: Greengrass Grove
- Slideshow 3: Prairie Oaks

Dynamic Earth Systems Unit Overview

Unit Title: Dynamic Earth Systems

Grade level: 6th **Time Frame:** 25 lessons (50-minute)

Overarching Question: How is Earth dynamic? Why is this important?

Essential Questions:

- What are scientific models?
- When and why do scientists use different kinds of models?
- What is the interior of the Earth like?
- Does the rock of the Earth's mantle move? How?
- What happens where lithospheric plates meet?
- How are earthquakes, volcanoes and mountains related?
- How do scientists learn about volcanoes?
- Have the continents and oceans always been in the position they are today?
- What natural hazards do dynamic events cause?

Knowledge and skills:

Students will be able to…

- differentiate and explain the difference between the specific types of scientific models
- demonstrate that the earth's interior has a layered structure including crust mantle and core.
- justify the layers of the earth through knowledge of seismic waves.
- diagram the process of convection.
- relate the movement of lithospheric plates to the uneven heating within the earth (convection currents).
- collect evidence to determine that there are different kinds of boundaries
- specify the differences among the kinds of plate boundaries (how it happens and what it looks like).
- infer the location of plate boundaries based on the presence of mountains, volcanic activity, earthquakes, and mid-ocean ridges.
- explain what types of catastrophic events are associated with plate movement.
- classify different types of volcanoes based on evidence.
- evaluate the ways in which volcanologists study volcanoes.
- synthesize evidence (common fossils, mountain chains, and glacial deposits) to support the theory of continental drift
- analyze and interpret data on natural hazards to forecast future events.
- formulate safety mechanisms to protect people from natural catastrophes.
- create a visual model explaining the interactions between the geosphere and the hydrosphere, atmosphere and/or biosphere.

Introductory Concepts: (see pages 1-3 in the teacher's edition of Investigating Earth Systems)

Essential Vocabulary:

models	prototype	conceptual model
mathematical model	physical model	asthenosphere
subduction	seismic waves	wave refraction
compressional waves	shear waves	convection
crust	mantle	lithosphere

boundaries (divergent, convergent and transform)

Teacher research/resources:

- The majority of the lesson plans come from Investigating Earth Systems: Dynamic Planet.
- Supplementary science reading is from *Prentice Hall Science Explorer: Inside Earth*
    - Chapter 1: Section 1 (pg 6) with investigation 2
    - Chapter 1: Section 4 ad 5 (pg 23) with "snickers lab"
    - Chapter 2: Section 1 and 2 (pg 44) and Chapter 3: Section 1 (pg 82) with investigation 5
- models activity resources Instead of the first investigation-

http://www.ucsd.tv/greymatters/images/ProcessofScience_ModelsActivity.pdf
http://www.utexas.edu/courses/bio301d/Topics/Models/Text.html
http://serc.carleton.edu/introgeo/models/WhatIsAModel.html

- Instead of investigations 4 from Investigating Earth Systems we did the "Snickers Lab" worksheet and lab with Naomi Hershiser and in Dynamic Earth Systems binder.
- Links to Dynamic Earth Activities: Play Doh Volcanoes, Mercalli Scale Graphing, Candy Bar Lab (in no particular order; open all documents to view all materials needed)

Dynamic Earth Unit Activities 1 of 3
Dynamic Earth Unit Activities 2 of 3
Dynamic Earth Unit Activities 3 of 3

Sequence of Lessons for Dynamic Earth Unit

*Optional Intro or Review: Bill Nye "Earth's Crust" video https://www.youtube.com/watch?v=1B4nRGFHzXs (worksheet exists in Dynamic Earth binder) with Prentice Hall: Inside Earth: Chapter 1: Section 1

Lesson 1-2 Investigation 1 (Investigating Earth Systems: Dynamic Earth)

- models activity resources -

http://www.ucsd.tv/greymatters/images/ProcessofScience_ModelsActivity.pdf
http://www.utexas.edu/courses/bio301d/Topics/Models/Text.html
http://serc.carleton.edu/introgeo/models/WhatIsAModel.html

Lesson 3-5 Investigation 2 (Investigating Earth Systems: Dynamic Earth) with Prentice Hall: Inside Earth: Chapter 1: Section 1 (pg 6)

- Super slinky and materials in Science closet.

Lesson 6 - Investigation 3(Investigating Earth Systems: Dynamic Earth)
convection examples:

- Hot Chocolate Convection https://www.youtube.com/watch?v=PdWYBAOqHrk
- Sliced view Convection https://www.youtube.com/watch?v=jkKlGXG4lG8
- Activity to do in Class https://www.youtube.com/watch?v=IpnHAj4R-Z8

Lesson 7 - Candy Bar Lab with Prentice Hall: Inside Earth Chapter 1:Section 4 ad 5 (pg 23) with "snickers lab"
Dynamic Earth Unit Activities 3 of 3

BBC Planet video: **http://www.youtube.com/watch?v=O5jtlo-YX08&feature=player_embedded**

Lesson 8 - Earth Systems
Earth Systems lesson

Lesson 9 - Reading as a Scientist lesson

- Close reading diagrams pages 35-40 "Digging Deeper" in Investigation 4

Lesson 10-11 - Investigation 5
Lessons 12-13: Investigation 6

Lessons 13-16: Create-a-Volcano and Explore-a-Volcano
Dynamic Earth Unit Activities 1 of 3
Dynamic Earth Unit Activities 2 of 3

Show video and use to discuss eruptions and landforms after both activities:
1. What type of eruption is occurring in the first volcano we see?
explosive. Why? Thicker magma (because of silica) traps gas bubbles.

2. How did the Giant's Causeway form?
The lava flows were very think, so they cooled evenly; the lava cracked in columns, like in mud, but deeper.

3. What kinds of eruptions did we just see? Why do they happen?
Quiet eruptions -- less silica and less gas. Explosive -- more gas, more silica

4. After video - What kinds of volcanoes did your eruptions form? How do you know?
Shield volcanoes - they were quiet eruptions, the slopes are gentle

Have students complete Create-a-Volcano results sheet

If time permits, switch volcanoes and discuss how scientists could figure out how/when a volcano erupts if they can't see the eruption. Explain explore-a-volcano and allow students to start

Lessons 17-18: Earthquake Intensity mapping
Dynamic Earth Unit Activities 1 of 3

Lessons 19-21: Earthquake Tolerance Structures: Prototypes and Engineering

- Earthquakes! books for research resource - students research and notes
- Draw diagram/blueprint prototype of 3 story building or bridge
- Build prototype
- Test prototypes. Students taking notes on weaker and strong design techniques
- Fix/redesign prototype (rebuild for extra credit)

Lessons 22-24: Dynamic Earth book creation

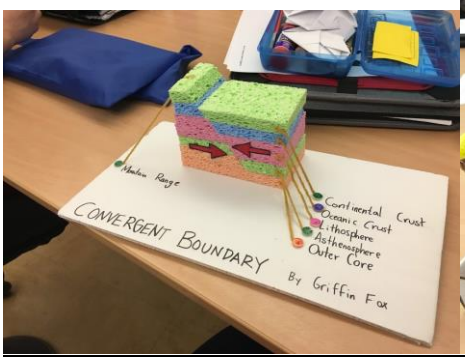
ASSESSMENTS

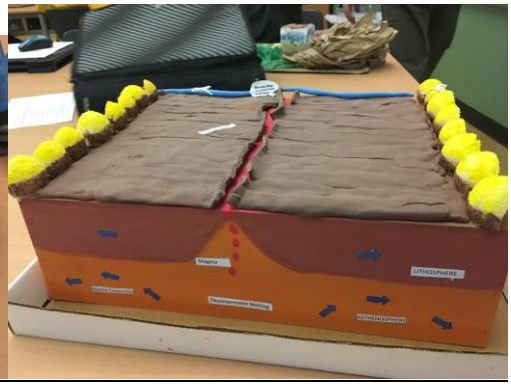
Volcano Exploration Reflection
Engineering Prototypes that are Earthquake-tolerant analysis
Earth Systems quiz
Boundaries quiz
Models quiz
Dynamic Earth pages rubric

Examples of Student Work

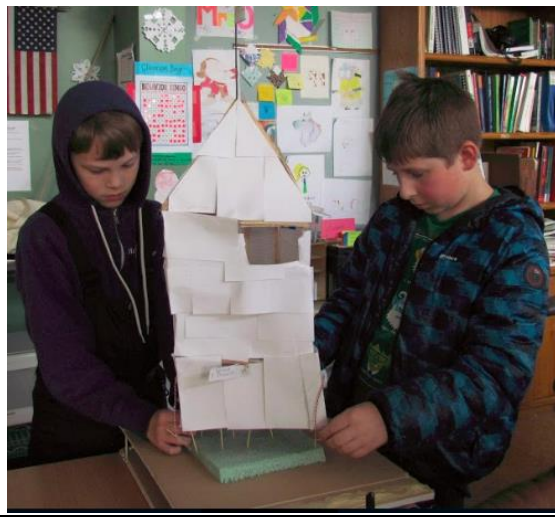
- Student models of how plates interact:





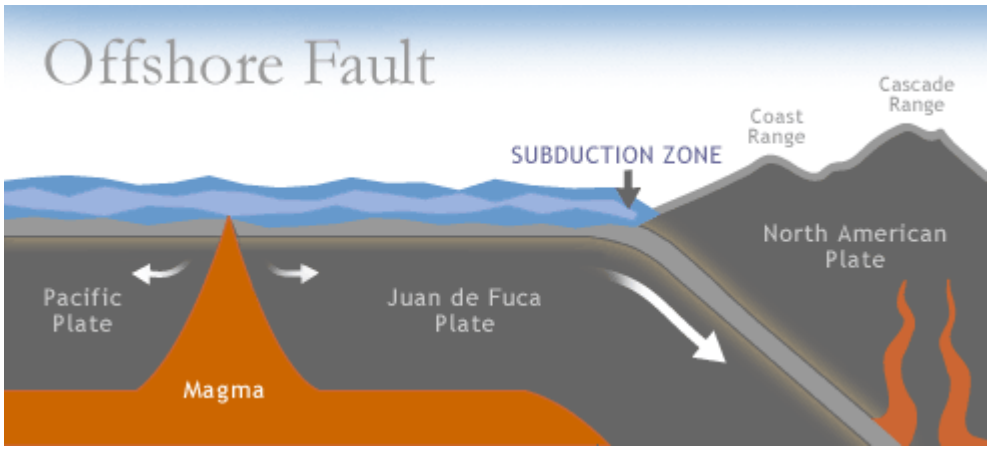


- Students testing their earthquake-tolerant structure:

- Student-written explanation of Subduction & Plate Tectonics: Explain the process of subduction. (You may use an illustration as part of your explanation.) Use the words mid ocean ridge, trenches, oceanic crust, & convection currents

Subduction is an Earth force. It moves the plates, recycles the crust, and makes trenches. The process of subduction only occurs when two different density plates converge. It usually happens with a continental and oceanic crust. The oceanic crust will be the one that gets sub ducted because it is denser than the continental crust. Convection currents push magma out of mid ocean ridges, which slowly drives the plates toward each other.



The plates move away from the ridge, and once it reaches the continental crust, it gets bent underneath the continental plate, remelted, therefore recycling the crust. The process of subduction creates ocean trenches because there is a little gap between the oceanic and continental plates.

Describe the theory of plate tectonics in detail. Use the words Lithosphere, Asthenosphere, plates, boundaries, & convection currents

Plate tectonics is theory that explains how the tectonic plates are moving. Convection currents in the Mantle move the plates that are floating on the plastic like layer of the Lithosphere, which is being moved because of the convection current system which is in the Asthenosphere. This happens very slowly. Somethings that happen because of this are faults or plate boundaries.

The faults are formed when pressure or tension is too much for the parts of the plates near the boundary to withstand. They then break and/or collapse. Transform boundaries usually have earthquakes near them. They can also have either mountain ranges or volcanoes at the boundary. A boundary is where plates meet. This is happening all around the world.

Bonus Question Answers

1. Fossils of water animals were found in mountains
2. Warm weather plant fossils were found in Antarctica
3. The same exact rocks were found in mountains at different parts of the world

Grade 7 ELA - *The Graveyard Book* Unit

Overview: This ELA unit uses Neil Gaiman's novel *The Graveyard Book* — about an orphaned boy named Nobody Owens who is brought up by ghosts — as an anchor text. Students will explore how writers create fantasy worlds that, in the end, teach us about ourselves and our own world. As they read, they will examine the interplay of setting, plot and theme, and especially how these factors affect characters' development. Nonfiction and related texts will increase students' background knowledge and deepen their insight into the themes developed in the anchor text.

Essential Questions/Unit Focus

- Why do we imagine alternate realities?
- What do these fictional worlds reveal about our dreams and fears?
- How is character shaped by setting, plot, and theme?
- What techniques do we use to communicate mood in different types of texts?

Common Core Standards:

Reading Literature

CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-LITERACY.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading Informational Text

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Writing
CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language and Speaking/Listening
CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Primary topics and skills addressed

- Literary terms (setting, mood, narrator, theme, characterization, character trait, exposition, rising action, climax, resolution, imagery)
- Mood
- Plot structure
- Using several pieces of textual evidence to support an idea
- Analyzing development of themes over course of text
- Analyzing how setting shapes character and plot (Ch 2), how characters shape plot (Ch 6)
- Camera techniques (lighting, camera position, types of framing)
- Inferring
- Visualizing
- (Advanced) How writers use source material and render it new

Language/Speaking skills:

- Connotation and denotation
- Context clues
- Collaborative discussions

Writing skills:

- Incorporating evidence
- Hooks, thesis statements
- Conclusions
- Sentence mechanics review

Assessment:

- Comprehension checks (questions, Plickers)
- Small-group and whole class discussions
- Connotation/denotation quiz
- Character essay

Differentiation:

- *A*dvanced readers read Mowgli chapters of *The Jungle Book* and look for similarities and differences between the classic story and the modern retelling.
- Graphic novel and audiobook available to support comprehension
- Tiered questions and tasks

Anchor text

The Graveyard Book by Neil Gaiman (also the graphic novel version for some readers as a supplement)

Related texts:

- "All Summer in a Day" by Ray Bradbury
- "The Monsters Are Due on Maple Street" (*Twilight Zone)* by Rod Serling
- "A Page in the Life: Neil Gaiman" (newspaper article)
- *The Jungle Book* by Rudyard Kipling (the Mowgli stories)
- *Danse Macabre* images
- Music from *Fantasia*, *Twilight Zone*
- Neil Gaiman's Newbery acceptance speech

Teaching sequence	
1. Lesson: Mood. Students will listen to music, identify feeling composer trying to convey; rewrite a basic scenario to enhance three different moods (make it scary, dreamy, etc.)	
2. Read "All Summer in a Day" by Ray Bradbury. Review setting, define imagery. As students read, they look for points in the text where setting, imagery enhance story's mood. Class discussion.	**Differentiation:** highlight or annotate
3. Learn about camera/lighting techniques and how they enhance mood in films.	
4. Perform *Twilight Zone* teleplay "The Monsters are Due on Maple Street" Skills: identifying features of drama, visualizing. Identifying mood shifts.	**Advanced:** Discuss tone. What is writer's attitude toward subject? How does that relate to the message of the episode?

5. Storyboard important scenes in "Monsters." If you were the director, how would you use camera techniques to tell the story?	
6. Watch episode of "Monsters." Compare/ contrast text and episode, focusing on choices made by director and how they affect the mood.	
7. Ch. 1 of *The Graveyard Book*. Teacher reads part aloud, students finish independently. Skill practice: visualizing Character Who's Who chart	Quiz/reading check-Identify who picked up on inferences to help determine who needs extra help or extra challenge.
8. GB Chapter 2. Students read independently. Graphic organizer on setting, how setting affects main character.	**Advanced group:** Start reading *The Jungle Book*. Small group will meet periodically to discuss how the two novels compare - setting, characters, themes. (Meet after Ch 3, 5, 7/8)
9. Connotation/denotation. Students understand difference between connotation and denotation, and importance of connotation, using words from Ch 1-2.	Differentiate vocabulary (fewer/different words for some students; challenge words for others)
10. GB Chapter 3. Plot structure. Terms: Exposition, rising action, etc. Whole class: Create plot structure diagram for Ch 2. Guided practice: Ch 1 or 2. Independent practice: Create diagram for Ch. 4	**Challenge:** Character name allusions
11. Read news article "A Page in the Life" Skill: Monitoring comprehension; identify sources of inspiration for novel.	Look at pictures of graveyard/places that inspired the book.
12. GB Chapter 4. Review plot structure. Lesson: Character traits, characterization. Small groups: Identify traits of Ch 4 characters, find text evidence to back up answer. Discuss in whole group.	
13. Review of literary terms: setting, mood, narrator, theme, characterization, character trait, exposition, rising action, climax, resolution, imagery. Also connotation, denotation.	
14. Literary terms quiz	Modify quiz if needed

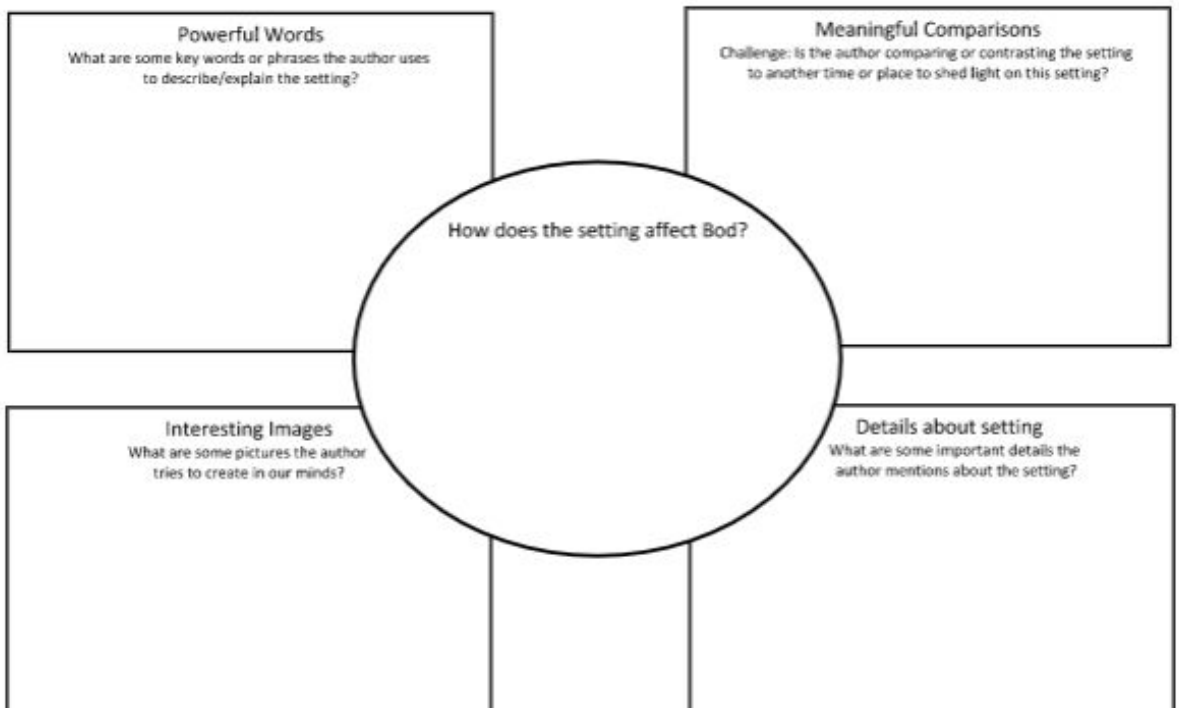
15. GB Chapter 5. Listen to author read chapter aloud. Challenge students to infer the type of creature Silas is, and find evidence. (evidence in Ch 1, Ch 4). Discuss how we infer as we read.	
16. Building background: The real *Danse Macabre*. Lesson of DM connects to theme.	
17. GB Interlude chapter, questions Students craft discussion questions, bring them to small group discussions. (Supplement with teacher q's as needed)	Optional lesson: Emily Dickinson poems, poetry analysis. Extra credit: What is the origin of the all of the Jacks' names?
18. GB Chapter 6, questions. Collaborative annotation: Close read two passages from Ch. 6. Interplay of character and plot. Lesson: Character development, static vs. dynamic characters. Graphic organizer/ discussion.	
19. GB Chapter 7. Comprehension check (Plickers). Class discussion: Bod's traits, revisited. Ethics of his decisions.	
20. GB Chapter 8. Questions. Lesson: Theme. Graphic organizer tracing theme development.	
21. Introduction to literary analysis. Read examples. Graphic organizer on character traits (or comparing characters in GB/JB) Lessons: parts of an introduction. topic sentences, including evidence.	
22. Peer editing/revision. Lessons: Formatting titles, quote punctuation.	

Sample activities below.

Name/Homeroom _____

Analyzing Setting in The Graveyard Book

Directions: As you read chapter 2, look for words, images and details that help us understand the setting. Put at least two words, images, and details in the boxes. If you notice a comparison, write that in, too. You don't need to fill in the center question.



The Graveyard Book, Chapter 3

- **Answer the following questions using complete sentences.**
- **Be specific!**

1. What does Neil Gaiman describe at the start of the chapter? Why do you think he chooses to do this?
2. List two things Bod learns from his new teacher. How do they turn out to be useful?
3. Describe the ghouls.
4. Why does Bod feel stupid (p. 83) as he is carried by ghouls to Ghulheim?
5. Why doesn't Bod like Miss Lupescu when he first meets her? Why does his opinion of her change?

The Graveyard Book Characterization Chart

Instructions: Choose either Bod, Silas, Scarlett or Liza. Decide on three character traits that person possesses that are important to the plot or to a big idea in the novel. Find at least three pieces of evidence showing that, for example, Bod is brave. The evidence might be something he says, something he does, or something the narrator or another character says about him. Then, explain why it is important to the book. You may put down more than one reason.

My character:_____

Character trait 1	Evidence for character trait 1	page number
Why is this character trait important to the story?		

Character trait 2	Evidence for character trait 2	page number
Why is this character trait important to the story?		

Character trait 3	Evidence for character trait 3	page number
Why is this character trait important to the story?		

The Theme of Education in The Graveyard Book

With your group, divide up the chapters of *The Graveyard Book*. For chapters 2-8, decide

- What Bod learns in this chapter
- From whom does he learn it?
- How does he learn it?
- How does it affect him or the story later?

Ch 2	Ch 3
Ch 4	Ch 5

Weather and Climate Unit Overview

Unit Title: Weather & Climate Change
Grade level: 7 **Time Frame:** 17 days
Overarching Question: How do humans impact weather and climate?

Essential Questions:

- How do humans impact weather and climate?
- How does the composition and structure of the Earth's atmospheric layers affect life on Earth?
- Why are direct observations and measurements useful in predicting weather?
- What is the difference between weather and climate?
- How does ozone affect our daily lives?
- How do humans impact the atmosphere and natural resources?
- How does technology help us better predict weather conditions?
- What are some of the causes for severe and hazardous weather?

Knowledge and skills:
Students will be able to…

- explain the benefits of ozone
- list the essential gasses that make up the atmosphere
- describe the characteristics of each layer of the atmosphere
- predict weather
- explain changes of seasons, and why it occurs
- Identify key factors in the creation of extreme weather
- explain how winds impact weather patterns
- Identify ways to lessen impact on climate change

Introductory Concepts:

Layers of the atmosphere	Climate Change	Air masses and fronts
Reading a weather map	Predicting weather	Identifying causes of season change

Essential Vocabulary:

Atmosphere	Ozone	Water vapor	Air pressure
Troposphere	Stratosphere	Mesosphere	Thermosphere
Exosphere	Smog (Pollutant)	Humidity	Radiation
Doldrums	Horse latitude	Trade winds	Prevailing westerlies
Polar easterlies	Jet stream	Maritime Tropical	Maritime Polar
Continental Tropical	Continental Polar	Stationary Front	Occluded Front
Warm Front	Cold Front	Cyclone	Anticyclone

Activity List:

Weather & Atmosphere: About 17 days (Including Assessment)

1. Into to Atmosphere (2 days)

Teacher to present powerpoint, students take guided notes. When finished, students are to use their notes to complete their unit vocabulary sheet. What is not finished, will be homework.

Atmosphere Notes (Key in binder)

Atmosphere PowerPoint

Atmosphere Vocab

2. Modeling Earth's Atmospheric Layers (1 day)

Students will work in groups of 2-3 to complete a scale model of Earth's Atmosphere. Students will be given the class period to complete the activity. What is not finished becomes homework.

Modeling Earth's Layers (with rubric) (In Binder)

3. Air Masses and Fronts (3 days)

Students will go over what creates our weather patterns by learning about our air masses, winds, and fronts. Students will take notes while presentation is going on in the front of the room.

Air Masses and Fronts Powerpoint

Air Masses and Fronts Notes (Key in Binder)

4. Reading Weather Maps (7-8 days)

Surface Pressure Map (In binder)

Students will follow a step by step procedure to read weather station models, with time for individual practice on their own.

Station Model Resource

Station Model Worksheet

Newscasting Project (2 Days)

5. Assessment (5 days)

Weather Final Project

Notes/Study Guide

Review Game

Assessment

Climate- About 11 days (Including Assessment)

1. Intro Activity (1 day)

Place the "Climate Change" up on the board. Have the students, two at a time, write words or phrases that they associate with climate change. Students may not repeat, but should build off of each others ideas. Discuss the students ideas.

Pre-Assessment

Homework: What is Climate and How is it Changing? Reading

2. Carbon Dioxide Trends, *FTF* (1 day)

Students will graph Carbon Dioxide trends over the past 45 years. They will predict future carbon dioxide emissions based on the graph. The activity closes with a discussion of ways to reduce carbon

dioxide
http://www.npr.org/news/specials/climate/video/

3. Effects of Climate Change on Living Things, *FTF* (2 Days)
In small groups, students learn about potential impacts of climate change on living things in a variety of ecosystems. Students communicate these impacts to the class through skits.
Homework: Climate Justice Reading `

4. Making Climate Change Connections, *FTF* (1 day)
In pairs, students read about the impact of climate change experienced by people living in different environments around the world. As a class, students discuss how these climate change impacts are connected.

5. How Much Does Carbon Cost, *FTF* (1 day)
Students begin with a simulation to understand the limits imposed by environmental regulations. They compare 2 structural solutions to regulate carbon emissions, then play a cap and trade game to find ways to reduce emissions in the most cost-effective manner.

6. Shopping Heats Up, *FTF* (1 day)
In this simulation, students experience how resources are distributed and used by different people based on the access to wealth, paying attention to the environmental and social impacts of resource consumption. Students discuss the impacts of their consumption on climate change.
Homework: What's Happening Out There? Reading

7. Energy Policies for a Cool Future, *FTF* (2 days)
Students compare energy use and carbon dioxide emission by country and per capita in developing countries (China and Bolivia) and developed countries (Germany and the US). They discuss energy impacts and suggest policies for addressing global climate change related to energy use at a "World Climate Change Summit."

8. Review and Assessment (2 days)
Assessment

Resources:

- Atmosphere Google Docs (linked Above)
- *Facing the Future, Climate Change: Connections and Solutions*. Naomi has copy, Unit Binder, Electronic copy available online
- Full Unit Binder in Heather's Room

Pythagorean Theorem Unit Overview

Unit Title: Pythagorean Theorem

Grade Level: 7th accelerated/ 8th grade **Time Frame:** 2-3 weeks

Overview:
In this unit, students will use prior knowledge, expand on new concepts, and apply skills to real world examples that involve finding the diagonal distance of 2D and 3D shapes. Students will master calculating diagonal distances on coordinate planes as well as finding missing lengths of polygons that have diagonal sides.

Common Core Standards:
CCSS.MATH.CONTENT.8.GA.6
Explain a proof of the Pythagorean Theorem and its converse.
CCSS.MATH,.CONTENT.8.GA.7
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
CCSS.MATH,.CONTENT.8.GA.8
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Essential Questions:
- What is the Pythagorean Theorem and what do you use it for?
- How does the pythagorean theorem help us find a missing side length?
- How can we apply what we know about right triangles to find a hypotenuse on a coordinate plane?
- How can we apply what we know about right triangles to 3D shapes?

Knowledge and Skills:
Students will be able to…
- Prove a triangle is right by using pythagorean theorem
- Write the converse statement of pythagorean theorem
- Use what they know about right triangles to find a missing length
- Use what they know about right triangles to find the diagonal distance of a 3 dimensional shape

Introductory Concepts:
- Who is Pythagoras
- What makes a right triangle
- The pythagorean converse statement
- Squaring a number is the inverse of square rooting a number

- Pythagorean triples

Essential Vocabulary:

- Right Triangle -Pythagoras -Pythagorean Theorem
- Hypotenuse -isosceles triangle -adjacent
- Squared (squaring a number) - Square root - Theory

Teacher research/resources:

Discover the Pythagorean Theorem
Guided notes
Missing side scavenger hunt
Real world applications
Fly with us on a coordinate plane
Drawing with pythagorean theorem
Crossword puzzles
Escape Room

Lessons

Week 1: Introduction to Pythagorean Theorem

Students will get an introduction to Pythagoras and his claim to fame theory of determining if a triangle is a right triangle. The students will use their prior knowledge of writing proofs and converse statements and apply it to this current unit. Students will start to identify the right angle in a triangle to label the legs and the hypotenuse of the triangle. Continuing to grow the student's skills, we apply the pythagorean theorem to various triangles to prove whether they form right triangles or not.

Week 2: Real World Problems Involving Right Triangles

Students will dig deeper using the pythagorean theorem to real life word problems. Students get exposed to various types of word problems that require the skill of analyzing the given information to determine the best method to reach an answer.

Week 3: Distance on a Coordinate Plane and 3D Applications

Students will combine what they know about right triangles as well as graphing points on a coordinate plane in order to calculate a diagonal distance. Students will end this unit with 3D application problems where they will need to use the pythagorean theorem twice. Students leave this unit as masters in calculating sides of right triangles.

8th Grade Social Studies Unit 5: The Rise of Fascism and the Holocaust

<table>
<tr><th colspan="2">Essential questions</th></tr>
<tr><td colspan="2">

What conditions can lead to the dehumanization of people?
What economic, social, and political conditions are necessary to make it possible for a dictator to seize and keep power for an extended period of time?
How is genocide and other acts of mass violence humanly possible?
What choices do people make that allow collective violence to happen?

</td></tr>
<tr><td>Primary skills taught:
Primary source analysis
Secondary source analysis
Argumentation
CCSS Speech and language discussion skills
Political system comparisons</td><td>Standards covered
RI: 8.1, 8.2, 8.4, 8.6, 8.7, 8.9
RL: 8.1, 8.4
W 8.1, 8.4
S&L: 8.1, 8.2, 8.6</td></tr>
<tr><td>Assessment
Holocaust timeline & analysis short answer
“Mr. Dictator” classroom discussion
Totalitarianism Quizzes</td><td>Assessment: Group & class activity “Mr. Dictator”. Students analyze various forms of evidence to argue which fascist leader of the 1930’s and 40’s to determine who best meets the criteria of being a dictator.
Individual activity: How did the Holocaust Happen? Layered timeline analysis and comparative readings and discussion of the Armenian Genocide and Jewish Holocaust. Students synthesize the process through the various stages of genocide with this comparison.</td></tr>
<tr><th colspan="2">Texts</th></tr>
<tr><td>Anchor: (Book groups: students choose one)
World History Patterns of Interaction
Brief Overview of Armenian Genocide, Sarah Cohan
Overview of Holocaust,
Related texts:
Reader’s Companion to Military History. Edited by Robert Cowley and Geoffrey Parker. Copyright © 1996 by Houghton Mifflin Harcourt Publishing Company.
Twenty-two years after the Srebrenica
ethnic cleansing, By James Sweeney, The Conversation on 06.28.17</td><td>Useful resources:
US Holocaust Museum
United States Holocaust Memorial Museum’s video The Path to Nazi Genocide</td></tr>
</table>

• Why the U.S. Didn't Intervene in the Rwandan Genocide, By Scott Baldauf, Christian Science Monitor on 05.16.17 • "Ten Stages of Genocide", The Genocide Education Project, 1998 Gregory H. Stanton • Communism vs socialism: What's the difference?	
Teaching sequence	
1. Introduce fascism through presentation. Students fill out "KWL" worksheet about fascist leaders. Begin assigning readers for ALL leaders: Mussolini, Stalin, Hitler, Tojo, Franco.	Focus on comparing older absolute monarchs and Authoritarian leaders. All students will begin reading and taking notes on handouts for each fascist leader.
2. Starburst for Fascism: An interactive simulation for political and economic ideologies of the 30's and 40's.	Using starburst as a reward, students play "rock, paper, scissors" under modified rules to experience the differences between capitalism, communism, socialism, and fascism. Each ideology has a separate round in the game with different rules. Follow each round with discussion over the impacts of each change in rules.
3. Defining Fascism: Comparison of secondary and primary source definitions to develop one definition of fascism.	**Skill: primary and secondary source analysis, synthesis** Students compare a textbook definition of fascism with passages from speeches of Mussolini and Hitler about the ideology. Each passage is analyzed by students in relation to their validity as a source and causal relationship to the start of WWII.
4. Mr. Dictator competition Debrief	Students will develop arguments to support the essential question, Who is the best example of a fascist dictator? Utilizing evidence from the totalitarian leaders and various other classroom sources, students have to compile evidence, develop claims, and offer support into a "CPR" statement. In three separate rounds, CPR statements are presented to the class and evaluated by a "Panel of Intellectuals" (students) based on

	classroom writing criteria. Groups are developed by the student's CPR writing scores to ensure a level of equity in each group.
5. Holocaust Overview	Students will explain what the Holocaust was, where it took place, who was involved, and what happened during it. Utilizes a wide variety of primary sources, videos, and excerpts from various sources.
8. Deconstructing the Familiar: Worksheet and photos Share out	In this activity, students analyze primary source photos with the purpose to determine what role non-Nazis had in causing the holocaust. Each image includes non-Nazi officials that had passive or indirect roles in dehumanizing and persecuting people in Europe.
9. Holocaust Timeline Timeline packet Armenian Genocide Stages WS Armenian Genocide Overview Holocaust Overview Reading	Students will build a timeline in what we call layers. It's important to understand that each layer should provide content, reveal meaning through context, and ask the participants to reflect on a new level of complexity. As each layer is added, new insights, connections, and questions will emerge. The goal of this activity is not to answer why the Holocaust happened, but rather to allow students to formulate their own questions about why it happened. This activity is paired with two readings featuring the 10 stages of genocide throughout the Armenian Genocide and Holocaust. The Armenian Genocide assignment asks students to identify the stages of genocide based on selected passages. The Holocaust reading ties into the layered Timeline activity to ask students to identify possible stages of the Holocaust.

Class: 5th
Unit: Painting

Title of Lesson	Color Value Landscapes
Objectives	Students will create a landscape that demonstrates an understanding of color value and atmospheric perspective.
Concepts	Atmospheric perspective/Space Silhouette Color Value Landscape Painting Color blending
Procedure	Students will talk about their understanding of perspective as an artistic tool to demonstrate space in a realistic manner. Students will learn about atmospheric perspective and shown several examples of painting and photography that demonstrates how visually, color value appears to get lighter to objects or places that are further from the viewer. Students will be shown how to create a landscape drawing that is divided into distinct planes of distance (foreground, middle ground layers, background). Students will then create either a landscape or cityscape that will begin with a black silhouette in the foreground and gradually lighten in value until it is white at the top. Students will be focusing on how to appropriately use art materials for their intended purpose (Fine detail brush, larger fan or angle brush for larger areas) and refine their craftsmanship.
Assessment(s)	Students will be assessed on their understanding of the concepts by the completion of their final piece.

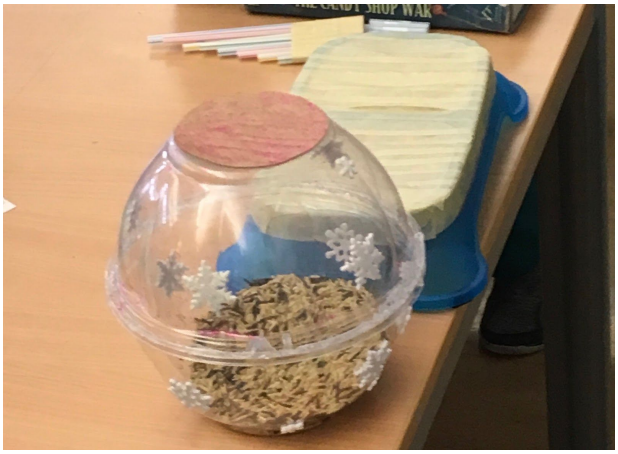
Examples:

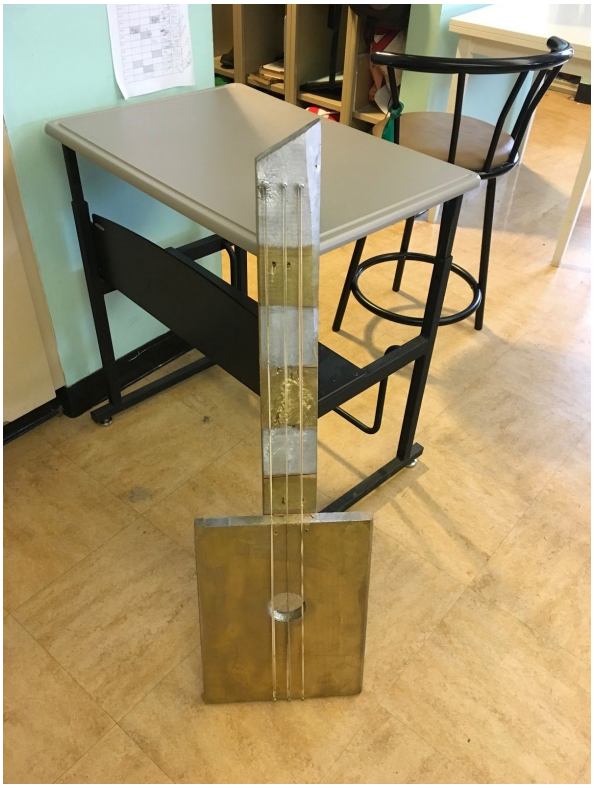
Unit: Instrument Classifications and Recycled Instrument Project
Class: 5th Grade
Time: 5-6 Class Sessions

Title of Lesson	Recycled Instrument Project
Standards	MU:Cr2.1.5 Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context. MU:Cn10.1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate
Objectives	Students will further sification and create a musical instrument that can produce sound. Students will understand the benefits to the environment of repurposing materials to create something new. Students will focus on writing a short story about their instruments first performance that has cross-curricular tie-ins with language arts and creative writing.
Concepts	Classifications of Instruments Repurposing Materials Creative Writing
Procedure	1. Begin the Unit by reviewing the instrument families of the orchestra brass, woodwind, percussion and string. (students should know these from 4th grade) Have a discussion about how each instrument family makes sound; hitting, scraping, blowing, plucking, etc. 2. Lead the discussion to introduce the term 'ethnomusicology.' This classification of instruments is divided by how the instruments themselves make sounds. Show the following words: a. strings (chordophones) b. solid material (idiophones) c. stretched skin (membranophones) d. air (aerophones)

	3. Have students research the different classifications within ethnomusicology. Make a list on the board and have students write instruments in each of the categories. 4. Introduce the Recycled Instrument Project. Students will need to use their knowledge of ethnomusicology to create an instrument that actually makes sound. 5. Show a PowerPoint with examples of student-made instruments within each category of ethnomusicology and have students write about what materials they see being used. 6. Open the class to a discussion about the benefits of reusing materials. This conversation should connect to the school's monthly Green Challenge of Recycling. 7. Hand out the 'instrument plan sheet' and give students 3-4 class periods to construct their instruments. Their instruments must actually produce a sound when played. 8. After the students have finished, and presented their instruments, introduce the 'My Musical Instrument Story.' Students must write a story about a concert or performance featuring their new musical instrument. They must write about how their instrument looks, sounds, and how the audience responds. While writing, they must use proper grammar, punctuation, and paragraph structures. 9. Finish the unit with a viewing of the 'STOMP Out Loud' video. Students must fill out a worksheet where they identify the recycled materials used in the film, and how they are used to create music.
Assessment	Students will be assessed by the teacher based on their creativity, reuse of materials, instrument classification and .

Examples of student work:





Invented Instrument Plan Sheet

Name_____ Class _____

Answer the following 4 questions about the instrument you plan to make.

1. Which ethnomusicology (world music) category does your instrument fit into? (It could be more than one.)

_____ AEROPHONE – sound of air

_____ CHORDOPHONE – sound of string (or rubber band)

_____ MEMBRANOPHONE – sound of stretched skin

_____ IDIOPHONE – sound of solid matter of the material itself

2. Sketch your instrument here.

3. What materials will you need to build it?

_____ _____

_____ _____

_____ _____

4. Will your instrument need a drumstick or mallet?_____ no _____ yes…

If yes, what will you use? _____ (Do not use a pencil or pen, unless you decorate it.)

bethsnotes.com

My Musical Instrument Story!

Directions: Write a story about your concert or performance using your new musical instrument. Describe in detail what your instrument looks like, how it sounds, and how the audience responds to your new creation. Where does your concert or performance take place? What genre of music do you play?

Paddles/Fitness Unit

Teacher: Mr. Flinn and Mr. Loustaunau
Grade Level: 3/4
# of Students: 24

Facilities Available: Half of the gymnasium (divided by curtain).

Equipment Needed: 24 paddles, 24 beanbags, 24 tennis trainer balls, 12 color buckets, 6 small cones, pitch counter, 6 medium rainbow colored cones, 24 disc cones, 10 multi domes with poles, caution tape to use as net height, 8 dodgeballs, 6 cone hurdles, agility ladders, 5 step aerobics steps, 4 catapult launchers, 4 small foam dice, 1 large foam die, 8 solo spot mats, music and whistle.

NASPE Goals Addressed:
Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Illinois Content Standards Addressed:
Standard # 19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
Standard # 19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).
Standard # 19.C.2a Identify and apply rules and safety procedures in physical activities.
Standard # 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.
Standard # 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.
Standard # 21.A.2a Accept responsibility for their own actions in group physical activities.
Standard # 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.

Unit Objectives:
1. **Psychomotor:** SWBAT use Paddles to help better develop hand-eye coordination, eye tracking and spatial awareness.
2. **Cognitive:** SWBAT identify safety rules and expectations before and after every lesson.
3. **Affective:** SWBAT demonstrate a positive attitude and participate in lessons 100% of the time. SWBAT communicate and show good sportsmanship after every game.
4. **Fitness:** SWBAT participate in daily physical activity to maintain an elevated heart rate.

Unit Block Plan

Block plan explanation: Students have PE 3 times a week. There is an A day (first day they have PE), B day (second day) and a C day (third day).

Unit	A day	B day	C day
Intro to Paddles	pancake flip	class run/ Race to 3	Stations
Floorball	balance relay	class run/ floorball	Floorball

Teacher Observation Checklist (Example)

Name	Activity Day A:	Activity Day B:	Activity Day C:
	Focus:	Focus:	Focus:

Key:
+ : Performed the activities main focus with great success and was respectful, responsible and safe.

/ : Performed the activities main focus with partial success and was respectful, responsible and safe.

- : Performed the activities main focus with limited success and but was respectful, responsible and safe.

Example Lesson Plan

Title: Floorball

Grade/s: 1-4

Objective/s: SWBAT demonstrate good sportsmanship by shaking hands after every game

I can statement: I Can show good sportsmanship while playing in the activity.

Equipment: 10 multidomes, 10 plastic poles, 8 dodgeballs, 24 paddles, warm up cards

Setup: see diagram below

Standard: **21.A.1a** Follow directions and class procedures while participating in physical activities.

Warm-up: teacher will pick a student who has their hand raised and a big smile and who has not been a warm up leader yet. The teacher will hold the warm up cards and like a deck of cards and have the student pick a card at random. Then the student will lead the entire class in the warm up that is on the card. Ten reps of each exercise. If the student needs help reading the card, the teacher will help.

Game Play:
Students play a 1v1 format with a 3rd person as a referee. A point is scored when the ball travels (rolls) between the cones on the opponent's end line. Game is played to 3 or 5 points depending on age level. To start the game, a player strikes the ball from their end line keeping it on the floor so it travels under the center caution tape and into the opponent's side of the court. The opponent strikes the ball to return it. Play continues until a point is scored. A point is scored when the ball crosses the opponent's end line

The opponent gets a point if the ball goes "over" the caution tape OR if the ball is hit out of bounds (crosses the side line).


Gym Set Up

3rd Grade Spanish Lesson: Weather Words

Goal: Learn weather vocabulary words in Spanish.

1. Recite the common weather words like: rain, thunder, lightning, sun, humid, snow, fog, ice, wind, and hail. Twenty words in all.
2. Identify the vocabulary without pause.
3. Continue the lesson with adding the seasons: primavera, otoño, invierno and verano.
4. Learn weather phrases.
5. Read sentences regarding weather.

Once the students are comfortable with their weather words and phrases:

1. Work on worksheets regarding weather.
2. Play games: "tic, tac, vocab" and "knock-out".
3. Go over the difference between "caliente" and "calor"
4. Add actions to all their vocabulary words.

Activity: The children will be assigned a location and do a weather report on that location using their vocabulary words and phrases.

Assessment: For the assessment the children are given the opportunity to continue on their own or ask to have it read aloud to them.

<u>3rd</u>

el tiempo - weather
la nube - cloud

la lluvia - rain
la niebla -fog
la nieve - snow
el hielo - ice
el viento - wind
el trueno - thunder
el relámpago - lightning
el granizo - hail
la tormenta - storm
frío - cold
calor - hot/heat
caliente - hot
tibio - warm

la temperatura - temperature
el humido - humid

¿Qué tiempo hace hoy?
What is the weather like today?

Hace_____.
It is_____.

Está lloviendo - it is raining
Está nevando - it is snowing
Hace buen tiempo. - It is good weather.
Hace mal tiempo - It is bad weather.

primavera, verano, otoño, invierno

Name _____

Project organizer

Partner_____

Third grade weather organizer:

Use this worksheet to help you prepare for your presentation.

1) Name of country/city _____

2) What kind of weather do they have?

_____

_____

_____

3) Weather vocabulary words used: _____ _____ _____

_____ _____ _____ _____

4) Past vocabulary words used: _____ _____ _____

_____ _____ _____

5) New weather words: _____ _____ _____

6) Phrases used: _____

_____

7) Visuals used: _____

8) Who is doing what? _____

_____

_____

Remember to have fun with this project. Project is due: _____. Be ready to present in class.

Nombre_____ Maestra/Maestro_____

Write the word the best describes the definition in the blank provided:

Caliente	Calor

1._____ Be careful the water is hot!

2._____ I'm feeling hot.

Write the correct pronoun:

4. I _____

5. You (familiar)_____

6. You (formal) _____

7. He _____

8. She _____

9. We _____

10.. We _____

11. they _____

12. They _____

13. You (plural) _____

Translate the following phrases:

14. Hace frío.

_____

15. Hace calor

_____

16. Hace mal tiempo.

_____

17. Hace buen tiempo.

_____

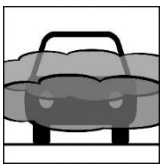
18. Está nevando

_____

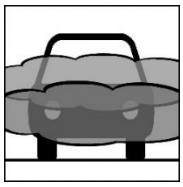
19. Está lloviendo

_____

20. el verano

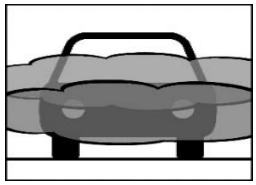



21. el arco iris



22. hace calor

23. niebla



Match the word and write the corresponding letter in the blanks provided:

_____ hot

_____humid

_____seasons

_____warm

_____weather

_____thunder

_____hail

_____temperature

A. húmedo

B. las estaciónes

C. caliente

D. tibio

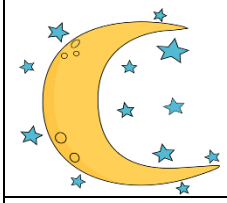
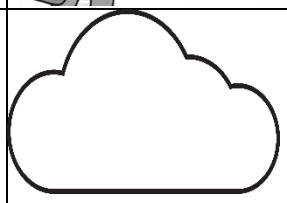
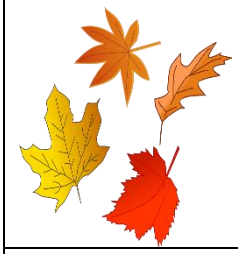
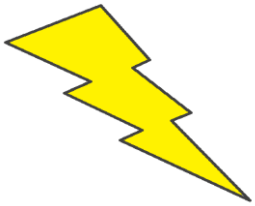
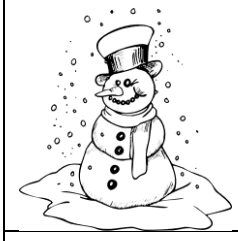
E. el trueno

F. el tiempo

G. la temperatura

H. el granizo

el relámpago	el frío	la nube	el calor	el otoño
la luna	la tormenta	el invierno	el sol	el viento

 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Jana McGeever - SPANISH LESSON

Lesson Plan: -AR verbs endings of verbs in the preterite tense

Lesson Name: -AR verbs in the preterite, introductory lesson

Grade Level: 8th grade

Standards	28.A.1A Understanding oral communication. Recognizing language patterns. 28.A. 3A Comprehend main messages. Understand in oral presentation.
Objective	My objectives for this lesson are for the students to recognize and differentiate between the present and the preterite tenses. Once an understanding is developed, the students will be able to use and understand the preterite tense.
Concepts	Review of -AR verbs endings in the present tense, introducing -AR verb endings in the preterite tense, vocabulary review
Materials	-whiteboard/markers -flashcards -poster - notecards with velcro - to put verb endings on poster -book -worksheet- -chromebook
Procedure	-I will introduce the lesson by practicing the subject pronouns. Students will place a subject in the proper place in the "verb house" poster. -Students will tell me and place the present tense -ar verb endings on the house poster. -We will practice some sentences in the present tense. -I will write a sentence in the preterite tense on the board. Do the students understand this sentence? -I will read a few more sentences in the preterite and see if students can pick out the verb. Students will put the preterite tense endings in the house. -I will read an exercise from the book to practice listening skills. As I read a

	sentence, students will write whether the sentence was in the present or preterite tense. -To practice and share knowledge, the students will work with a partner to write 3 sentences about something they are doing today, did yesterday (ayer), and last night (anoche). I will put a few sample infinitives on the board. -I will check the progress of each group. If times allows, the students will share their sentences with the class. -Begin the homework assignment so the students understand what the homework is and how to complete the assignment.
Assessment	-Oral assessment will be the primary assessment of this lesson. I will also be checking for the students' success in being able to write sentences on their own about what they did yesterday/last night. Check homework assignment.

Homework assignment on Google Doc/Google Classroom:

Nombre _____
Fecha _____

Fill in the charts by using the given information.

nadar- presente

nado	
	nadan

nadar-pretérito

nadé	
	nadaron

hablar-presente

	hablamos
hablas	

hablar-pretérito

	hablamos
hablaste	

mirar-el presente

miro	

mirar-el pretérito

miró	

comprar-el presente

compras	

comprar-el préterito

	comprasteis

patinar-presente

patino	

patinar-préterito

	patinamos

Choose any 5 of the conjugated verbs to write in a complete sentence, and write the meaning of the sentence.

1.
2.
3.
4.
5.

Section F: Updated Goals, Objectives, and Pupil Performance Standards 2017-2018

Education & Curriculum

Following our Strategic Plan goals, the 2017-2018 school year had teachers and staff continuing to write integrated units which align with and include the C3 Social Studies Standards, Next Generation Science Standards, Environmental Education and Common Core Learning Standards.

Professional Development fell in the areas of Classroom Management, implementing the Bridges Math curriculum, and building the Green Schools National Network Catalyst work plan. In 6th through 8th grade, we continued to structure the Math program to allow more opportunities for acceleration in math up to and including Geometry. Curriculum teams worked to integrate their school wide scope and sequence and curriculum maps in preparation for the upcoming catalyst goal integration.

PCCS' Student Services intervention population reached 35% of the school's total population. The Intervention staff continued to build upon a structured plan along with developing strategies for responding to these changes in our student population with increased intervention identification and delivery. This program is growing and improving under the leadership of the Director of Student Services and Dean of Students and Faculty along with the Intervention Coordinator/ School Psychologist and grade band leaders.

Social Emotional: Positive Behavior Intervention and Supports (PBIS)

In our fifth year, the PBIS committee continues to build interventions and supports along with providing a regular curriculum with Social Emotional goals. This year we were honored by having our PBIS leaders invited to address the *Midwest PBIS Network Coaches Forum*, showcasing our program as a model for others to follow. For the second consecutive year we were awards PBIS's top honor Platinum award and look forward to how we can continue to grow this important philosophy in our school.

Staffing and Professional Development

PCCS Faculty improved our innovative four legged approach to Professional Development (PD) this year. The first level of PD has all 1st and 2nd year teachers work closely with their mentors to build basic skills and assimilate into the PCCS culture and practice. This included weekly meetings, attending individualized PD together, and mentor observations. Career teachers developed both environmental learning goals and academic learning goals.

From these goals, these teachers identified, with school leadership, specific individual PD goals to best meet their individual needs. These ranged from:

- Attending National Conferences, local instructional seminars, formal courses of instruction, to grade level and content area articulation with surrounding school and

organizations.

- Investing in a Instructional Coach (consultant) to assist teachers with identifying instructional resources and management strategies tuned-in to specific classroom needs for individual students.
- At the tertiary level, curriculum experts from the ROE delivered detailed content specific strategies for instruction in Math and ELA for all classroom teachers.
- Select teachers participated in book study groups and research projects. Topics included; Co-Teaching, Conscious Classroom Management Strategies, Teaching Students with Anxiety, Implementing differentiation through guided reading, Reader's Workshops, STEM instruction & Gifted Instructional Strategies,

Along with Teacher Development, the Deans and Director of Student Services attended several Administrative Academies/Professional Development events. Communication Protocols, Mind Maps, *National Green Schools Conference* and Catalyst Network Training and The *Franczek-Radelet School Law Seminars* and the *ISCSC's Commission Collaborative* sessions.

Academic Best Practices: Prairie Crossing increased academic partnerships with *Waukegan School District #60, Libertyville's Crossways Preschool*, the *Waukegan Public Library's "Bus to Us"* program and *Learn Charter School in North Chicago* to share experiences and learning opportunities on the Prairie Crossing Charter School campus. As an established charter school, PCCS administrators is helping mentor the newly established *Elgin Math & Science Academy* toward their much anticipated opening in the fall of 2018. This year began a multi-year process as a *Green Schools National Network Catalyst School*. This partnership will provide opportunities for PCCS staff to work closely with other schools to share best practices in environmental education and academia nationwide to identify and share best practices in Environmental Education.

Section G: Evaluation of Students' Performance

Types of Assessment, Timelines, 2017-2018

During the 2017-2018year, universal screenings were given to students three times during the year (fall, winter, and spring) to determine if individual students were making expected progress in the areas of reading, writing, and math. The assessments given are listed below:

Grade Level/ Assessment	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**
Given 3 times per year									
AIMSweb Tests of Early Numeracy	X	X	--	--	---	--	--	--	--
AIMSweb M-Comp (Math Computation)	--	X	X	X	X	X	--	--	--
AIMSweb M-CAP (Math Concepts & Applications)	--	--	X	X	X	X	--	--	--
AIMSweb Tests of Early Literacy	X	X	--	--	--	--	--	--	--
AIMSweb Oral Reading Fluency	--	X	X	X	X	X	--	--	--
Given 2 times per year (Fall/Winter or Fall/Spring)									
NWEA/MAPS (Reading & Math)	--	--	X	X	X	X	X	X	X
Fountas & Pinnell (Reading)	X	X	X	X	X	X	X	--	--
Words Their Way (Spelling)	X	X	X	X	X	X	X	--	--
BESS Teacher Report (Behavior)	X	X	X	X	X	--	--	--	--
BESS Self Report (Behavior)	--	--	--	--	--	X	X	X	X
State Assessments									
ACCESS (EL*)	X	X	X	X	X	X	X	X	X
PARCC	--	--	--	X	X	X	X	X	X

*EL students take all other assessments as per their grade level requirements

Data Review/Tiers of Support

PCCS utilizes a Multi-Tiered System of Supports (MTSS) for students. Upon completion of the universal screenings each trimester, the assessment data is examined by the Data Team, which includes the Director of Student Services, Dean of Staff and Students, School Psychologist/Intervention Coordinator, Grade Level Resource Teacher and Grade Band Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level academic benchmarks and needs for intervention support. When students perform below set benchmarks (below the grade level benchmark [25th-30th percentile] on AIMSweb Curriculum-Based Measurements, below expectations on Fountas & Pinnell benchmark assessment, or below the 35th percentile on the NWEA in the content area of reading and/or math), the Data Team discuss additional factors that may be impacting a student's performance. Data team and teacher discuss student performance on classroom assessments, unit assessments, assignments, and day-to-day performance.

A student is typically identified as needing intervention when performance on two or more indicators is below grade level expectations. Students are determined eligible for Tier 2 and Tier 3 interventions based on data collected from formal benchmark assessments and informal assessments/information from the classroom teacher. Students determined eligible receive instruction in the core curriculum along with additional instruction either in the classroom by the classroom teacher and/or instructional assistant and/or by an interventionist outside of the regular classroom. Students receiving assistance are instructed in small groups within the classroom, or individually/in a small group outside of the classroom. Parents of students identified as needing intervention(s) are contacted by the Intervention Coordinator via formal letter describing the need and types of support the student will receive. At Tiers 2 and 3, students have goals set and progress is monitored on an ongoing basis, typically every other week. A schedule is set which reflects when students will be pulled for intervention outside of the classroom and for how often.

Each student's progress data is discussed at least monthly during intervention team meetings and via communication with the teacher. If a student is not making progress, intervention is adjusted; this may include changing the frequency or duration of intervention, group configuration, and materials being used. If needed, the student may be referred to the Student Support Team (SST) to begin the problem solving process. Reports of student progress are sent home each trimester in line with report cards.

In addition to collecting and reviewing academic data for intervention, PCCS collects and reviews behavioral data for intervention. Upon completion of behavioral screening twice per year (fall and late winter) using a research-based screening tool, data is reviewed by the School Social Worker/Student Services Coordinator, School Psychologist/Intervention Coordinator, and the Administrative Team. Additional sources of data considered include office discipline referrals, Student Support Team (SST) referrals, and teacher observations. Difficulties identified in the student's educational functioning due to behavioral, organizational, and/or emotional factors are examined to determine if the student is at or below grade level behavioral standards, and what tier of behavioral/social-emotional support is appropriate:

- **Tier 1**: General behavior expectations per the PBIS Matrix, Core social-emotional curriculum with weekly to monthly visits from School Social Worker and/or School Psychologist
- **Tier 2**: *Tier 1 plus* Check In/Check Out (CICO), Social Academic Instructional Groups (SAIGs), SST referral and problem-solving process and individual social work
- **Tier 3**: *Tiers 1 and 2 plus* Modified CICO, FBA/BIP, and Referral for special education evaluation

Benchmark Assessment Data 2017-2018

Assessment Results by Grade Level 2017-2018: Reading

	AIMSweb Literacy Measures-Fall	AIMSweb Literacy Measures-Spring	NWEA Reading- Fall	NWEA Reading-Spring
Kinder-garten	Letter Naming Fluency: 88%	Letter Naming Fluency: 73% Letter Sound Fluency: 71% Nonsense Word Fluency: 79%		
1st grade	Letter Naming Fluency: 88% Letter Sound Fluency: 85% Nonsense Word Fluency:79%	Nonsense Word Fluency: 71% Oral Reading Fluency: 77%		
2nd grade	Oral Reading Fluency: 90%	Oral Reading Fluency: 88%	89%	83%
3rd grade	Oral Reading Fluency: 94%	Oral Reading Fluency: 94%	90%	83%
4th grade	Oral Reading Fluency: 98%	Oral Reading Fluency: 94%	85%	85%
5th grade	Oral Reading Fluency: 92%	Oral Reading Fluency: 92%	83%	75%
6th grade			91%	100%
7th grade			83%	85%
8th grade			87%	89%

Assessment Results by Grade Level 2017-2018: Math

	AIMSweb Numeracy/Math Measures- Fall	AIMSweb Numeracy/Math Measures- Spring	NWEA Math- Fall	NWEA Math-Spring
Kinder-garten	Early Numeracy- Quantity Discrimination: 83% Early Numeracy- Missing Number: 81%	Early Numeracy- Quantity Discrimination: 79% Early Numeracy- Missing Number: 79%		
1st grade	Early Numeracy- Quantity Discrimination:83% Early Numeracy- Missing Number: 71% Math- Computation: 92%	Early Numeracy- Quantity Discrimination:71% Early Numeracy- Missing Number: 71% Math- Computation: 91%		
2nd grade	Math- Computation: 92% Math-Concepts & Applications: 81%	Math- Computation: 92% Math-Concepts & Applications: 77%	85%	88%

3rd grade	Math- Computation: 90% Math-Concepts & Applications: 77%	Math- Computation: 92% Math-Concepts & Applications: 85%	79%	92%
4th grade	Math- Computation: 85% Math-Concepts & Applications: 90%	Math- Computation: 88% Math-Concepts & Applications: 90%	92%	90%
5th grade	Math- Computation: 90% Math-Concepts & Applications: 90%	Math- Computation: 87% Math-Concepts & Applications: 85%	79%	75%
6th grade			83%	91%
7th grade			89%	85%
8th grade			87%	87%

Section H - Results of corrective action

25 students in grades 1-4 have participated in Title I services in reading at PCCS, and 6 have participated in Title I services in math. Students receiveed small group intervention support 3-4 times per week with a tutor utilizing scientifically research-based interventions. During the 2nd Reporting Period, 31 Students within the Title I tutoring program averaged 21 points of growth since being identified in September of 2017. The average of students at or above the 25th percentile was 75.5%

During the 3rd Reporting Period, 7 students were exited from Title I reading services due to their progress made: 2 in first grade, 2 in second grade, 2 in third grade, and 1 in fourth grade. Two students were exited after qualifying for special education services. Two students were exited from Title I math services due to their progress made; both students in third grade. First grade students in Title I reading averaged 12.3 points growth on R-CBM probes between January benchmark and the end of March, and 62% of students were at or above the 25th percentile based on winter norms. Students in 2nd-4th grade measured on R-CBM probes grew an average of 33 points between January benchmark and the end of March. Students receiving Title I math services measured on M-CAP probes grew an average of 3.3 points between January benchmark and their final datapoint, and 100% of students were above the 25th percentile based on winter norms.

During the 4th Reporting Period, one student exited after qualifying for special education services. First grade students in Title reading averaged 15.5 points growth on R-CBM between January and May benchmarking, with 50% of students at or above the 25th percentile based on spring norms. Students in 2nd-4th grade measured on R-CBM probes grew an average of 22 points between January and May benchmarking, with 33% of students at or above the 25th percentile based on spring norms. Student receiving Title I math services measured on M-CAP probes grew an average of 8 points between January and May benchmarking, with 75% of students above the 25th percentile based on spring norms.

READING

First Grade Reading Intervention Results 2017-2018

Grade	Gender	Fall Fountas & Pinnell Instructional **(D/E)**	Fall AIMS-Letter Naming Fluency	Fall AIMS-Letter Sound Fluency	Fall AIMS-Nonsense Word Fluency	Winter AIMS-Nonsense Word Fluency	Winter Oral Reading Fluency - Words Read Correct	Winter ORF-Errors	Winter Fountas & Pinnell Instructional Level **(H)**	Spring AIMS-Nonsense Word Fluency: CORRECT LETTER SOUNDS	Spring AIMS-Nonsense Word Fluency: WHOLE WORDS READ	Spring AIMS-Oral Reading Fluency - Words Read Correct	Spring ORF-Errors
1	F	B	36	23	27	24	16	5	E	55	0	39	5
1	F	A	37	14	20	64	28	5	H	47	8	50	9
1	F	B	45	30	29	51	15	8	F	56	14	42	3
1	F	A	48	32	25	52	17	8	E	41	1	44	4
1	F	B	40	28	17	35	11	15	D	23	3	13	10
1	F	B	29	32	14	24	19	8	H	34	10	32	8
1	M	A	39	14	28	33	17	10	D	33	11	13	6
1	F	B	32	18	15	56	14	7	F	37	6	24	5
1	M	B	39	26	23	48	12	6	E	38	10	18	8
1	M	C	33	22	23	41	15	8	E	76	24	47	4
1	F	C	36	29	19	63	22	7	G	56	13	32	4
1	F	bel A	19	13	5	48	9	7	C	36	12	18	4
1	M	B	24	23	12	44	16	7	E	77	17	26	2

Data Analysis: 100% of students improved their performance on the AIMSweb Nonsense Word Fluency measure between fall and spring, with two students scoring above the 50th percentile in spring and three students scoring between the 25th-50th percentiles. All but one student improved their AIMSweb Oral Reading Fluency score between winter and spring, but only four student scored between the 25th-50th percentiles in spring.

Second Grade Reading Intervention Results 2017-2018

Grade	Gender	Fall AIMS-Oral Reading Fluency (ORF) Words Correct	Fall AIMS-Oral Reading Fluency (ORF) Errors	Fall NWEA Reading %ile	Fall Fountas & Pinnell Instructional Level **(J/K)**	Winter AIMS Oral Reading Fluency (ORF)-Words Correct	Winter AIMS-Oral Reading Fluency (ORF) Errors	Winter Fountas & Pinnell Instructional Level **(L)**	Spring AIMS Oral Reading Fluency (ORF)-Words Correct	Spring AIMS-Oral Reading Fluency (ORF) Errors	Spring NWEA Reading %ile
2	M	9	8	11	D	15	6	F	14	7	4
2	F	23	12	18	E	43	6	J	66	3	12
2	F	8	7	14	E	30	5	H	69	3	22
2	M	62	2	5	H	72	4	I	74	1	26
2	F	57	13	39	H	77	3	M	92	8	43
2	M	19	7	17	H	56	0	K	60	0	10

Data Analysis: 50% of students improved their NWEA scores between fall and spring, but only one student scored above the 35th percentile in spring. 100% of students improved their AIMSweb Oral Reading Fluency scores between fall and spring, but only one student scored above the 25th percentile in spring.

Third Grade Reading Intervention Results 2017-2018

Grade	Gender	Fall AIMS-Oral Reading Fluency (ORF) Words Correct	Fall AIMS-Oral Reading Fluency (ORF) Errors	Fall NWEA Reading %ile	Fall Fountas & Pinnell Instructional Level **(M/N)**	Winter AIMS Oral Reading Fluency (ORF)-Words Correct	Winter AIMS-Oral Reading Fluency (ORF) Errors	Winter Fountas & Pinnell Instructional Level **(O)**	Spring AIMS Oral Reading Fluency (ORF)-Words Correct	Spring AIMS-Oral Reading Fluency (ORF) Errors	Spring NWEA Reading %ile
3	F	131	8	42	N	121	2	P	126	3	51
3	F	47	4	57	M	66	2	P	104	1	77
3	F	61	2	22	O	110	1	Q	123	1	43

Data Analysis: 100% of students improved their NWEA score between fall and spring and finished above the 35th percentile. 100% of students improved their AIMSweb Oral Reading Fluency scores between fall and spring and finished above the 25th percentile.

Fourth Grade Reading Intervention Results 2017-2018

Grade	Gender	Fall AIMS-Oral Reading Fluency (ORF) Words Correct	Fall AIMS-Oral Reading Fluency (ORF) Errors	Fall NWEA Reading %ile	Fall Fountas & Pinnell Instructional Level **(P/Q)**	Winter AIMS Oral Reading Fluency (ORF)-Words Correct	Winter AIMS-Oral Reading Fluency (ORF) Errors	Winter Fountas & Pinnell Instructional Level **(R)**	Spring AIMS Oral Reading Fluency (ORF)-Words Correct	Spring AIMS-Oral Reading Fluency (ORF) Errors	Spring NWEA Reading %ile
4	M	89	1	39	N	101	2	Q	106	3	48
4	F	90	1	47	O	120	0	R	131	3	25
4	M	89	7	13	M	128	2	O	152	6	32
4	F	91	6	30	M	111	0	O	124	8	37

Data Analysis: 75% of students increased their NWEA reading score between fall and spring, with half of students finishing above the 35th percentile and all finishing above the 25th percentile. 100% of students improved their AIMSweb Oral Reading Fluency scores, with 75% finishing above the 25th percentile.

MATH

Third Grade Math Intervention Results 2017-2018

Grade	Gender	Fall AIMS-Computation (M-COMP)	Fall AIMS-Concepts & Applications (M-CAP)	Fall NWEA Math %ile	Winter AIMS-Computation (M-COMP)	Winter AIMS-Concepts & Applications (M-CAP)	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring NWEA Math %ile
3	F	20	7	29	21	9	55	23	20
3	F	28	12	14	62	17	63	22	43
3	M	20	6	29	35	11	36	18	35
3	M	18	5	21	44	9	20	15	6

Data Analysis: 50% of students improved their performance on NWEA between fall and spring, and half scored at or above the 35th percentile in spring, with notable mitigating factors contributing to one student's severe score drop. 100% of students improved performance on both AIMSweb M-Comp and M-CAP. 50% of students finished above the 50th percentile on spring M-Comp, and 100% of students finished above the 50th percentile on spring M-CAP.

Fourth Grade Math Intervention Results 2017-2018

Grade	Gender	Fall AIMS-Computation (M-COMP)	Fall AIMS-Concepts & Applications (M-CAP)	Fall NWEA Math %ile	Winter AIMS-Computation (M-COMP)	Winter AIMS-Concepts & Applications (M-CAP)	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring NWEA Math %ile
4	F	8	9	21	12	6	34	20	26
4	F	14	7	36	42	18	36	15	69

Data Analysis: Both students improved their performance on NWEA between fall and spring, with one student showing a significant increase, from the 36th to 69th percentile. Both students also improved their performance on AIMSweb M-Comp and M-CAP between fall and spring. Although one student increased significantly on winter M-Comp, her spring score again dipped below the 25th percentile Both students earned scores above the 25th percentile on spring M-CAP.