

EST. 1999

PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

Accountability Report
2018-2019

Prairie Crossing Charter School

Accountability Plan 2018-2019

Exhibit G

Part 5 – Education Elements

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Section A: Class Size

2018-2019

Class	Number of Students
Kindergarten, Parker	24
Kindergarten, McKee	24
1st, Johnson	24
1st/2nd, Jeffery	24
1st/2nd, Barnett	24
2nd, Mui	24
3rd, Hahn	24
3rd/4th, Ottaviani	24
3rd/4th, Larson	24
4th, McNally	24
5th, Neil	24
5th, Hurwitz	24
6th, Hershiser	24
6th, Turner	24
7th, Bonczkowski	24
7th, Stewart	24
8th, Jackson	24
8th, Flood	24
Total	432

2019-2020 Outreach Outcomes for Accountability Report

Prairie Crossing has been focused on a renewed emphasis on creating a more robust outreach plan to engage a more diverse population of families interested in PCCS. Diversity of our students has increased by 112% since 2013 with 29 native languages now being spoken at PCCS. Since 2014, students that are educationally disadvantaged and/or considered “at-risk” have more than doubled - growing from 32% in 2013 to over 67% in 2019.

Our outreach plan consisted of Organizational Initiatives, Evaluations of our Lottery, Assessment of our Transportation Plan, and Expanding our Outreach Methods.

PCCS convened a Lottery Taskforce to assess the feasibility of amending our lottery protocol to increase the opportunities for educationally disadvantaged individuals to attend PCCS. This taskforce explored whether weighted lotteries could be conducted at PCCS; the Commission stated that weighted lotteries were not permitted in Illinois Charter Schools at this time.

Lottery Evaluations & Recommendations

This marks our third 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 262 lottery and wait list applications through the lottery on March 4th, 2019 for the 2019/2020 school year.

- 23 of the 48 openings for the 2019-2020 school year were filled by sibling preference, with 25 seats eligible to the remaining applicants. Of the 262 applicants 56 are applying from outside of district 50 or district 79. We received applications from 25 different districts, 3 states, CPS and children that are Homeschooled

Through these efforts, our Lottery numbers have gone up substantially, with 262 applications for our 2019 Lottery, equalling our highest to date. We have received an additional 64 wait list applications after the lottery night making our total applications 323 as of the beginning of June.

Our **Transportation Taskforce** task was to assess the feasibility of busing for our students or an alternate transportation system. After a thorough analysis and meetings with the Commission to review the Illinois School Code with regard to busing requirements, it was determined that busing would not be feasible for two reasons: cost and the 64 square mile boundary of our district. As a result, the carpool system continues to be the transportation plan for our students. PCCS has taken an active role in the process, working in close contact with new families to aid them in securing a carpool to mitigate their transportation needs. Additionally, PCCS has an annual budget which allocates between \$20,000 and \$30,000 for alternate transportation needs. At this time, there are 2 students who employ that alternate transportation, through a private busing company. 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.

Regarding **Organizational Initiatives**, PCCS focused on ensuring that all written materials, both in marketing and outreach, were available in Spanish and English. Further, the school website, lottery forms, and all enrollment policies are available in English and Spanish. Additionally, PCCS has increased its visibility through our social media platforms, including

Facebook, Instagram and Twitter; these forms of social media have made us more accessible to people in incalculable ways.

Lastly, to expand our outreach, PCCS has engaged with a number of community and environmental-based organizations in an attempt to increase our visibility and deepen our partnerships with the larger community. Some of our connections within Lake County and beyond include:

- Supporting the community through a number of annual events:
 - School Supply Drives;
 - Community Rummage Sale;
 - Food Drives;
 - Bus to Us program with Waukegan Public Library and Waukegan schools;
 - One Earth Film Festival;
 - Community Craft Fair;
 - Student Leadership with Early Learning Village Preschool program; and
 - Student Leadership with the CrossWays Preschool program.
 - A Safe Place EmpoweRun;

- Partnerships with local organizations, including:
 - Conserve Lake County
 - One Earth Film Festival
 - Waukegan Public Library
 - Academy of Global Citizenship
 - College of Lake County
 - LEARN Charter School-North Chicago
 - Grayslake Sustainable Business
 - Lake County Nature Network
 - Lake County Community Foundation

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), (Korean Thanksgiving)/ Thanksgiving Literacy Night and Potluck (multicultural potluck and literacy night from many cultures), Hispanic Heritage Literacy Night & Potluck and Holi Festival of Colors Literacy Night & Potluck.

In FY20, we anticipate an emphasis on strengthening these partnerships and our continued involvement in the school, local and regional community. Additionally, we will continue to hold events through various committees and workgroups, all with a common goal to increase involvement, understanding, and partnership within our school community and beyond to the broader community and to attract at-risk students to our school.



Kindergarten Lottery Registration Form 2019-2020

* Required

Email address *

Your email _____



Registration for the 2019-2020 Lottery Instructions:

Kindergarten Registration form 2019-2020 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, 2019 in order to be included in the lottery on March 4, 2019.
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 2019-2020 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

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: _____

If you do not live within district #50's or #79's boundaries what district do you live in?

Your answer _____



I am confirming that for the 2019-2020 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 2019-2020 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

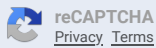
By checking this box, I confirm and agree that all of the information provided on this document is true and accurate. *

- 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.

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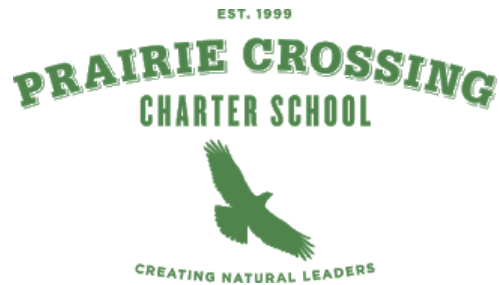


Formulario de Inscripción para la Lotería de Jardín de infancia 2019-2020

* Required

Email address *

Your email



Inscripción para la Lotería 2019-2020 Instrucciones:

Registro del Jardín de infancia 2019-2020 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 2019 para ser incluidos en la lotería el 4 de marzo de 2019.

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 2019-2020 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 2019-2020 mi hijo entrará: *

- Jardín de infanciacion (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 2019-2020



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

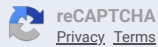
Al marcar esta casilla, confirmo y acepto que toda la información proporcionada en este documento es verdadera y precisa. *

- 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.

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Board of Director's Policy Students 500 Series

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 list 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

Prairie Crossing Charter School
Board of Director's Policy

Policy: 800.3

Business Procedures

**Prairie Crossing Charter School
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 of **\$100** 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. The **FY-12** Fee Waiver guidelines from the U.S. Department of Agriculture are not yet available and will be sent, to those making a request, as soon as we get them.

Any family unable to pay the books and materials, or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's 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 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's Director shall decide waivers on a case by case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The 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. Explanation for payment plan requests will be reviewed by the Director as provided above.

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. The Director's name, address, phone number, and email address will be included. 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: 20 April 2004

Amended: 22 May 2007

Revised and Adopted 1 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: Prairie Crossing Charter School
Atten: Executive Director
1531 Jones Point Road
Grayslake, IL 60030-3536

Section C: Enrollment of Students with Disabilities 2018-2019

	Primary Disability	Related Disability	Related Service(s)	Dismissed from Services 2018-2019
1	504			
2	504			
3	504			X
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			X
17	504			
18	504			
19	504			
20	504			X
21	504			
22	504			
23	504			
24	504			
25	504			
26	504			X
27	504			
28	504			
29	504			
30	504			
31	504			
32	504			
33	504			
34	504			
1	Specific Learning Disability			
2	Specific Learning Disability	Other Health Impairment	Social Work	

3	Specific Learning Disability		Speech/Language	
4	Specific Learning Disability			
5	Multiple Disabilities		Social Work Speech Language	
6	Speech or Language			X
7	Speech or Language			
8	Autism		Occupational Therapy Speech/Language Social Work	
9	Other Health Impairment	Emotional Disability	Social Work	
10	Speech or Language		Speech/Language	
11	Developmental Delay (3-9)		Speech/Language	
12	Other Health Impairment			
13	Specific Learning Disability			
14	Specific Learning Disability			
15	Emotional Disability	Speech or Language	Occupational Therapy Speech/Language Social Work	
16	Speech or Language			
17	Specific Learning Disability			
18	Specific Learning Disability			
19	Autism		Occupational Therapy Speech/Language	

20	Speech or Language			
21	Specific Learning Disability			
22	Specific Learning Disability			
23	Specific Learning Disability		Social Work	
24	Developmental Delay (3-9)		Occupational Therapy Physical Therapy Speech/Language Social Work	
25	Hearing Impairment	Other Health Impairment	Assistive Device Audiology	
26	Developmental Delay (3-9)		Occupational Therapy	
27	Speech or Language			X
28	Speech or Language			
29	Specific Learning Disability			
30	Specific Learning Disability			
31	Other Health Impairment			
32	Specific Learning Disability	Speech or Language		
33	Specific Learning Disability	Other Health Impairment		
34	Other Health Impairment			
35	Other Health Impairment			
36	Speech or Language			

37	Developmental Delay (3-9)		Occupational Therapy Speech/Language	
38	Emotional Disability		Occupational Therapy Social Work	
39	Specific Learning Disability			
40	Specific Learning Disability	Speech or Language		X
41	Speech or Language			
42	Hearing Impairment	Specific Learning Disability	Assistive Device Audiology	
43	Emotional Disability			
44	Hearing Impairment		Assistive Device Audiology	
45	Other Health Impairment		Social Work	
46	Emotional Disability		Occupational Therapy Social Work	
47	Specific Learning Disability			
48	Other Health Impairment		Occupational Therapy Social Work	
49	Other Health Impairment	Emotional Disability	Occupational Therapy Social Work	
50	Autism			
51	Other Health Impairment		Occupational Therapy Physical Therapy	
52	Specific Learning Disability			

2018-2019 Personnel Credentials

SECTION D:

Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Albert	Jessica	Assistant	Bachelors	ParaPro	
Alvarado	Jesus	Custodian		No	
Anderson	Jacqueline	Assistant	Bachelors	Substitute/Parapro	
Barnett	Katherine	Teacher	Masters	Yes	14
Batz	William	Maint. Super.	Bachelors	No	
Blietz	David	Assistant	Bachelors	Substitute	
Blom	Edith	One-on-One Teacher Assist.	Bachelors	Parapro	
Bonczkowski	Kimberly	Teacher	Bachelors	Yes	3
Boniconro	Allison	Assistant	Bachelors	Yes	
Bredican	Deborah	Bookkeeper	Associates	No	
Bryant	Mark	AfterCare	Bachelors	Substitute	
Coonan	James	Tech Support	Bachelors	No	
Deigan	Geoff	Executive Director	Bachelors	No	
Dietzel Hershiser	Naomi	Dean Of Envir. Curric.	Masters	Yes	7
Disalvo	Kimberly	Business Manager	Diploma	No	
Fiorelli	Kyle	Resource Teacher	Masters	Yes	2
Flaig	Carol	Environmental Leader	Bachelors	No	
Flinn	Joshua	PE Teacher/Title 1 Reading Spe.	Bachelors	Yes	3
Flood	Joshua	Teacher	Masters	Yes	6
Freeman	Robert	Teacher EL	Bachelors	Yes	5
Furlong	Angela	Assistant	Bachelors	Yes/Para Pro	
Gallo	Rachel	Assistant	Bachelors	No	
Gernady	Anne	School Psychologist	Masters	Yes	
Gozon	Fatima	AfterCare	Diploma	No	
Hahn	Lynn	Teacher	Bachelors	Yes	16
Hershiser	Michael	Teacher	Masters	No	14
Hodapp	Christine	Capacity Builder	Diploma	No	
Hurwitz	Samuel	Teacher	Bachelors	Yes	1
Jackson	Heather	Teacher	Bachelors	Yes	6
Jeffery	Christine	Teacher	Bachelors	Yes	15
Johnson	Matthew	Assistant	Bachelors	Yes	
Johnson	Patricia	Teacher	Bachelors	Yes	13
Klug	Rachel	Teacher	Bachelors	Yes	2
Larson	September	Teacher	Bachelors	Yes	7
Leve- McClevey	Wendy	One-on-One Teacher Assist.	Bachelors	Substitute	
Loustaunau	Christopher	P. E. Teacher	Masters	Yes	3
Loustaunau	Jessica	Dir. of Spec. Ed	Masters	Yes	6
Martinez	Ashley	Teacher	Masters	Yes	6
McGeever	Jana	Teacher	Bachelors	Yes	10
McKee	Marjorie	Teacher	Masters	Yes	5-5
McNally	Sydney	Teacher	Bachelors	Yes	1
Meyer	Caryn	Social Worker	Masters	Yes	21

Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Moriello	Nicholas	Custodian	Diploma	No	
Mudge	Lisa	Assistant	Bachelors	No	
Mui	Katherine	Teacher	Bachelors	Yes	1
Nasir	Nasreen	After Care	Bachelors	No	
Neil	Susan	Teacher	Bachelors	Yes	3
Neuman	Christine	Teacher	Bachelor	Yes	1
Ottaviani	Megan	Teacher	Bachelors	Sub/Parapro	1
Parker	Julianna	Teacher	Masters	Yes	8
Perritano	Christine	AfterCare		No	
Phillips	Lindsey	Assistant	Bachelors	Yes	
Plucinski	Melissa	Resource Teacher	Masters	Yes	10
Psmaras	Laura	Assistant	Masters	Yes	
Reidy	Nancy	One-on-One Teacher Assist.	Masters	Yes	
Roman-Ahlgrim	Lisette	Teacher	Bachelors	No	7
Schaefer	Yvonne	School Secretary		No	
Seelye	Megan	One-on-One Teacher Assist.	Diploma	ParaPro	
Siegel	Janette	Executive Admin. Assist.	Diploma	No	
Siegel	Quentin	Assistant	Diploma	No	
Smetters	Felicia	Assistant	Bachelors	Yes	
Steinbeck	Tammy	Assistant	Masters	Substitute	
Stewart	Sarah	Teacher	Bachelors	Yes	5
Stewart	Scott	Assistant	Associates	ParaPro	
Thomas	Andrew	Teacher	Bachelors	Yes + Substitute	5
Tomei	Susan	One-on-One Teacher Assist.	Bachelors	Sub/ ParaPro	
Trage	Helen	Assistant	Bachelors	Yes	
Turner	Roxanne	Teacher	Bachelors	Yes	4
Venegoni	Danielle	Resource Teacher	Masters	Yes	5
Verenski	Frances	Administrative Assistant	Masters	Substitute	
Wright	Theresa	Assistant	Bachelors	Yes	
Zamiar	Robert	Dean	Masters	Yes	19
Zaragoza	Peter	Assistant	Diploma	Parapro	
Zimmerman	Kristen	Assistant	Bachelors	Substitute	
Contractors Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Caruth	Laura	Speech Pathologist/Contractor	Masters	Yes	
Coyle	Shanna	School Nurse/Contractor	Bachelors	No	
Spigner	Jim	Band Instructor/Contractor	Masters	No	
Kruse	Norma	Hearing Itinerant /Contractor	Masters	Yes	
Vanderbilt	Katie	Occupational therapist/Contractor	Bachelors	Yes	
Clifton	Sherry	Physical Therapist/Contractor	Masters	Yes	
Johnson	Renee	Physical Therapist / Contractor	Masters	Yes	

Kindergarten

UNIT: FROM SEED TO PLANT

<p>ANCHOR TEXT¹ <i>From Seed to Plant</i>, Gail Gibbons (Informational)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Carrot Seed</i>, Ruth Krauss • <i>The Gigantic Sweet Potato</i>, Dianne De Las Casas • <i>The Tiny Seed</i>, Eric Carle • “Polly the Honeybee’s Flower Tour”² from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 59-61 of the <i>Read-Aloud Anthology</i>) <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • <i>How a Seed Grows</i>, Helene Jordan • <i>One Bean</i>, Anne Rockwell • <i>A Seed Is Sleepy</i>, Dianna Hutts Aston • <i>Compost Stew</i>, Mary McKenna Siddals • “Plant Parts” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the <i>Read-Aloud Anthology</i>) • “Plants and People” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 103-106 of the <i>Read-Aloud Anthology</i>) <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., <i>Media, Video, Film, Music, Art, Graphics</i>)</p> <ul style="list-style-type: none"> • <i>Leaf</i>, Stephan Michael King (Wordless Picture Book) 	<p>UNIT FOCUS</p> <p>Students gather information from a variety of texts—literary and informational—to describe the connection between people, events, ideas, and pieces of information. Students are introduced to life cycles by learning about how a plant grows. Students learn that living things interact with each other and the environment. This unit connects to science.</p> <p>Text Use: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts</p> <p>Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, RI.K.10</p> <p>Reading Foundational Skills:³ RF.K.1a-b, d; RF.K.3a-b; RF.K.4 Writing: W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6</p> <p>CONTENTS</p> <p>Page 111: Text Set and Unit Focus</p> <p>Page 112: <i>From Seed to Plant</i> Overview</p> <p>Pages 113-117: Summative Unit Assessments Page 118: ELA Instructional Framework</p> <p>Pages 119-130: Text Sequence and Use for Whole-Class Instruction</p>
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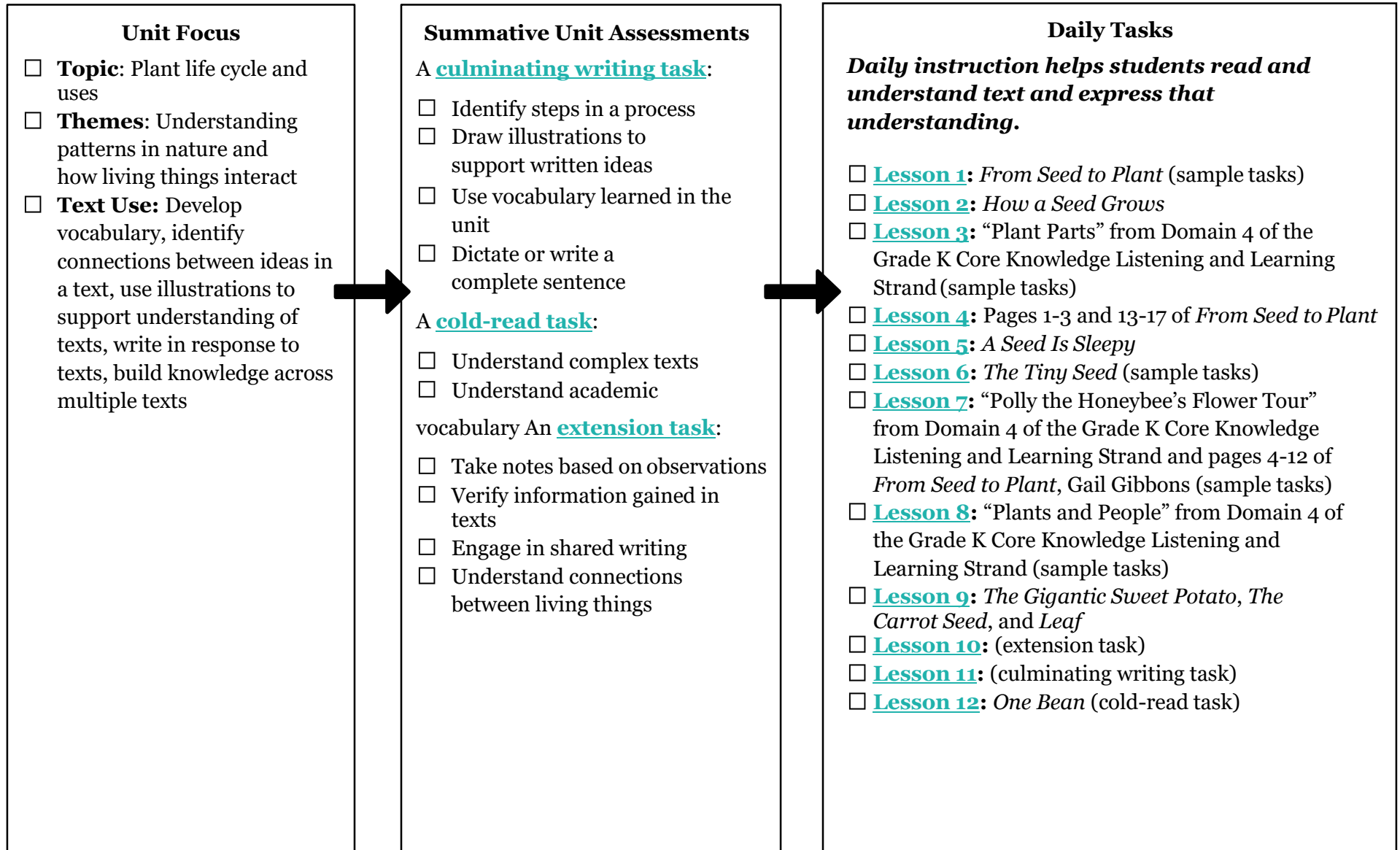
¹ Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade K Domain 4 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available [here](#).

² To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password

(which is also free) to download the file.

³ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and focus on a **progression of skills** that are formally assessed at various points throughout the year.

From Seed to Plant Unit Overview

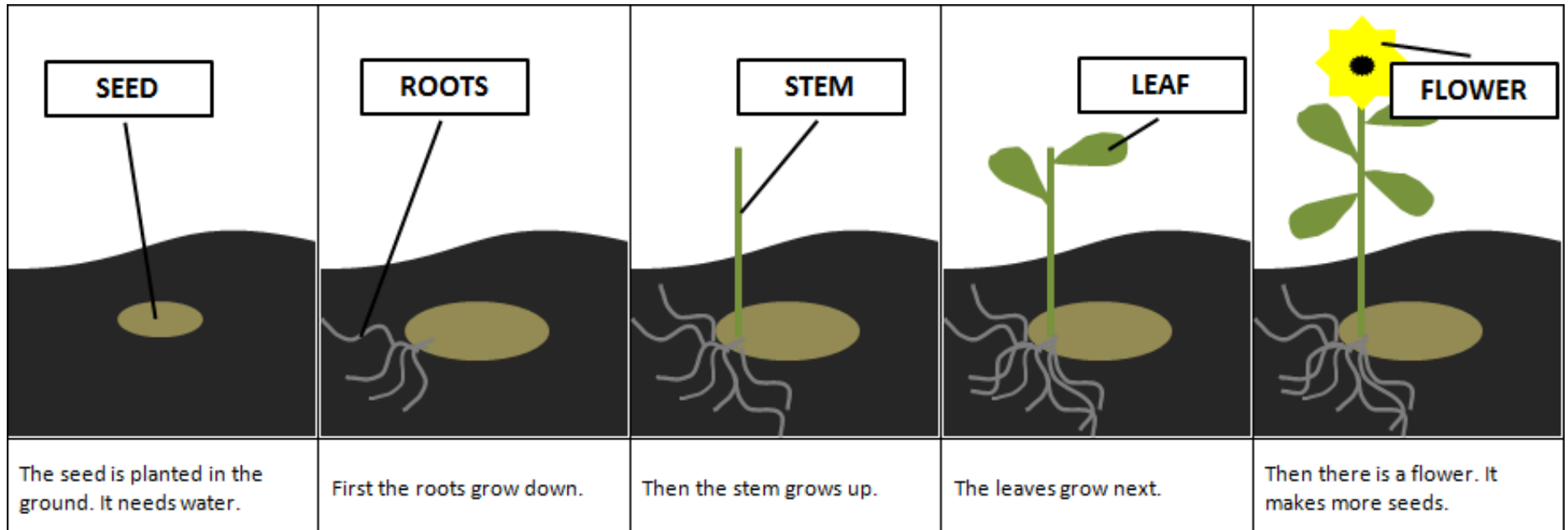


SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK⁴

Have students use the anchor charts from the unit to respond to the following prompt: “Draw pictures that show the life cycle of a plant growing in the ground. On the picture, label the stage of the plant life cycle.” (**RI.K.1, RI.K.2, RI.K.3**) Then ask students to dictate or write a sentence for each picture: “Underneath each picture, describe the stage and what is happening. Use words from the word display.” (**W.K.2, W.K.8**) Prompt students to use key vocabulary words in *From Seed to Plant* and other unit texts to describe what is happening at each stage. (**L.K.6**)

Exemplar Response:



Teacher Note:

- *Students are asked to draw each stage of the life cycle of a plant. They must also identify and label the stages and then write a complete sentence that describes the connection between events in the life cycle of a plant. The completed writing should use words from the word displays. (L.K.6)*

⁴ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositional phrases; and spell simple words phonetically. (L.K.1a, b, f; L.K.2c, d) Students should also write complete sentences. Provide [sentence frames](#)⁵ for students who need help writing complete sentences and have students write a key word from the life cycle of the plant. The sentences should be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Plant life cycle and uses • Themes: Understanding patterns in nature and how living things interact • Text Use: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts 	This task assesses: <ul style="list-style-type: none"> • Identifying steps in a process • Drawing illustrations to support written ideas • Using vocabulary learned in the unit • Dictating or writing a complete sentence 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 Express understanding of text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 7 (sample tasks) • Lesson 11 (use this task)

⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁶

Read aloud⁷ *One Bean* by Anne Rockwell to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.⁸ Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: “The boy describes his bean as ‘dry,’ ‘smooth,’ and ‘hard.’ Describe what that means the bean is not. Use the opposite words to explain what the bean is not.” (**RL.K.1; RL.K.4; W.K.2; SL.K.2; L.K.1a-c, f; L.K.2a-d; L.K.5b; L.K.6**) (**Teacher Note:** Provide a sentence frame for students who need support writing a complete sentence (e.g., “The bean is not _____ . The bean is not _____.”).
2. Ask the student: “Identify three actions the boy took to make the plant grow.” (**RL.K.1; RL.K.2; SL.K.2, SL.K.6; L.K.1b, e; L.K.6**)
3. Ask the student: “What do you think will happen to the one bean the sister is dropping in a cup at the end of the story? How do you know?” (**RL.K.1, RL.K.7, SL.K.2, SL.K.6, L.K.6**)
4. Ask the student: “What makes this text the same as *From Seed to Plant*? What makes this text different than *From Seed to Plant*?” (**RL.K.1, RI.K.9, W.K.8, SL.K.2, SL.K.6, L.K.1e**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Plant life cycle and uses • Themes: Understanding patterns in nature and how living things interact • Text Use: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts 	This task focuses on: <ul style="list-style-type: none"> • Understanding complex texts • Understanding academic vocabulary 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 • Lesson 4 Express understanding of text: <ul style="list-style-type: none"> • Lesson 6 (sample tasks) • Lesson 12 (use this task)

⁶ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁷ If students are already reading, allow them to read the text. This should be based on individual student ability.

⁸ Ensure students have access to the printed text while testing.

EXTENSION TASK⁹

1. Work with students to plant a small garden (or a portable indoor garden consisting of beans or seeds in a plastic cup or baggy with moistened paper towels). (Lesson 1)
2. Have each student create a Garden Observation Log with a cover and blank white pages inside the log. (Lesson 1)
3. Ask students to observe the garden daily and create an entry for their plant observations. **(W.K.8)** (Lessons 1-10)
4. Each entry should contain the following:
 - The date of the observation (this can be prewritten on the pages as needed)
 - A labeled illustration of the garden or plant **(SL.K.5, L.K.1a-c, L.K.2c)**
 - The labels should identify the vocabulary from the unit that can be used to describe the plants in stages of their life cycle (e.g., *soil, stem, flower, leaf/leaves*, etc.) **(L.K.1a-c, L.K.2c-d, L.K.5c, L.K.6)**
5. Once the observation log is finished, conduct a class discussion in which students share their observations. **(SL.K.4, SL.K.6)** (Lesson 10)
6. Record an illustration and label the various stages on a blank calendar. **(SL.K.5)** Have students dictate the writing of the labels and write the parts they know. **(L.K.1a-c, L.K.2c-d, L.K.6)** (Lesson 10)
7. Determine as a class how long each stage took based on the calendar. Discuss with students what happens in each stage, using process words such as *first, next, then, now*, etc. Prompt students to ask questions about their results. **(W.K.7, SL.K.1a-b, SL.K.3, L.K.1d)** Display the calendar for students to use as notes in writing their Culminating Writing Task. **(W.K.8)** (Lesson 10)
8. Conduct a **shared writing**¹⁰ task using a “shared pen” or “shared keyboard” technique. **(W.K.6)** Have students respond to the following prompt: “How do animals interact with or impact plants?” **(RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6)** (Lesson 10)

⁹ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p>	<p>What shows students have learned it?</p>	<p>Which tasks help students learn it?</p>
<ul style="list-style-type: none"> • Topic: Plant life cycle and uses • Themes: Understanding patterns in nature and how living things interact • Text Use: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Taking notes based on observations • Verifying information gained in texts • Engaging in shared writing • Understanding connections between living things 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 • Lesson 3 (sample tasks) • Lesson 9 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 8 (sample tasks) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹¹ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction
3. extension for proficient readers using challenging texts.

Small-Group Writing

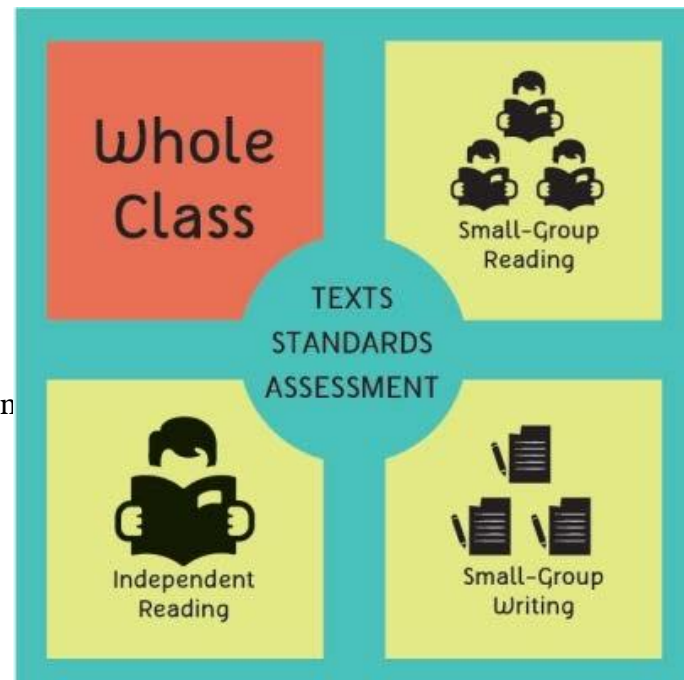
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and plants. Students will progressively build knowledge using the following tools throughout the unit.

- **Plant Fact Book:** Students create a class Plant Fact Book in which they record through writing and illustrations information they gain throughout the unit. Pages for the book should be labeled with the following: *Seeds, Plant Parts, Plant Life Cycle, Pollination, Plants Uses*. Begin in [Lesson 1](#).
- **Words to Describe the Plant Life Cycle Chart:** Create a class chart based on words from the texts read in the unit. Students work with the teacher to list and then categorize the words and define or illustrate their meaning. Begin in [Lesson 1](#).

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹²</p> <p><i>From Seed to Plant</i>, Gail Gibbons</p>	<p>TEXT DESCRIPTION: This informational text provides a detailed description of flowers, their parts, pollination and the various ways that seeds move from place to place, and the life cycle of a plant.</p> <p>TEXT FOCUS: For the beginning of the unit, focus on pages 21-26 to provide an initial understanding of the life cycle of a plant.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students ask questions about the content of the unit. Then they listen to the text read aloud and describe the connection between illustrations of the stages in a plant’s life cycle. Students work with the vocabulary from the text and then work in small groups to write about one stage of the plant’s life cycle.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Pre-Reading: Post large poster-size pieces of paper and label each “page” with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book. Project a class chart (example below). Engage students in a brief class discussion to complete the chart. (RI.K.1, SL.K.1a-b, SL.K.3, SL.K.4, SL.K.6, L.K.1d) Record information and questions on the chart for students.

¹² **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE		
	Plant Topic	What we already know...	Questions we have...
	Seeds		
	Plant Parts		
	Plant Life Cycle		
	Pollination		
	Plant Uses		
	<ul style="list-style-type: none"> • First Reading: Read aloud the text to students. Project the text so students can enjoy the illustrations. Read aloud the entire book without interruption. Then, review the questions from pre-reading. Have students determine if they have answers. • Second Reading: Reread the text aloud and focus on asking questions about the key vocabulary in the text related to plants and how they grow (e.g., <i>plant</i> (noun and verb), <i>seed(s)</i>, <i>seed coat</i>, <i>soil</i>, <i>germination</i>, <i>root</i>, <i>soil</i>, <i>minerals</i>, <i>shoot</i>, <i>leaves</i>, <i>buds</i>, <i>flowers</i>.). (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6) Project illustrations from the text to support students in understanding the meaning of the terminology. Sample questions to ask students: <ul style="list-style-type: none"> ○ What are the different meanings of the word “plant”? How can it be used different ways in a sentence? (RI.K.4, L.K.1b, L.K.4a, L.K.6) ○ Where do seeds grow best? What do they need to grow? (RI.K.2, RI.K.3, RI.K.4, L.K.6) ○ Identify at least three ways <i>seeds</i> become <i>planted</i> in the <i>soil</i>. (RI.K.2, RI.K.3, RI.K.4, L.K.4b, L.K.6) • Word Work: Ask students to identify action words in the text (e.g., <i>curled</i>, <i>stored</i>, <i>protect</i>, <i>sprout</i>, <i>soak</i>, <i>soften</i>, <i>breaks</i>, <i>grows</i>). Create a class list. (RI.K.4, L.K.1b, L.K.4b, L.K.6) • Class Discussion: Begin the class Plant Fact Book. <ul style="list-style-type: none"> ○ Post large poster-size pieces of paper and label each “page” with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book. ○ Project the images from the text that focus on the life cycle of plants. Ask students to describe the life cycle of a plant based on the images. (RI.K.2, RI.K.7) Ensure they use words from the unit vocabulary chart and chart of action words. (SL.K.1a-b, SL.K.4, SL.K.6) 		

TEXT SEQUENCE	TEXT USE										
	<ul style="list-style-type: none"> ○ Then conduct a shared writing task in which students describe the life cycle again and record the cycle onto the page labeled Plant Life Cycle. Use illustrations and words, allowing students to write the parts they know. (RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Word Work</u>: Create a categorized vocabulary chart for students to use throughout the unit. <p style="text-align: center;">Words to Describe the Plant Life Cycle</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="485 508 772 553"><u>SEED</u></th> <th data-bbox="772 508 1056 553"><u>ROOTS</u></th> <th data-bbox="1056 508 1339 553"><u>STEM</u></th> <th data-bbox="1339 508 1623 553"><u>LEAVES</u></th> <th data-bbox="1623 508 1906 553"><u>FLOWER</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="485 553 772 776"></td> <td data-bbox="772 553 1056 776"></td> <td data-bbox="1056 553 1339 776"></td> <td data-bbox="1339 553 1623 776"></td> <td data-bbox="1623 553 1906 776"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Review the plant terminology discussed during the second reading. Work with students to categorize those words into the appropriate categories of the plant life cycle. Add a definition and/or illustration for students to remember the meaning of the word. (SL.K.5, L.K.5a) ○ Then project the words from the action words list. (L.K.1b) For each word, ask students what consonant and sound is at the beginning of the words. (RF.K.1d, RF.K.3a) Then discuss the meaning of each word, encouraging students to support their understanding by referring to the illustrations. (RI.K.4, RI.K.7, SL.K.2, L.K.1d, L.K.5c) ○ Divide the class into pairs. Provide each pair a set of cards with each action word written on a single card. Then, have the pairs create a picture to represent what the weather looks like for that word. Work with students to add the completed cards to the appropriate category on the Weather Words chart. (SL.K.5, L.K.5a) ○ Display the chart, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) • <u>Student Writing</u>: Divide the class into small groups. Assign each group a stage of a plant’s life cycle to illustrate and write about using the class charts for support. <ul style="list-style-type: none"> ○ Ensure students use at least two words from the categorized vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e; L.K.2c, d) The sentence(s) should also be capitalized and punctuated correctly. (L.K.2a, b) 	<u>SEED</u>	<u>ROOTS</u>	<u>STEM</u>	<u>LEAVES</u>	<u>FLOWER</u>					
<u>SEED</u>	<u>ROOTS</u>	<u>STEM</u>	<u>LEAVES</u>	<u>FLOWER</u>							

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Provide sentence frames¹³ for pairs who need help writing complete sentences. ○ Then ask pairs to draw an illustration to accompany their sentence(s) and share it with the class. (SL.K.4, SL.K.5, SL.K.6) ○ Model for students how to expand the sentences using additional adjectives from the vocabulary display and/or combine the two sentences using a conjunction. (L.K.1f) <p>SAMPLE SUMMATIVE TASK: Begin the Extension Task by planting the garden, creating individual observation logs, and conducting initial observations. This task will be completed in Lesson 12.</p>
<p>LESSON 2: <i>How a Seed Grows</i>, Helene Jordan</p>	<p>TEXT DESCRIPTION: This informational text provides some basic information about different types of seeds and facts about how seeds grow. Then, it explains in steps how to grow a bean plant from a seed.</p> <p>TEXT FOCUS: While reading aloud, reinforce vocabulary that is recorded on the Words to Describe the Plant Life Cycle chart. (RI.K.4) Record sentences from the text on sentence strips with key vocabulary terms missing and discuss which vocabulary word makes sense in the sentence. For example, write on a sentence strip, “Day after day, the _____ push down into the soil.” Ask students to fill in the blank with the appropriate vocabulary word. (L.K.1a-c, L.K.2a-d, L.K.6) Continue with sentences from the text for <i>plant, seed, soil, roots, shoot (stem), and leaves</i>. After reading, ask students to act out each stage of the plant life cycle. (SL.K.4) Finally, provide students with images of the plant life cycle and ask them to sequence them and orally describe what is happening in the images, using words from the vocabulary chart. Depending on the needs of students, have students write or dictate sentences to explain the process of how a seed grows into a plant based on the sequenced illustrations. (W.K.2, L.K.1f)</p>
<p>LESSON 3: “Plant Parts” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the <i>Read-Aloud Anthology</i>)¹⁴</p>	<p>TEXT DESCRIPTION: This informational text introduces the basic parts of many plants. The text introduces key vocabulary such as <i>roots, stems, leaves, flowers, and seeds</i>.</p> <p>TEXT FOCUS: Use this text to help students further understand plant parts and their functions. Use the illustrations and visuals provided to enhance understanding of the key details and vocabulary.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud and add words to the Words to Describe the Plant Life Cycle Chart. Students engage in a second reading and answer questions to demonstrate understanding. The lesson concludes with students labeling a plant diagram.</p>

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁴ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Pre-reading</u>: Follow the procedures described on pages 22-23 of the <i>Read-Aloud Anthology</i>. Since students will not have read the previous text, use this section to teach them the difference between <i>living</i> and <i>nonliving</i> things. Add the word <i>living</i> to the Words to Describe the Plant Life Cycle Chart. (RI.K.4, L.K.5c) • <u>First Reading</u>: Follow the procedures as described in the “Presenting the Read Aloud” section (pages 24-26). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>nutrients, vitamins, blossom, survival, photosynthesis</i>). Work with students to make changes or additions to any existing vocabulary illustrations or definitions. • <u>Second Reading</u>: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from page 27 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> ○ Display a picture of a plant and add it to the Plant Parts page of the class Plant Fact Book. ○ As a class, read the plant parts from the Words to Describe the Plant Life Cycle Chart (e.g., <i>roots, stem, seeds, flower, leaves</i>). While reading, point the part of the plant being named by the class. (RI.K.4, RI.K.7, RF.K.1a-b, RF.K.3a-b, RF.K.4) ○ Then describe the function of each part of the plant. Then, ask student volunteers to point to the part of the plant being described. For example, say the following aloud while students point, “This part of the plant keeps it in the ground and takes in nutrients and water for the plant.” “This part of the plant supports the plant and moves water and nutrients to the rest of the plant.” “This part of the plant is used to make its food.” (RI.K.2, RI.K.4) ○ Ask students: “What would happen if a plant didn’t have roots? What would happen if a plant didn’t have a stem? What would happen if a plant didn’t have leaves?” (RI.K.3, SL.K.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice</u>: Have students build a complete plant illustration. <ul style="list-style-type: none"> ○ Divide the class into pairs. ○ Provide pairs with a copy of the plant parts on page 135 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. ○ Ask the pairs to put the parts into their appropriate places. Then ask the pairs to demonstrate how the water and nutrients travel through the plant. ○ Provide each individual student with a copy of the partial illustration of a plant on page 143 of the Domain 4 <i>Read-</i>

TEXT SEQUENCE	TEXT USE
	<p><i>Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand.</p> <ul style="list-style-type: none"> ○ Have each individual student complete the illustration using the work they did as a pair as notes. ○ Then ask each student to label the plant parts, using words from the class vocabulary chart. <ul style="list-style-type: none"> ● Shared Writing: Conduct a shared writing¹⁵ task using a “shared pen” or “shared keyboard” technique. (W.K.6) Have students respond to the following prompt: “Describe the process plants use to get water and nutrients.” (RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6)
<p>LESSON 4:</p> <p>Pages 1-3 and 13-17 of <i>From Seed to Plant</i>, Gail Gibbons</p>	<p>TEXT DESCRIPTION: <i>From Seed to Plant</i> provides an introduction to what seeds are and how they travel to different places to grow.</p> <p>TEXT FOCUS: Focus on pages 1-3 and 13-17 for this reading of the anchor. This section of the anchor has illustrations and vocabulary that will teach students about how the environment moves and impacts seeds.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will listen to the text read aloud and then describe the different ways that seeds travel from place to place. Then students will use illustrations to describe what an environment is and what in an environment moves and impacts seeds.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● Third Reading: Read aloud pages 1-3 and 11-17 of <i>From Seed to Plant</i>. Add new plant vocabulary on the Words to Describe the Plant Life Cycle Chart (i.e., <i>pod, fruit, ripens, base, fluff, wings, hooks, dirt</i>) using a process similar to Lesson 1. Include action words as well by placing them in the appropriate category related to the action of that part (e.g., <i>pop, drop, fall, travel, stick, scatters, float, spin, hide</i> would be added under “SEED”). <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Class Discussion: Ask students questions about what a seed is, different ways it travels, and how the different shapes and sizes of seeds affect how it travels from place to place (e.g., seeds with hooks get stuck to people and so people move them). (RI.K.1, RI.K.2, RI.K.3, RI.K.4, SL.K.2, SL.K.4, SL.K.6, L.K.1b-d) <ul style="list-style-type: none"> ○ Explain that the seed cannot move on its own—that other things move the seed. Using the illustrations for support, explain that the word <i>environment</i> means what the world looks, feels, and sounds like, and what other living things are in the world. Explain that the environment is important because it helps a seed survive by providing it with air, food, and water, or it makes it hard to grow by taking away the air, food, and/or water.

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>
English Language Arts, Grade Kindergarten: *From Seed to Plant*

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Model describing the environment using the illustrations and then ask, “What is the environment like on page ?” for different pages. Then ask what things in the environment help the seed move and survive. ○ Work with students to incorporate important facts and notes from the discussion to add to the Seeds page of the class Plant Fact Book. Use words and illustrations. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing</u>: Using the vocabulary chart and the Seeds page from the class Plant Fact Book, ask students to draw a seed and its environment from the text. (RL.K.7, SL.K.5) Prompt students to label their illustration with how the seed is moving in the environment (e.g., wind, water, animal, etc.). (L.K.1b-c) Then, through writing or dictation, have students write a sentence that describes how the seed is moving (e.g., “The seed has hooks to stick to a person’s leg.”). (RL.K.2; W.K.2; L.K.1a, e, f; L.K.2a-d; L.K.6)
<p>LESSON 5:</p> <p><i>A Seed Is Sleepy,</i> Dianna Hutts Aston</p>	<p>TEXT DESCRIPTION: This informational text uses poetic language, rich illustrations, and vocabulary to describe different kinds of seeds and facts about them.</p> <p>TEXT FOCUS: This text teaches facts about seeds and introduces descriptive language. Read the text aloud, pulling out words that describe the seeds and their actions. Add these words to the Words to Describe the Plant Life Cycle Chart and the Seeds page in the class Plant Fact Book using the process described in Lesson 1. Have students use the words in another sentence and/or act out their definitions. Then reinforce understanding by asking, “What makes the seed_____?” Have students use facts from the text or the Plant Fact Book to show an understanding for each descriptive word. (RI.K.2, RI.K.4, W.K.8) Take students on a nature walk taking “notes” on a chart (e.g., sketching pictures of the plants they see). Explain to students that because seeds are difficult to find, they will focus on the plants. Then have students choose three plants from their notes and illustrate and label the plant parts. Finish the task by having students complete the following sentence frame for each plant illustration, “A plant is_____.” Encourage students to use words from the vocabulary chart to complete the frame. (W.K.2; L.K.1a-c, f; L.K.2a-d; L.K.6)</p>
<p>LESSON 6:</p> <p><i>The Tiny Seed,</i> Eric Carle</p>	<p>TEXT DESCRIPTION: <i>The Tiny Seed</i> is about a seed that travels through the seasons to become a giant sunflower.</p> <p>TEXT FOCUS: This text provides information on how seeds and seasons interact, and additional information on how seeds move and interact with other living things. Students will be able to apply knowledge learned about the life cycle of a plant to describe what is happening in each season. Students can also recognize what it takes for a seed to grow and how many seeds never become plants.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud. Then students engage in answering questions about the text and learning vocabulary. Finally, students explain what happens to a seed during one of the seasons.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the text without interruption. Then ask students, “What do we know about seeds?” Review the Seeds page from the class Plant Fact Book and discuss how information in this text is similar to or different from information already gathered about seeds. (RL.K.1, RL.K.2, RI.K.9, W.K.8) • Second Reading: Reread the text and stop at various points to ask questions for students to demonstrate their understanding of the text. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d) <ul style="list-style-type: none"> ○ Ask students: “Where are the seeds? What is happening to the seeds? What kind of environment do you see in this illustration? How is it interacting with or impacting the seeds? Is it helping or hurting the seeds? How do you know?” (RL.K.2, RL.K.4, RL.K.7) ○ Look at the illustrations with students to see if they can locate the tiny seed. Then ask students, “How is the tiny seed able to survive?” (RL.K.2, RL.K.3, RL.K.7) • Word Work: Continue adding words to the Words to Describe the Plant Life Cycle Chart using the process described in Lesson 1. For this text, focus on action words for seeds and plants (<i>blowing, carries, flies, burns, settle, drifts, melted, breaks, looms, sways, bends, shakes</i>) and descriptive words for seeds and plants (<i>tiny, dry, gently, still, shorter, cooler, bright, harder</i>). • Class Discussion: Reread pages 13-30. Look at the Plant Life Cycle page from the class Plant Fact Book. Create a four-column chart labeled with each season on the page. Work with students to categorize the parts of the cycle that occur in each season, using vocabulary from the Words to Describe the Plant Life Cycle Chart. (RL.K.1, RL.K.2, RL.K.4, W.K.8, L.K.5a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Divide the class into small groups. Assign each group one of the four seasons. Through drawing and writing, ask each group to describe what happens to the seed in that season. (RL.K.2; RL.K.3; W.K.2; W.K.8; L.K.1a-c, e-f; L.K.2a-d; L.K.6)
<p>LESSON 7:</p> <p>“Polly the Honeybee’s Flower Tour” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand</p>	<p>TEXT DESCRIPTION: Both the anchor and the CKLA text introduce and explain the process of pollination and how bees are important to the survival of flowers.</p> <p>TEXT FOCUS: Read pages 4-12 in <i>From Seed to Plant</i> and discuss the parts of the flower and pollination using the text features. Add new vocabulary to the charts. Then, read “Polly the Honeybee’s Flower Tour.” Follow the lesson plan to describe the important role bees play in plant pollination.</p> <p>MODEL TASKS</p>

TEXT SEQUENCE	TEXT USE
<p>(Pages 59-61 of the <i>Read-Aloud Anthology</i>)¹⁶</p> <p>Pages 4-12 of <i>From Seed to Plant</i>, Gail Gibbons</p>	<p>LESSON OVERVIEW: Students learn more about the process and importance of pollination. They listen to two texts read aloud, answer a series of questions, and record notes on the Pollination page of the class Plant Fact Book.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Follow the procedures for reading “Polly the Honeybee’s Flower Tour” as described in the “Presenting the Read Aloud” section (pages 59-61). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>petals, nectar, pollen, pollination</i>). Work with students to make changes to vocabulary illustrations or definitions. • Second Reading: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from pages 62-63 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> ○ Ask students: “According to Polly, why do bees visit flowers? What do flowers have that bees need?” (RL.K.2, RL.K.3) ○ Ask students: “How does Polly describe the inside of a flower?” (RL.K.2, RL.K.3) • Fourth Reading: Reread aloud pages 4-12 of <i>From Seed to Plant</i>. Work with students to record words and illustrations about pollination on the Pollination page of the Plant Fact Book. (RI.K.1, RI.K.10, W.K.7, W.K.8, SL.K.1a-b, SL.K.2, L.K.1d) Ask them questions to prompt responses that can be recorded on the notes page: <ul style="list-style-type: none"> ○ Discuss how the information gained by reading “Polly the Honeybee’s Flower Tour” is factual, even though the story is told by a bee (which is imaginary). (RL.K.5) Ask students: “What are the similarities and differences between the two texts we’ve read?” (RI.K.9) ○ Ask students, “What part of the inside of the flower is pollen? How does pollen get onto bees?” (RL.K.4, RI.K.3, RI.K.4) ○ Ask students: “Pollination is the process that causes seeds to form. So, what is the job of the bee in the plant life cycle? Why is pollination important?” (RI.K.2, RI.K.8)
<p>LESSON 8:</p> <p>“Plants and People” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand</p>	<p>TEXT DESCRIPTION: This informational text introduces the things that plants provide people: oxygen, food, and important products.</p> <p>TEXT FOCUS: Connect previous knowledge about plants to this new text. Explore how we use plants to better our lives. Students will also read literary texts in the next lesson that demonstrate humans interacting with and using plants. This text helps students to better understand the relationship between plants and humans.</p> <p>MODEL TASKS</p>

¹⁶ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE				
<p>(Pages 103-106 of the <i>Read-Aloud Anthology</i>)¹⁷</p>	<p>LESSON OVERVIEW: Students listen to the text read aloud and answer questions. They create a flip book with a partner to summarize the text and add details to a class chart. Students writing an opinion response about how they like to use plants.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Follow the procedures for reading “Plants and People” as described in the “Presenting the Read Aloud” section (pages 103-106). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>provide, health/healthy, soothe, medicine/medicinal</i>). Work with students to make changes or additions to any existing vocabulary illustrations or definitions. • Second Reading: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from pages 106-107 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> ○ Ask students: “What are some uses for plants? Think about food, clothing, and objects.” (RI.K.2) ○ Ask students: “Which of the ways people use plants surprised you?” (RI.K.2) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Student Practice: Divide the class into pairs and have the pairs work together to create a flip book called “People Use Plants.” <ul style="list-style-type: none"> ○ A model for creating a flip book electronically is available from ReadWriteThink.org.¹⁸ (W.K.6) ○ Label each tab with a category of plant use. For example: <table border="1" data-bbox="585 889 1549 1304"> <tr> <td style="text-align: center;">People Use Plants</td> </tr> <tr> <td style="text-align: center;">How do we use plants for FOOD?</td> </tr> <tr> <td style="text-align: center;">How do we use plants for CLOTHING?</td> </tr> <tr> <td style="text-align: center;">How do we use plants for ACTIVITIES?</td> </tr> </table>	People Use Plants	How do we use plants for FOOD?	How do we use plants for CLOTHING?	How do we use plants for ACTIVITIES?
People Use Plants					
How do we use plants for FOOD?					
How do we use plants for CLOTHING?					
How do we use plants for ACTIVITIES?					

¹⁷ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

¹⁸ <http://www.readwritethink.org/files/resources/interactives/flipbook/>

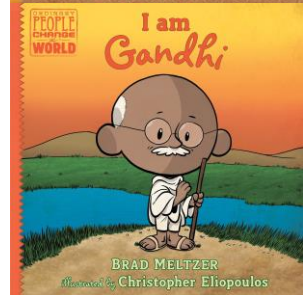
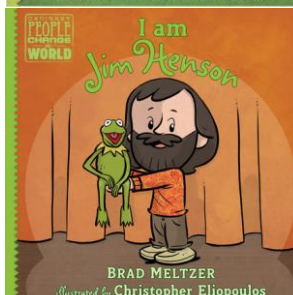
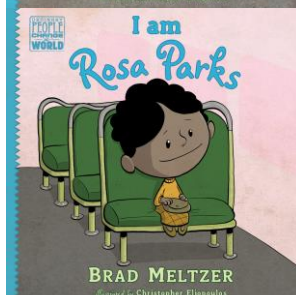
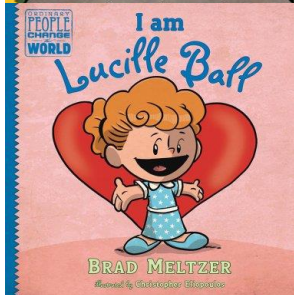
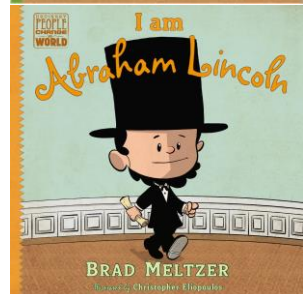
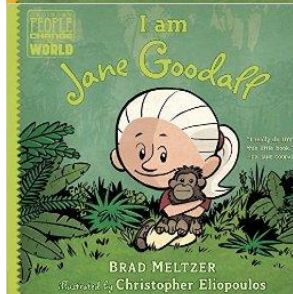
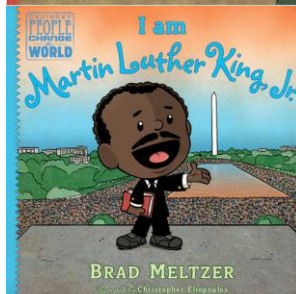
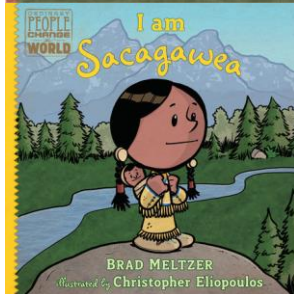
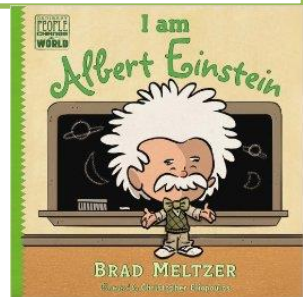
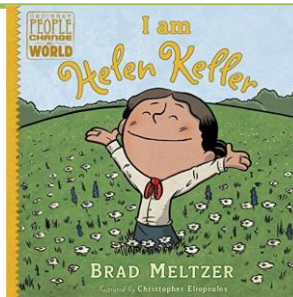
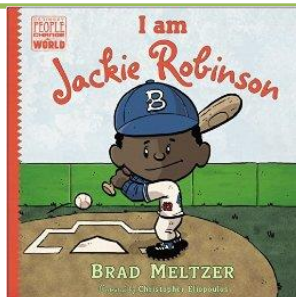
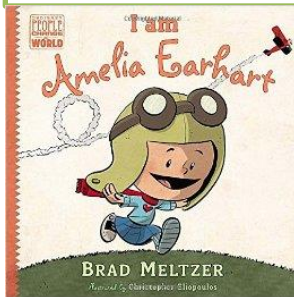
TEXT SEQUENCE	TEXT USE
	<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">How do we use plants for our HEALTH?</div> <ul style="list-style-type: none"> o Reread the text and ask students to work in pairs to identify examples from the text to support each category. Ask the pairs to use a combination of drawing and writing to record the examples on the appropriate tab. (RI.K.1, RI.K.2, RI.K.3, RI.K.8, W.K.2, L.K.5a) For example, on the FOOD tab, students may write “bean” and draw a picture. On the ACTIVITIES tab, students may write “bat” and draw a picture of a baseball bat and tire. • Class Discussion: Create a four-column chart on the Plant Uses page of the class Plant Fact Book: (1) How do we use plants for food? (2) How do we use plants for clothing? (3) How do we use plants for activities? (4) How do we use plants for our health? <ul style="list-style-type: none"> o Conduct a class discussion to gather information to complete the Plant Uses page in the Plant Fact Book. Prompt students to refer to their flip book throughout the discussion. (W.K.8) o Ask students to write the words and/or draw pictures for some of the entries on the class chart. (L.K.1a-c, L.K.2c-d, L.K.6) o Gather all the “pages” for the class Plant Fact Book and create a large book with another poster as the cover. Bind the pages using string or binder rings. Place the Plant Fact Book in the classroom library for students to review and read independently. (RF.K.4) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Independent Writing: Using the vocabulary chart and the Plant Uses page from the class Plant Fact Book, ask students to write a response to the following prompt: “How do you like to use plants?” (W.K.1; L.K.1a, e, f; L.K.2a-d; L.K.6) Provide sentence frames¹⁹ for pairs who need help writing complete sentences.
<p>LESSON 9:</p> <p><i>The Gigantic Sweet Potato,</i> Dianne De Las Casas</p> <p><i>The Carrot Seed,</i> Ruth Krauss</p>	<p>TEXT DESCRIPTION: Each text describes a humorous story about a plant that grows in an unrealistic environment or into an unrealistic size. Each features a character who impacts a plant by helping it to grow. <i>“The Gigantic Turnip”</i> from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand, pages 46-48, of the Read-Aloud Anthology is similar to The Gigantic Sweet Potato.</p> <p>TEXT FOCUS: All of these texts are at different complexity levels. Begin with <i>The Gigantic Sweet Potato</i> and then read <i>The Carrot Seed</i>. Due to the repetition and lower readability level of <i>The Carrot Seed</i>, engage students in reading along with portions of the text. Add to the Words to Describe the Plant Life Cycle and to the pages for the class Plant Fact Book. Have students retell the stories using the illustrations and language of each text. Ask students how people interact with and impact the plants, “What are people doing to help plants? What choices are they making that help the plants grow?” Have students describe a character’s choice in writing and say how the choice helps the plant. Then show <i>Leaf</i>. Ask students to use the words from the Words to Describe the Plant Life Cycle chart and</p>

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<i>Leaf</i> , Stephan Michael King	the class Plant Fact Book to tell the story.
LESSON 10:	<u>MODEL TASK</u> SAMPLE SUMMATIVE TASK: Extension Task
LESSON 11: Informational texts from the unit	<u>MODEL TASK</u> SAMPLE SUMMATIVE TASK: Culminating Writing Task
LESSON 12: <i>One Bean</i> , Anne Rockwell	<u>TEXT DESCRIPTION:</u> This text, told as a story, describes the life cycle of a plant similar to the other texts read in the unit. Students can apply their understanding from the unit to a new text. <u>MODEL TASK</u> SAMPLE SUMMATIVE TASK: Cold-Read Task

Ordinary People Change the World

Character Education lessons taken from the biography book series by Brad Meltzer and illustrated by Christopher Eliopoulos.



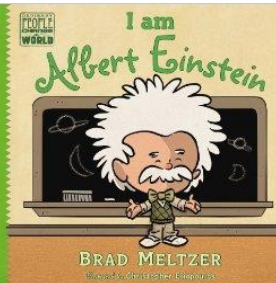
By Kelly Smith

Unit Overview

Overall Objectives

- To build inclusion in the classroom
- Explore values the students can apply to their everyday life on a personal level, with others, and at an environmental level

Book	Saying	Value	Environmental Value
<i>I am Albert Einstein</i>	I will never stop being curious.	Be Curious	I explore nature
<i>I am Helen Keller</i>	I won't let anything stop me.	Work hard wherever you go	Exploring nature is hard work!
<i>I am Lucille Ball</i>	I know that humor can take on anything.	Have a positive attitude	Have a positive attitude when exploring nature.
<i>I am Jim Henson</i>	I will keep believing and keep pretending.	Use your imagination	Nature is inspiring
<i>I am Jackie Robinson</i>	I will always lead the way.	Set a good example	Respect nature
<i>I am Martin Luther King, Jr.</i>	I know if we stand together, nothing can stop our dream.	Work with others	Work to help the community
<i>I am Rosa Parks</i>	I will always stand for what is right.	Stand up for what is right.	Care for the Earth, it's right!
<i>I am Sacagawea</i>	I will blaze my own trail.	Try new things	Try new things in the natural world.
<i>I am Abraham Lincoln</i>	I will always speak my mind and speak for others.	Speak for others	I speak for the Earth
<i>I am Amelia Earhart</i>	I know no bounds!	Dream big!	Helping has no bounds!
<i>I am Jane Goodall</i>	I see so much we all have in common	Be inclusive	Think of all the inhabitants of the Earth
<i>I am Gandhi</i>	In a gentle way, I will shake the world.	Make peace	Find peace in nature



I am Albert Einstein

Possible Time

August or September

Saying:

“I will never stop being curious.”

Values:

Be curious. | I explore nature.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what the student is curious about and wanting to learn

Procedures:

- Read *I am Albert Einstein*
- Discuss the main value of being curious
- Give students a half sheet of paper
- Students will go back to their seats and write/draw about what they are curious about.
 - Have the students focus on what they want to learn more about this year.
 - The paper should be filled in from top-to-bottom and side-to-side
 - Let the students know the pages will be shared and then incorporated into a class book on curiosity
- Have the students come to the discussion area with their pages. Circle up and share.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Getting to know others in the classroom

Procedures:

- If the classroom hosts a morning meeting, choose one of the following for the activity portion of the meeting. If not, these activities may be used wherever is deemed appropriate.
- Favorites Find
 - Pass out a blank BINGO board to all the students
 - Have the students write or draw some of their favorite things in the empty squares
 - When this is finished, have the students get up and go around to try and find someone who has some of the same favorite things
 - This can be done with a pre-made BINGO sheet that has some possible favorite things written in or on a smaller than normal bingo board.
- I like my neighbor who...
 - Students sit in their seats.
 - The teacher (or a student of the teacher's choice) stands in front of the class and

says, “I like my neighbor who _____.” (For example, I like my neighbor who likes pepperoni pizza.”)

- Everyone who likes what is said stands up from their seat and tries to go and sit down in another seat.
- The person who does not find a seat goes up front and continues the game.
- Make sure to state the students should stick to things that they like, not people.

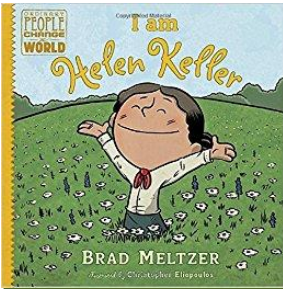
Connection to Nature

Objectives:

- Introduction to Solo Spots
- Fostering curiosity about nature

Procedures:

- This should be the first introduction lesson to Solo Spots. The setup should focus on Solo Spots being a place of curiosity where the students can investigate the world around them on a small and intimate scale.
- (Insert solo spot lesson)



I am Helen Keller

Possible Time

September

Saying:

“I won’t let anything stop me.”

Values:

Work hard. | Exploring nature is hard work!

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Learn about “grit” and sticking to what has been started

Procedures:

- Read *I am Helen Keller*
- Discuss the main value of working hard and sticking to what they are working at
- Give students a half sheet of paper
- Students will go back to their seats and write/draw about something they have had a hard time doing and what they can do to keep working hard at it
 - This can be from anytime and anyplace (riding a bike, learning to read, etc.)
 - The paper should be filled in from top-to-bottom and side-to-side
 - Let the students know the pages will be shared and then incorporated into a class book on things they need to work hard at.
- Have the students come to the discussion area with their pages. Circle up and share.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Learning more about “grit” and sticking to what they have started, as a class.

Procedures:

- Read *The Most Magnificent Thing* by Ashley Spires.
- Discuss what happened in the book:
 - Why did the girl get mad?
 - What did she do when this happened?
 - What happened when she came back to work on her project?
 - How do you think we can apply that to the classroom?
- Create a Looks Like / Sounds Like / Feels Like chart for how working hard in the classroom should be
 - This can be connected to different parts of the day and done over several days. For example, what does working hard look/sound/feel like during reading workshop, writing workshop, math, lunch/recess, etc.

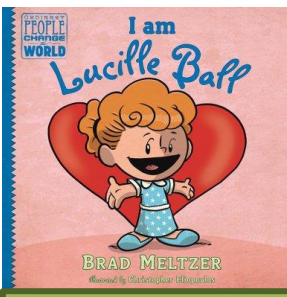
Connection to Nature

Objectives:

- Continued introduction of Solo Spots
- Fostering curiosity about nature
- Working hard in the outdoors

Procedures:

- With the second Solo Spot lesson, start in the classroom and create a looks/sounds/feels like chart for what it means to work hard at Solo Spots
- Let the students know that exploring can be hard work and they need to show “grit” and stay with it
- Part of what is working hard during Solo Spots is being Silent, Still, and Seated
- Possible focus for Solo Spot: zooming in on one thing and trying to draw/describe it in as much detail as possible during the whole of the Solo Spot time



I am Lucille Ball

Possible Time	September
Saying:	“I know that humor can take on

Values: **Have a positive attitude. | Have a positive attitude while exploring**

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what makes the student happy
- Exploring a positive attitude

Procedures:

- Read *I am Lucille Ball*
- Discuss the main value of having a positive attitude (and working hard)
- Give students a half sheet of paper
- Students will go back to their seats and write/draw about what they are curious about.
 - Have the students focus on what makes them happy
 - The paper should be filled in from top-to-bottom and side-to-side
 - Let the students know the pages will be shared and then incorporated into a class book on curiosity
- Have the students come to the discussion area with their pages. Circle up and share.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Fostering a positive attitude in the classroom

Procedures:

- Read *Bucket Filling from A to Z: The Key to Being Happy* by Carol McCloud
- Have the students brainstorm ways they can be bucket fillers throughout the school day
- Introduce kindness cards that can be filled out and put in a bucket to be read at the end of the day.

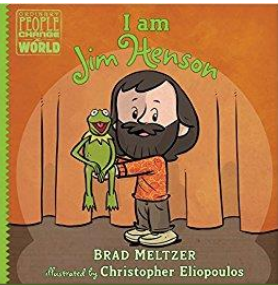
Connection to Nature

Objectives:

- Fostering a positive attitude about nature, no matter what the task is

Procedures:

- The teacher may choose between the following lessons that deal with tasks or parts of nature that can normally cause some students to not have a positive attitude about the exploration (or do a lesson they feel would have the same effect).
- Mealworm exploration
 - Students explore mealworms, make predictions about the mealworm life cycle, observe the mealworms, and take notes on the mealworms.
- Prairie Bug Sweep
 - Students go out to the prairie and use nets to collect bugs. They then use bug boxes to better observe the bugs
- Garden Maintenance
 - One task students may not always like is weeding the garden. Take the students out to the raised beds to identify what weeds are and how to extract them. This can be done in waves of small groups during an appropriate time.



I am Jim Henson

Possible Time

September or October

Saying:

"I will keep believing and keep

Values:

Use your imagination. | Nature is inspiring!

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Using imagination

Procedures:

- Read *I am Jim Henson*.
- Discuss the main value of using your imagination and looking for the best in other people
- Let the students know they will be creating a self portrait, but with a twist.
- Jim Henson used his imagination, now it is your turn to use yours! Think of what you might want to be, or what you might look like if your were an animal...really anything
- Draw a self-portrait in that way filling the paper from top-to-bottom and side-to-side
- Encourage the students to write a short story about the self-portrait
- Comeback and share when it is over.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Building the ability to advocate for themselves and others
- Writing a letter

Procedures:

- We are going to use our imagination like Jim Henson did, to help others!
- What are some things you think we could do here at school that could make it an even better place?
- Write down ideas on the board or a piece of chart paper.
- Who could we talk to about these ideas?
- Suggest writing a letter to the appropriate person
- Introduce what a letter is (or an email) and model writing one
- Give students time to write a first draft of their letter
- Deliver the letters
- An alternative is to create posters showing what could be done and asking the appropriate people to come in and go on a museum walk of the posters

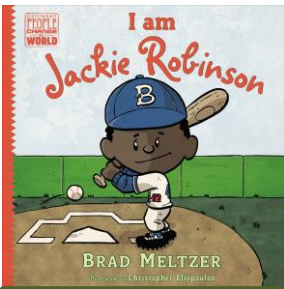
Connection to Nature

Objectives:

- Using nature as inspiration

Procedures:

- Go for a mini Muir trek with nature bags to a spot where a story can be shared
- “Lois Ehlert used her imagination just like Jim Henson did! Let’s see how she did it.”
- Read *Leaf Man* by Lois Ehlert
- Discuss what happened in the book
 - How did nature inspire her book?
 - How was it illustrated?
 - How did she make Leaf Man?
- Let the students know they are going to have some time to see what nature inspires them to do. Let them know this will be a mini solo spot where they can sit in a new place and see what characters or stories come to them as they look at the nature around them.
- Come back and share after 10-25 minutes
- An Alternative lesson would be to do a poetry lesson outside.



I am Jackie Robinson

Possible Time	October
Saying:	“I will always lead the way.”

Values:

Set a good example. | Respect nature.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what it means to be a leader

Procedures:

- Read *I am Jackie Robinson*
- After reading the book, discuss the main value of leading the way really means
- Brainstorm what the students can be a good example of for the rest of the school, even in first and second grade
- Lead toward creating an A-Z book of these ideas like they saw in previous lessons
- Assign each student a letter in the alphabet and give them a page in the book to create
- Have students come back and share their progress (may take more than one session)

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Gaining experience in being a leader

Procedures:

- If the classroom hosts a morning meeting, choose one of the following for the activity portion of the meeting. If not, these activities may be used wherever is deemed appropriate.
- Hidden Leader
 - Students sit in a circle
 - One student is chosen to step out of the classroom
 - While that student is gone, another student is chosen to be the leader
 - The leader starts to perform different actions the rest of the class follows
 - The student outside of the classroom is brought back in and stands in the middle of the circle
 - While they are there, the leader tries to change the actions so that the person in the middle cannot guess who the leader is
 - The student in the middle has five guesses to try and figure out who the leader is.
- Simon Says
 - One student is chosen as the leader

- The leader stands in front of the class and has the rest of the students follow the leader's directions for actions if the leader says "Simon says" before giving the directions. If the students do so when the leader does not say "Simon Says" they are out.
- After 10 actions, change the leader.

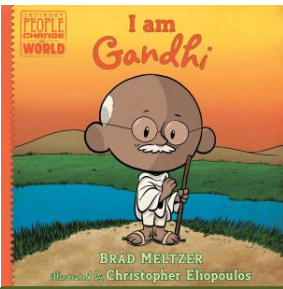
Connection to Nature

Objectives:

- Detailed observation of nature
- Treating nature with respect as it is being studied

Procedures:

- Let the students know they will be focusing in on one plant at their Solo Spots this time around
- Discuss what treating a plant they are studying with respect would look like
- Create a quick chart about the students' ideas. Focus in on the three or four things the students mention that you think are the most important for treating nature with respect
- While at Solo Spots, circulate and look for students that are demonstrating the respectful actions that were brainstormed
- Share what you saw with the class at the beginning of the sharing time. Make sure to focus in on the positive actions of respect that you saw being demonstrated. Students should not be called out for disrespectful actions in front of the rest of the class.



I am Gandhi

Possible Time

October (Anti-Bullying Week)

Saying:

“In a gentle way, I will shake the

Values:

Make peace. | Find peace in nature.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what it means to make peace in the classroom

Procedures:

- Read *I am Gandhi*
- Discuss the main value of making peace in a gentle way
- Brainstorm ways the students can “make peace” in the classroom
- Create posters to hang in the hallway about these ways (can be done with a partner or on their own.)
- Have the students come to the discussion area and share their posters before they are displayed.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Learning what it means to make peace throughout the school

Procedures:

- Read *The Juice Box Bully: Empowering Kids to Stand Up for Others* by Bob Sornson and Maria Dismondy
- Discuss what happened in the book. Focus in on “The Promise” and how the students reacted to the bully by not standing by
- Brainstorm what that would look like in first and second grade
- Introduce the Anti-Bullying Pledge
- Give students a quarter sheet of paper and have them write/draw how they can help make peace by not being a bystander
- While students are working on that, have them come and sign the Anti-Bullying Pledge

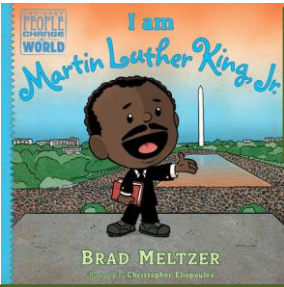
Connection to Nature

Objectives:

- Fostering curiosity about nature
- Experiencing how nature can help make peace

Procedures:

- Let the students know that one way people can calm down and feel more peaceful is simply being out in nature
- Share a time or times where this is true for you. (i.e. going for a walk, sitting at the beach while on vacation, etc.)
- Let the students know you want them to really pay attention to what they feel like when they are at Solo Spots today and record what things about their spot make them feel more peaceful
- Go out to do Solo Spots
- Share what they have observed at the end of Solo Spots



I am Martin Luther King, Jr.

Possible Time

January

Saying:

“I know if we stand together, nothing can stop our dream.”

Values:

Work with others. | Work to help the community.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what it means to work in a group setting

Procedures:

- Read *I am Martin Luther King, Jr.*
- Discuss the main value of standing and working together toward a common goal
- Lead students in a discussion of what this should look like in their classroom
 - What are some times you work together?
 - What makes it hard?
 - What makes it easy?
 - What can you do to make sure you can work together with other people?
- Create a chart about what working in a group should look like/sound like/and feel like.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Learning how to work in a group

Procedures:

- Have some small sheets of paper with different scenarios written on them about how students might act like while working in a group (can be in picture form if first grade is not read to read a scenario on their own)
- Review chart created in Connection to Self-Lesson about what working in a group should look/sound/feel like
- Hand out a scenario to each student and have them look at it and decide whether it is helpful for working in a group or not helpful
- Sort scenarios on a T-chart in front of the class
- When sorting activity is done, have the students take part in one of these two activities to practice working in a group:
 - Human knot or hula hoop passing circle (indoor/outdoor)
 - Partner maze (indoor)

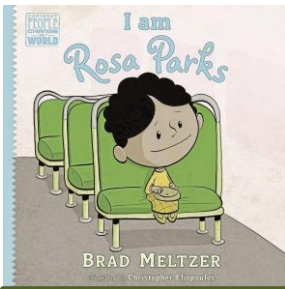
Connection to Nature

Objectives:

- Working together outside
- Planning a garden

Procedures:

- This lesson should take place in late winter/early spring
- “Martin Luther King, Jr. worked with others to help the whole community. We want to do the same. A unique part of our community here at PCCS is that we have classroom gardens. One way we can help our community is by planning a unique garden.”
- Have students brainstorm what kind of things they might need to do in order to get all the garden beds the classroom is responsible for ready
- What jobs could there be in this process?
- Assign jobs and go out to start getting the garden beds ready.



I am Rosa Parks

Possible Time

February/March

Saying:

“I will always stand for what is right.”

Values:

Stand up for what is right. | Care for the Earth, it’s right!

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Applying knowledge of doing the right thing through role play

Procedures:

- Read *I am Rosa Parks*
- Discuss what Rosa Parks did and how she did it focusing in on the value of standing up for what is right.
- Let the students know you have a problem you would like them to help you with
- Introduce scenario cards about different things that could happen in the classroom
- Have students role play what should happen in the different scenarios
- Several of the scenarios may be used throughout the week.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Building on knowledge about what it means to be a bully and how not to be a bystander

Procedures:

- Part of this is a review of a lesson done in October with *I am Gandhi*. This time of the year can be a good time to revisit the topic.
- Read *Stop Picking on Me* by Pat Thomas
- Review what a bully is and what we should do if we see something like this happening or have it happen to us
 - What is a bully?
 - What do they do?
 - What can we do if we feel someone is picking on use?
 - Stop, Walk Away, Tell Someone
- Bring back to the chart made about what the students want the classroom to look/sound/feel like
 - Will people picking on other people help us make the classroom look/sound/feel like this?

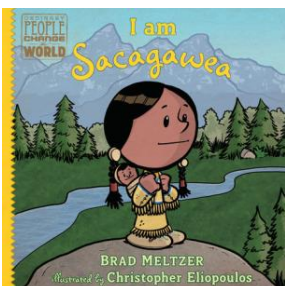
Connection to Nature

Objectives:

- Discover green features of the school and how they help the earth
- Apply what they have learned to be able to let others know about the green features

Procedures:

- Part of standing up for what is right is doing what is right for the Earth
- Our school has a lot of features in the building that help stand up for what is right for the Earth
- Depending on what year it is, first and second grade should explore one of the following green features for the school
 - Dual-flush toilets
 - After finished with lesson, create signs for the bathrooms
 - Lighting
 - After finished with lesson, create signs for the classrooms, or light switch plate covers for reminders
- Students should fill out conference form at the end of the activities



I am Sacagawea

Possible Time

March

Saying:

“I will blaze my own trail.”

Values:

Try new things. | Try new things in the natural world

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what it means to try new things

Procedures:

- Read *I am Sacagawea*
- Discuss the main value of being blazing their own trail. Part of that is trying out new things.
- Discuss times in the students’ lives they have had to have courage to try new things
 - Riding a bike without training wheels?
 - Climbing a high mountain?
 - Going up in a tall building?
 - Going on an airplane for the first time?
- Create personal mini-posters to encourage themselves to try new things. It should show when they have already done that and what happened.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Planning a classroom garden

Procedures:

- Read *Green Eggs and Ham* by Dr. Seuss
- Relate back to Sacagawea – Sam needed to have the courage to try new things. We need to have the courage to try new things, as well. Otherwise, we will not blaze our own trail.
- Show pictures of real-life examples of foods the students may not know about
 - Would you be willing to try this? Why or why not?
 - Do you think this is something we could grow ourselves?
- Bring around to choosing some new foods to try and grow in the garden. You may need to remind the students what some of the things they wanted to grow were from a previous lesson.
 - What could we grow?
 - Where in the garden could we grow it?
- Brainstorm and vote, or lead to do more research if it is needed.

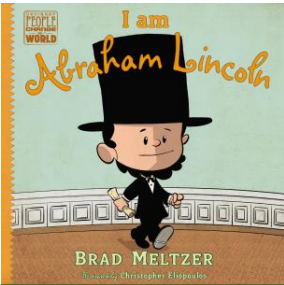
Connection to Nature

Objectives:

- Exploring new things in nature

Procedures:

- Let the students know they are going to a guest Solo Spot (should be a spot that is a different habitat than the regular Solo Spot)
- Review Solo Spot expectations
- Go to Solo Spot area and have the students focus on what is different about that spot compared to their regular spot
- Students go and have their Solo Spot
- Come back and share in a circle



I am Abraham Lincoln

Possible Time

March/April

Saying:

“I will always speak my mind and speak for others.”

Values:

Speak for others. | Speak for the Earth.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on the importance of speaking for others

Procedures:

- Read *I am Abraham Lincoln*
- Discuss value of speaking for others
 - What would have happened if Abraham Lincoln had not spoken up for the turtles
 - Can you think of time when someone spoke up for you? What did it feel like?
 - If it has not happened, what do you think it would feel like?
- Let the students know they are going to again role play some situations that may happen at school or at home when they may need to speak up for someone
- Go through some of the scenarios and then debrief what happened.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Continue working on not being bystanders

Procedures:

- Remind students of books they have read when they were learning about standing up for what is right with Rosa Parks and making peace with Gandhi. (*Stop Picking on Me* and *The Juice Box Bully*)
- Let the students know you have another book you wanted to share that goes along with this – *Don't be a Bully, Billy* by Phil Cox
- Discuss what happened in the book
 - Did people speak up for each other?
 - Do you think it would have been different if someone had or had not?
- Revisit look/sound/feel chart from Rosa Parks lesson
- Have students work in partnerships to create pages for a class book about how they can work to not be bystanders.

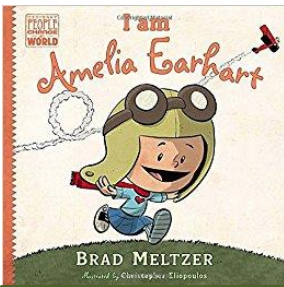
Connection to Nature

Objectives:

- Speaking out for the Earth
- Learning about endangered species in Illinois

Procedures:

- Read *The Lorax* by Dr. Seuss
- Discuss what the Lorax said he did (speak for the trees)
 - How is this like Abraham Lincoln?
 - How is this like what we have been learning about not being a bystander when someone is being picked on?
 - How can we do this for nature?
- Introduce the Chicago Wilderness priority list for plants in Illinois
- Discuss what endangered means and explore the plants on the list
 - What plants surprised you?
 - What do you think we can do to help speak for the plants?
- Take suggestions and suggest making informational posters that can be hung around the school campus
- Research plants
- Create posters to hang around the campus.



I am Amelia Earhart

Possible Time	April (Earth Week)
Saying:	“I know no bounds!”

Values:

Dream big! | Helping has no bounds!

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what dreams are

Procedures:

- Read *I am Amelia Earhart*
- Discuss the dreams that Amelia had and how she kept after them
- Bring discussion around to how they have had a great Earth Week with many new experiences. They have also had a year where they have learned many new things and done things they probably did not know they could do at the beginning of the year.
- Introduce writing a letter to their future self. Have them write about what their dreams were for this year and what their dreams are for the next grade level. Also have them work on reflecting about Earth Week and what they really liked about what went on.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Introduction to Service Learning Projects (SLP)

Procedures:

Note: This lesson could have a variety of ways it could go depending on the year being taught and with the classroom involved.

- We can dream big like Amelia did...but as a group, too!
- Remind students about the letters or posters they made way back when they were learning about Jim Henson.
- What types of things do you think we as a class could do to help others around us?
- Brainstorm ideas
- Narrow down to three or four choices to be used in the Connection to Nature lesson

Connection to Nature

Objectives:

- Continuing to learn about SLPs
- Connecting SLP to speaking for Earth

Procedures:

- Review what the students learned about SLPs in the preceding lesson
- Is there a way we can dream big like Amelia did and speak for others like Abraham Lincoln? Since the environment is supposed to be at the middle of everything we do, is there something we could do here at school that would do this?
- Review the three or four choices voted on in the previous lesson
- Evaluate as a classroom which ones they feel would make the greatest impact and are reasonable to do as a class
- Vote on top choice and begin to research what needs to be done to make the project happen



I am Jane Goodall

Possible Time

April or May

Saying:

“I see so much that we all have in

Values:

Be inclusive. | Think of *all* the inhabitants of the Earth.

Connection to Self

Objectives:

- Building inclusivity in the classroom
- Reflection on what makes the student who they are

Procedures:

- Read *I am Jane Goodall*
- Focus on the saying – “I see so much we have in common.” This is like our classroom.
- Pass out culture foursquare and give the students time to fill out with pictures and words.
- Come back and share – emphasizing all the things we see in common...even though we are all different.

Connection to Others

Objectives:

- Building inclusivity in the classroom
- Celebrating inclusion of diversity

Procedures:

- Review with students what they have learned from Jane Goodall and the culture foursquare.
- Let the students know they are going to focus in on one aspect of culture – celebrations.
- Have the students think of what their favorite celebration is
- Make a list of them
- Break students into groups based on this list
- Have the groups discuss what they do to celebrate the different holidays (focus on meals, decorations, etc...more than what the holiday is about)
- Create posters that can be shared with the class
- When groups are done, share the information and begin to make a list of all the things the celebrations have in common

Connection to Nature

Objectives:

- Continuing to learn about SLPs
- Being mindful of the inhabitants of the Earth

Procedures:

- Review how the students have done research using books and articles printed out by the teacher before
- Let them know they are going to be working on doing some basic online research
- Guide the students through basic searching on Google
- Introduce Google Read and Write and show how to use to make highlights and gather information from the websites

If SLP is too far along, or research does not seem feasible.

- Show PowerPoint on Chicago priority list for animals
- Each slide should have a link for a basic website on those animals
- Use one as an example about how to use Google Read and Write to highlight/
- Gather all the highlights into a Google Doc.

Lesson #14 Introduction to the Woodlands Getting in Touch With Trees

Overview: Students use their different senses (sight, touch, smell, sound - no taste) to explore a local woodland area. Students are then given the task of using only the sense of touch to identify trees!

Essential Question: How can your senses help you describe and explore your environment? What natural components are needed for a woodland ecosystem to survive?

Key Concepts and Vocabulary:

- Texture
- The function of tree bark
- The importance of being descriptive
- Cooperation and safety – speaking and listening

Student Performance Objectives:

The students will...

- Review the 5 senses.
- Discuss how to appropriately interact with nature (respect).
- Work cooperatively in pairs, guiding one another to explore trees.
- Identify differences between trees in the woodlands.

Time Required: 45 to 60 mins

Special Requirements:

Account for travel time to woodland area. Dry day would be ideal. Be sure to check to see if area being used is approved for school use.

Standards:

- 16.A.2a
- 17.B.2b
- 11.A.2b
- 12.B.2b

Assessments/ Performance Tasks:

1. Completed Woodland Senses Questionnaire
2. Solo Spot Entries/descriptions

Materials needed/ Advanced preparation required:

1. Woodland Senses Questionnaire
2. Nature Journal
3. Coloring Utensils
4. Pencils
5. Pencils
6. Blindfolds (minimum of 11)

Background Information:

Bark serves as armor for the tree. The coat protects the inner tissues from storms and extreme temperatures. It also fends off disease and insects. Some trees contain special bark that protects it from fire.

Learning Activities/ Procedure:**Part One : Exploring the Woodlands with Your Senses**

1. Take students to specified woodland area with the below materials:
 - i. Nature bags
 - ii. Pencils
 - iii. Coloring Utensils
 - iv. Sit-Upons
 - v. Water bottle
 - vi. Clipboard
 - vii. Solo Spot Journal.
 - viii. Optional – Bug Spray & Sunscreen
2. Have students sit in a circle. Pass out Woodland Senses Questionnaire. Have students place on their clipboard. Read the introduction and preview the packet.
3. Explain that students will be exploring the Woodland Ecosystem with their senses!
4. Review the 5 senses. Explain that they will not be using taste for this activity! They will use their personal senses to complete the survey. Remind students that this is an independent activity. No borrowing other people's senses! If they finish early and are sure that they have adequate detail in their responses. They can draw a picture of their perspective/scene from where they are sitting using pencils and colors.
5. Release students to choose a spot at least one body distance away from another student.
6. Allow 25 to 30 mins. – or as instructor sees fit.
7. Call students back to circle. Ask students to share something they noticed about the woodlands.
8. Ask students what do you think the woodlands need to survive thrive?
 - a. Make a list in their solo spot journals.
 - i. Tell students that they can venture back to this list during future solo spot adventures to write a story about:
 1. A perspective from one of the forest insects/ critters
 2. A story about what would happen if one of the features was taken away
 3. What would happen if one of their senses was taken away

Part 2 Adapted from Project Learning Tree: Get in touch with Trees

9. Tell students that you are going to give them 2 minutes to describe a particular thing”. Face students away from trees if possible. (This would work well at Oak Openings – or can be done in the classroom before venturing out.)
 - a. Tell students to brainstorm / jot down anything that comes to mind when describing: TREES
 - b. Share a few entries. – Take notice that most entries will be based off of sight.
10. Have or place students into pairs with their solo spot journals ready.
11. Explain to students that this activity will require trust! One student will be blindfolded and will be CAREFULLY led to a particular tree. Be sure to explicitly model how to guide a student successfully, and demonstrate how NOT to guide someone. Pay careful attention to the forest floor for rocks and sticks.
12. Once the blindfolded student has been led to a tree, they will have 5 minutes to feel, smell, listen to the tree. They are to verbalize what they notice while the other partner takes physical notes of what the persons say.
13. The “leader” will then lead the blindfolded person away from the specified tree.
14. The blindfolded person is now given the opportunity to find the tree that they were feeling. If they can't find the tree, their partners may show them.
15. Now students reverse rolls.
16. Call students back to the circle and discuss:
 - a. What did you notice about the tree while you were blindfolded?
 - b. What helped you locate your specific tree?
 - c. Which entry was more specific, the one where you were asked in the classroom to describe a tree, or the one with your senses.
17. Students can then work in pairs to create a poem, simile, metaphor, or analogy with their descriptions.

Adaptations/ Differentiation:

Related Readings:

Burns, Diane L. *Trees, Leaves, and Bark*

Oppenheim, Joanne. *Have you seen Trees?*

Extension Ideas:

Compare and contrast two different trees in a journal entry or venn diagram. Journal about what life would be like without one of your senses. Please see list in Part 1 for additional solo spot entry possibilities.

Resources:

Second Activity Adapted from:

Get in Touch with Trees. (2007) *Project Learning Tree: PreK-8 Environmental Education Activity Guide*, pp. 20-22.

Student Handout:

Exploring Woodlands

Name:

Date:

Today you will visit Oak Openings and explore a woodland environment. You will use your senses to make observations and draw conclusions. You will also visit stations in the woodland area to participate in activities to deepen your understanding.

Observe

Sit quietly and look at the woodland around you. Answer the following questions.

1. It is bright or dim where you are seated? Why?

2. When you look up what do you see?

3. What do you see below you?

4. Move your arms in an outstretched position. Do you touch anything?
If so, what?

5. Name the three most common colors you see around you.

6. About how many feet can you see into the distance? What blocks your view?

7. Without moving from your spot, look for plants around you. Do you see any that are less than one inch tall, or hug the ground?
What are they? Draw or describe them in the space below. What do they look like?

8. Do you see any plants that are growing in groups?

Draw or describe them below.

9. Do you see any plants in bloom?

What are they?

Draw or describe them below.

10. Do you see any insects? If so, what kinds? Draw the insects you see below. What are they doing?

11. What other animals do you see?

12. How many trees can you count from where you sit?

13. Do you know the names of any of them? If so, what trees do you see?

14. About how tall is the tallest tree you can see?

15. What colors are the leaves around you?

16. What else is on the ground around you?

17. Do you see any decaying matter on the ground?

What?

18. Find a rotting log on the ground. Carefully turn it over. What do you see? Draw or describe it below. (Then be sure to return the log to its original position).

19. Do you see anything else around you that is unique to a woodland environment?

Smell

1. Close your eyes. Take a deep breath. What can you smell around you?
2. Smell one plant that you can reach. Describe its smell.
3. Smell the earth. Does it remind you of anything?

Feel

1. Reach out and touch the ground. Write three adjectives to describe how it feels.
2. If you can find moss nearby, run your hand over the top. Describe its texture.
3. Feel the bark of a tree. Is it hard or soft? Smooth or bumpy? Solid or flaky?

Sound/Hearing

Listen closely. Describe at least 5 sounds that you hear. If you know what is making the sound, write or draw it.

Woodland Poetry

Choose a quiet space to sit and enjoy the woodland environment. Use your observations today to write your own story, song, or poem based on your experiences at Oak Openings.

Class Read Aloud

Read this story with students and discuss after reading.

In the Forest of S.T. Shrew

Jackie sat down with a “humph.” “I don’t think anything lives in these woods,” she thought. “I’ve been walking around for a long time, and I haven’t seen anything except for a couple of squirrels.” Squirrels didn’t really count. She had squirrels in her front yard, and there were squirrels around school. She was supposed to be seeing all kinds of interesting, unusual animals to include in her report for school.

“Pick a place near school or home, and investigate what lives there. Then write a report about all the interesting and unusual things you find.” That was the assignment. Too bad she didn’t live near the pet shop, like Rene Navarro. Then she’d have lots to write about. But no, she had picked this patch of woods behind the playground thinking it would be loaded with animals.

“Now what am I going to do?” she wondered. She closed her eyes to think....

“So, you don’t think anything interesting lives in these woods, huh?” she heard a high-pitched voice ask.

“What was that?” she gasped as she looked around. Sitting next to her, with its head poking out from under the leaves, was a small, furry animal with big whiskers and tiny little eyes. It repeated its question.

“You don’t think anything interesting lives in these woods?” “Well, I didn’t....” she answered. “Who are you?”

“Everyone calls me S.T.,” he answered. “I’m a shrew—a short-tailed shrew. Now, put your finger on my back.”

“What?” she asked, surprised.

“Look, you would like to know about what lives in these woods, wouldn’t you? So, c’mon. Hurry up!”

Slowly, Jackie reached out her finger and gently touched him on the back. There was a flash and she found herself standing next to S.T., looking him right in the eye. Then she realized that she was standing on four legs and was covered with fur. She had turned into a shrew!

“There, that’s much better,” he said. “Now, follow me.” “Where are we going?” asked Jackie. “A lot of creatures around here are pretty upset that you don’t know they even exist. So I’ve been appointed to show you around. Besides, now that you’re my size, you’d make a tasty meal for something, so you’ll be safer if you follow me.” And with that he turned and dove down the hole he had popped up out of earlier.

As Jackie stood there wondering what to do, she looked up and saw a large bird flying overhead. “Uh-oh!” she cried and dove into the hole after S.T.

In the Ground

Jackie had never crawled through the ground before and wasn't sure she liked it. It was dark and damp and smelled like dirt. And there were so many roots everywhere! Tiny roots were constantly brushing by her face. She and S.T. had to crawl up, over, and around larger roots over and over again. Then all of a sudden, S.T. stopped.

"Hey, everyone! We're here!" he yelled at the dirt walls of the tunnel. At first Jackie could hear and see nothing. Then she noticed a rumbling sound that seemed to be getting louder and louder. Suddenly, heads began popping out of the tunnel wall. There were earthworms and beetles and white grubs and many other creatures Jackie couldn't identify.

"Do you all live in the ground?" asked Jackie in awe.

"Uh-huh, and lots of others do too," said one particularly fat earthworm.

"But how do you live?" Jackie asked. "I mean... what is there to eat down here?"

"Well, you could say I eat my way through the soil!" replied the earthworm. "I make a tunnel by eating the dirt, then separating out bits of plants and other food from the dirt particles. It's not for everyone, but I love it!" he ended.

"We suck juices right out of roots," said three white grubs together. "And one day we'll crawl up out of the ground and become adults."

"Did you ever wonder what happens to animals that die in the woods?" interrupted a black beetle, waving its antennae back and forth. "It's thanks to me that they're taken care of."

"He means, thanks to all us carrion beetles," said another black beetle. "We eat them up. Keep the forest clean."

As Jackie thought about all this, S.T. thanked all the soil creatures for coming. Then he turned to Jackie and said, "Follow me. There's still a lot more for you to see."

A Rotten Place to Live

Jackie followed S.T. through the soil for a short distance; then they climbed up to the surface and ran along the ground under a cover of leaves. As they traveled, the leaves crunched and rustled. Jackie could see spiders, centipedes, and other small creatures crawling around. She wanted to stop and talk to them, but S.T. kept moving and she knew she had to keep up with him. Finally, S.T. stopped at the end of a log. S.T. ran onto the top of it and Jackie followed. Most of the top of the log was covered with a thick, green carpet of moss.

"Oooh!" cried Jackie. "It's so soft. And look at all the other things growing up here." Jackie ran around on top of the log. She rolled in the soft moss, touching the cool, bright orange fungi that were growing on one end of the log, and sniffing the tops of tall, red-capped lichens as though they were flowers and had a scent. There was even a tiny tree, only about three inches tall, growing out of the log. "Want to see the inside?" asked S.T.

"OK," answered Jackie, following S.T. back over the end of the log. She waited as he called to someone named Millie. In just a few seconds a long, dark creature with dozens of legs came crawling out of the end of the log. "I'm a little too big to go with you on this part of the trip," S.T. told her. "You go with Millie and I'll wait for you here." "But I'm just as big as you are," said Jackie. But just then Millie reared up and touched Jackie's head with several of her legs. Just as before, there was a flash, and Jackie turned into a millipede just like Millie. At first Jackie found it a little difficult to move all her legs in a coordinated way. But once she and

Millie got inside the log, she was too busy looking around to think about how to walk and she didn't have any trouble at all. Millie was pointing out things and explaining them to Jackie, who was having trouble absorbing all the information. But finally, she began to get the ideas he was in a kind of factory— a factory that breaks logs down into soil. Everywhere they went there were things chewing, tunneling, and boring through the wood. There were wood roaches, small white termites, and hard- shelled pill bugs that rolled into tight little balls as she and Millie went by. There were also insect-eating hunters: huge, shiny-black beetles with giant jaws and centipedes with venomous fangs. And at one point, when they'd crawled deep inside the log, they saw a salamander resting in a dark damp hole in the decaying log. Jackie had no idea there was so much activity inside a log and was really sorry when they headed back to S.T. But after Millie turned Jackie back into a shrew, Jackie 3 and S.T. said goodbye to Millie and scurried off.

Life at the Top

Soon Jackie and S.T. stopped at the base of a tree. Immediately, a small, black-capped bird flew down and landed on the leaves next to them. "I was beginning to wonder whether you were coming," said the bird. "Hello, Jackie—I'm Sitta. Ever felt like flying?" she asked, stretching one of her wings over Jackie's head. There was a flash and then Jackie slowly stretched out her own wings—she had become a nuthatch just like Sitta.

"Let's go!" cried Sitta, and she leaped into the air and flew off. "I'll wait here," S.T. called after them.

Of everything she had done that day, Jackie was sure flying was the best. First they flew up over the trees where Jackie could see many other birds flying in and out of the tree- tops. Then she and Sitta swooped into the top of one tree and darted in and out among its branches.

Jackie was amazed at all the insects she saw. There were grasshopper-like creatures and other "bugs" sitting on the leaves. There were wasps and flies buzzing around. And there were caterpillars crawling on many of the leaves. Then Sitta fluttered down and landed on the tree trunk. As Sitta led Jackie down the tree head first, Jackie looked closely at the trunk and was amazed at what she saw. There were caterpillars and ants crawling. She saw several spiders and a moth that was almost the same color as the bark—in fact, she almost missed it because it was so perfectly camouflaged against the bark. There were also pale green- ish lichens and moss growing on the bark. Eventually, she and Sitta reached the bottom of the trunk.

"This tree is like an apartment building or something," said Jackie as she jumped onto the ground next to S.T. "There are different things living on it all the way from the leaves at the top to the base right here on the forest floor." she added.

"I guess I should say right down into the dirt—

I shouldn't forget everyone I met underground earlier!"

"Well, it's good to hear you talking about all the things that live in and on trees," said Sitta.

Then she held her wing over Jackie's head again and flew back up into the trees out of sight.

Home Again

As Jackie once more followed S.T. through the ground, she began wondering where they could be going next. It was dark and damp in the tunnel, and root hairs were brushing by her face. As they ran along, the smell of dirt filled her nose....

Suddenly, Jackie opened her eyes. She was back by the tree she'd sat down against earlier that day. Somehow she'd fallen over and was lying on the ground with her face resting on top of the leaves. Her nose was filled with the smell of dead leaves and dirt. Slowly, Jackie sat up. Did I dream the whole thing? she wondered as she looked around. "There's a dead log over there like the one I went to with S.T. And the bark of this tree is covered with all kinds of things, just like the one I saw with Sitta," she said as she stood up. Still her adventure seemed impossible. But then Jackie looked at the ground near where she'd been sitting and reached over to the spot that seemed to be where she thought she had first seen S.T. As she carefully lifted up some of the leaves, she could see it: a small hole in the ground. Jackie laughed out loud. "Boy, do I ever have a lot to write about in my report!" she cried. Then she turned and ran all the way home.

Credit: Project Learning Tree • PreK–8 Activity Guide© Sustainable Forestry Initiative Inc.

Persuasive Essay - Shark Tank Unit Overview

Unit Title: Persuasive Essay - Shark Tank

Grade level: 5th

Time Frame: 10 days

Essential Questions:

- How do humans invent and innovate to improve the world we live in?
- How can humans create a more sustainable future?

Knowledge and skills:

Students will be able to...

- brainstorm possible inventive or innovative products that would improve our standard of living.
- think critically about a product they want to invent or improve, what problem they will solve, who their customers will be, and how they will persuade the audience into believing that their product is necessary.
- write an effective introductory paragraph using a hook and a well constructed thesis statement.
- describe the appearance and function(s) of their product using three body paragraphs.
- write a conclusion that summarizes important information, re-states the thesis statement, and provides a call to action.
- design an advertisement that includes a slogan and highlights important features of the product.
- use their advertisement to present their product to the class.

Essential Vocabulary:

Invention

Innovation

Persuade

Introduction

Hook

Thesis

Main Idea

Supporting Details

Conclusion

Teacher Resources:

[Your Assignment](#)

[Brainstorm](#)

Presentation Guidelines

Sequence of Lessons:

Day One

1. Discuss the meaning of innovation vs. invention.
2. Brainstorm possible innovative or inventive products that would improve or enhance our current standard of living.

Day Two

1. Select a product from the brainstormed list.
2. Begin a second brainstorm on features and functions of this product.
3. Collaborate with classmates to solicit input.

Day Three

1. Discuss proper paragraph form including a topic sentence, three detail sentences, and a concluding sentence.
2. Using the brainstormed list from Day Two, students should begin writing an outline of three body paragraphs.

Day Four

1. Using the outline created on Day Three, students should begin writing a rough draft of three body paragraphs.

Day Five

1. Using guided notes, introduce and discuss effective ways to write an introduction, including a hook and a thesis statement.
2. Begin writing a rough draft of the introduction.

Day Six

1. Using guided notes, introduce and discuss effective ways to write a conclusion.
2. Begin writing a rough draft of the conclusion.

Day Seven

1. Use peer editing techniques to make necessary edits and revisions to five paragraph essay.

Day Eight

1. Write final draft of five paragraph essay.

Day Nine

1. Design a poster highlighting important features of the product.
2. Use color and appealing visuals to create an effective advertisement.

Day Ten

1. Allow each student three minutes to present the invention or innovative product to the class.
2. Give all students \$100 to invest in products presented.
3. Using a chart, students should record amounts they would like to invest in products presented. The combined total amount should not exceed \$100.
4. Announce top three investors in each class.

ASSESSMENTS:

Essay Rubric:

Name _____

Invention Essay Rubric

	Points Possible	Student's Score	Teacher's Score
Introduction			
Uses a hook to grab the reader's attention	1		
Detail sentence	1		
Detail sentence	1		
Thesis statement that outlines the rest of the essay	1		
First Body Paragraph			
Topic Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Concluding Sentence	1		
Second Body Paragraph			
Topic Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Concluding Sentence	1		

Third Body Paragraph			
Topic Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Detail Sentence	1		
Concluding Sentence	1		
Conclusion			
Re-states the thesis statement	1		
Review of important information	1		
Review of important information	1		
Leaves the reader with a "call to action"	1		
Mechanics			
Capital letters are used at the beginning of sentences and for proper nouns	2		
Periods are used to end sentences before they run-on	2		
Few, if any, spelling mistakes are made	2		
At least three transition words are used so the paper flows smoothly	3		
Total points	32		

Student Comments:

Teacher Comments:

Presentation Rubric:



Shark Tank rubric



Category	4	3	2	1
Preparedness	Students are completely prepared and have obviously rehearsed .	Students seem pretty prepared but might have needed a couple more rehearsals.	Students are somewhat prepared but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Presentation /Speech	Speaks clearly, stands up straight, looks relaxed and confident , and establishes eye contact with everyone in the room during the presentation. Speech sounds professional and adds dramatic effects to make presentation more engaging.	Speaks clearly, stands up straight and establishes eye contact with everyone in the room during the presentation.	Speaks clearly most of the time, sometimes stands straight up and establishes eye contact.	Often mumbles or cannot be understood, slouches and/or does not look at people during the presentation.
Knowledge of Product	Shows a full understanding of the product and is able to accurately answer almost all questions posed by classmates about the topic.	Shows a good understanding of the product and is able to accurately answer most questions posed by classmates about the topic.	Shows a minimal understanding of the product and is able to accurately answer a few questions posed by classmates about the topic.	Does not seem to understand the product very well and is unable to accurately answer questions posed by classmates about the topic.
Advertisement	Advertisement follows all requirements, is persuasive and is well thought out .	Follows all requirements and is persuasive.	Follows almost all requirements and is persuasive.	Follows very little of the requirements and is not persuasive.
Product/Idea	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is creative and well presented .	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is creative.	Product/idea is demonstrated through the use of a prototype, poster, etc. Product is not very creative and not well presented.	Product/idea is missing.

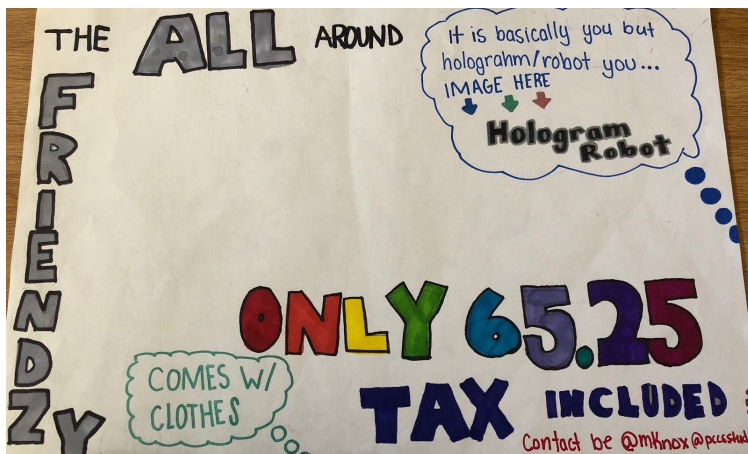
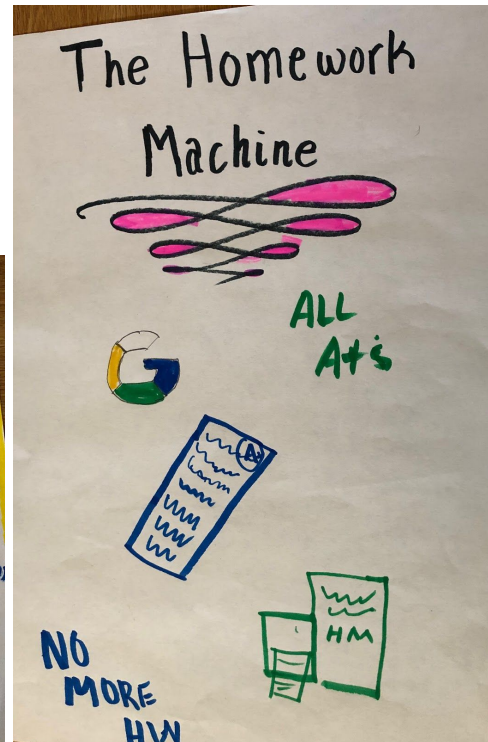
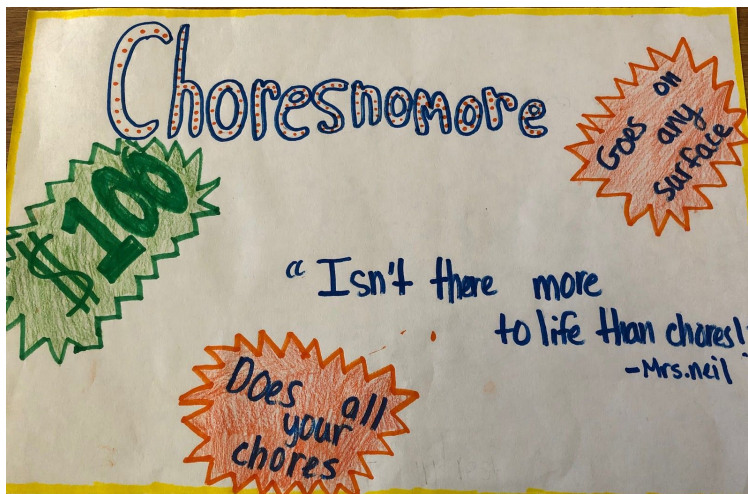
Examples of Student Work:

Choresnomore

The Suitcase

The Fullkominn Printer

Pocket Teleporter



6th Grade ELA: Unit 1 Overview

Unit Title: Characterizing Others and Ourselves

Grade level: 6th

Time Frame: 10-12 weeks

Essential Question(s):

- How do we form and shape our identities? How do we identify with others?

Standards:

Reading

[CCSS.ELA-LITERACY.RI.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.6.2](#)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-LITERACY.RI.6.3](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

[CCSS.ELA-LITERACY.RI.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

[CCSS.ELA-LITERACY.RI.6.5](#)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

[CCSS.ELA-LITERACY.RI.6.6](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

Writing

[CCSS.ELA-LITERACY.W.6.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.6.3.A](#)

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-LITERACY.W.6.3.B](#)

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.6.3.C](#)

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[CCSS.ELA-LITERACY.W.6.3.D](#)

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CCSS.ELA-LITERACY.W.6.3.E](#)

Provide a conclusion that follows from the narrated experiences or events

SS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when

CCSS.ELA-LITERACY.W.6.4

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.6.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

CCSS.ELA-LITERACY.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-LITERACY.W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

indicated or appropriate.	
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Essential Vocabulary:

- | | |
|---------------------------|------------------------|
| Characterization | Protagonist/Antagonist |
| Trait | Culture |
| Implied/Implicit/Indirect | Dialogue |
| Explicit/Direct | Voice |
| Narrative | Conventions |
| Artifact | |

Teacher research/resources:

Reading Skills	Writing Skills	Content
<ul style="list-style-type: none"> • Lit Circle Book Preference Survey • Literature Circle Roles • Audio links (Youtube) • Close reading pages • Grammar pages, <i>Grammar Zones</i> 	<ul style="list-style-type: none"> • Characterization Graphic Organizer • Character Traits Synonym Template & Example Table • 6th Grade Narrative Checklist for Students • Writing a Personal Narrative Notes • Narrative Writing/Editing Checklist • Five Narrative Tasks • Calkins Narrative Writing • Checklist for 5th/6th • Alt 6 Traits Rubric • Grades 6-8 Writer's Workshop Pacing Guide • Narrative Writing Samples • Storyboarding a Narrative Notes • Six Traits Icons for Notes 	<ul style="list-style-type: none"> • Character Traits by Grade-Level • Traits v Feeling • Positive Character Traits and Definitions • Paper Bag Character Study original • Paper Bag Character Study - my teacher version • Characterization Wanted Poster & template • Characterization: Artifact Bag Project • "Science of Character" video • SMARTboard Characterization Notes Template & SMART Notes • Direct/Indirect Characterization Table Template

- | | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Advanced Six Traits Rubric & Standard Six Traits Rubric • Personal Narrative Assignment • Slideshow: Formatting Dialogue | |
|--|--|--|

Sequence of Lessons*

*=class starts with ~5-10 min of read aloud (*Because of Mr. Terupt*)

***=students participate in 15 min lit circle meetings, 1 day/week

Lesson 1: Classroom procedures - library check-out, fidget sign-out, volume levels, voting on read aloud book

Lesson 2: Cafe expectations - recording sheet, review of menu options, “what good readers do”

Lesson 3: Writing a personal narrative flash-draft (2 classes)

Lesson 4: Introduce Current Events - directions, template, resource and model

Lesson 5: Author’s Purpose notes (in notebook), may take two days depending on # of examples

Lesson 6: E-mail etiquette

Lesson 7-13: Set-up notebooks, notes on “*Six Traits*” Week writing mini-lessons

Lesson 14: Book talks on lit circle book options

Lesson 15: Writer’s workshop/free-write expectations

Lesson 16: Paraphrasing mini-lesson

Lesson 17: Introduction of lit circle book packet

Lesson 18: Notes on Characterization

Lesson 19: Introduction to Systems vocabulary + reading comp passage on Easter Island

Lesson 20: Discussion of systems and review of reading passage

Lesson 21: Notebook Check 1/Quiz

Lesson 22: Recognizing Characterization strategies using video

Lesson 23: LC lesson

Lesson 24: ~Character Day/video & One Word Project

Lesson 25: Close reading/main idea and details

Lesson 26: Carousel on traits + evidence from lit circle book

Lesson 27: Intro to Character Bag project

Lesson 28: LC lesson

Lesson 29: Intro to final Personal Narrative assignment

Lesson 30: Writing lesson on titles/staying on topic

Lesson 31: LC lesson

Lesson 32: Character Bag presentations

Lesson 33: Formatting Dialogue mini-lesson

Lesson 34: Script into narrative dialogue paragraph practice

Lesson 35: Introduce T1 Personal Narrative assignment

Lesson 36-45: drafting/writer's workshop process for narrative

Lesson 46: Introduce Lit circle book final project

Lesson 47-50: Work time on Lit circle book final project

Lesson 51: Lit circle project presentations (carousel style)

Lesson 52: Narrative Author's Chair/Publishing

Assessments

Formative

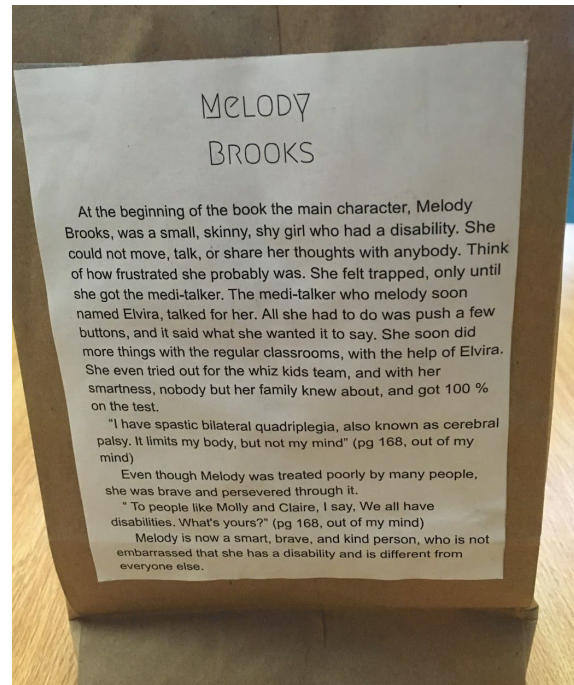
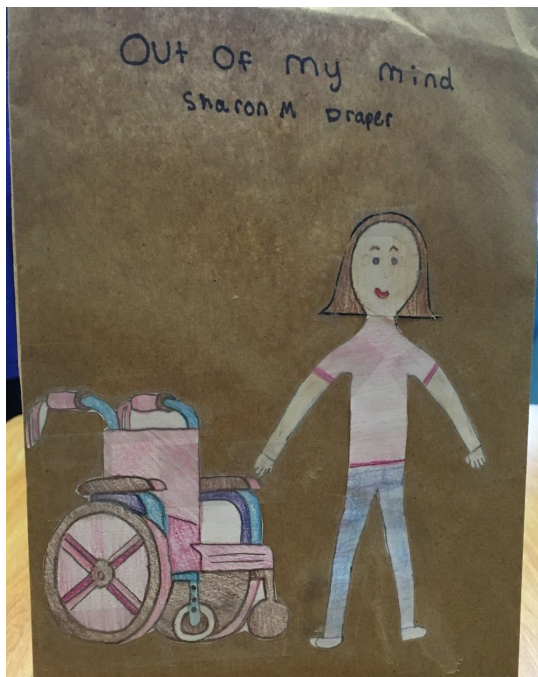
- Google Form quizzes (linked above)
- Personal narrative flash-draft (choice or summer story)
- Literature circle role packet
- Series of content-specific practice worksheets

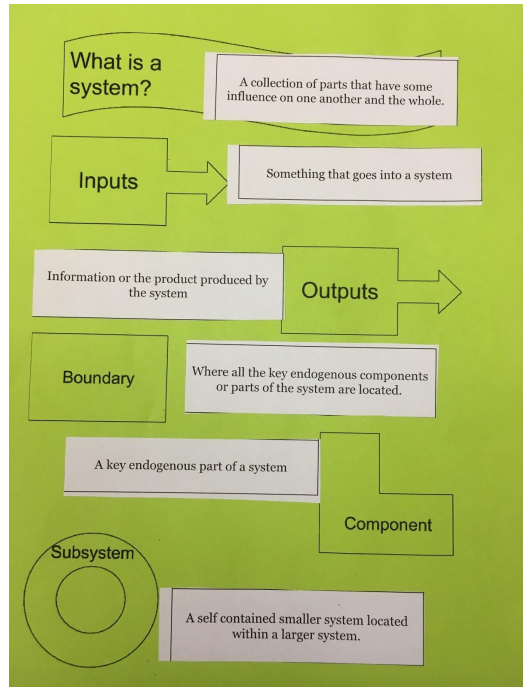
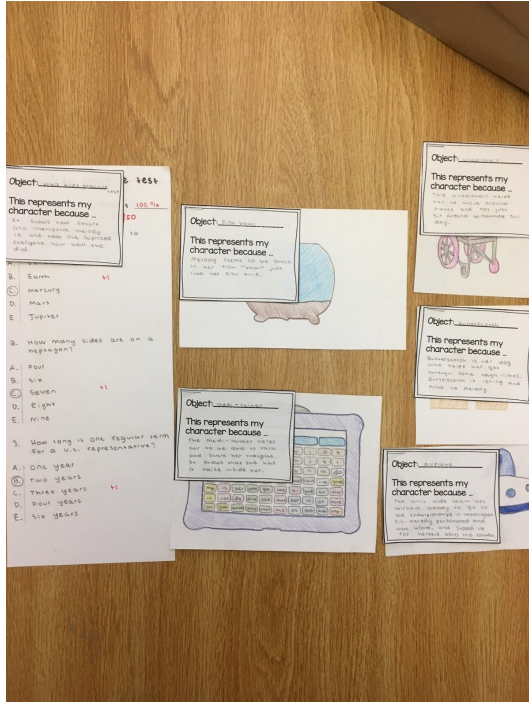
Summative

- Character Artifact Bag, assignment linked above
- Personal Narrative (choice topic), using six traits rubric

Examples of Student Work

below





Personal Narrative:

The Day I Got My Dog

By: Anon.

It was Saturday, February 17, and we were driving to a dog foster home. My mom’s friend from book club, Megan, had a new dog staying with a rescue volunteer named Sandy. Megan really wanted us to drive out that weekend to Sandy’s home to meet him, since she thought he might be a good fit for our family. We were thinking about getting a dog then, but we hadn’t really started looking yet. My dad has allergies, so we were excited that he was a Shichi, part Shih Tzu, part Chihuahua. My dad was reluctant to get a dog, but my mom convinced him to let us go see the dog.

When we got to the house, we rang the doorbell. Sandy had a lot of animals in her house, so an interesting chorus greeted us. She came to the door with the dog on her leash. She told us, “This is Bandit. I usually don’t call the dogs by the name their previous owners gave them, so if people want to rename them, they can.” Bandit was so cute! He was mostly a light tan, with white stockings and belly. He also had a white strip that went almost all the way around his neck, like a collar. His eyes were a brown so dark, they were almost black, and his ears and snout had gray splattered onto them. His tail was curled up in a backwards c.

Sandy handed me the leash. I could tell he was a people dog because he instantly went up to me. Bandit’s fur was so soft! He kept on licking my hand. At first, he was shy and nipped me a little bit, but then as I pet him, he stopped. It was super adorable when I started petting him and he fell onto me. I let my sister pet him, and my mom and dad pet him, too. After a couple minutes, my dad told us, “Why don’t you girls play with him on the driveway. Your mom and I want to talk to Sandy some more.” So we went onto the driveway and played with him some

more. Bandit kept on running in circles around me, so my legs got trapped together. It was hilarious. He did the same thing when my sister held the leash. He was just sprinting around us, and it seemed like he was almost mad that he couldn't run farther.

A few minutes later, my mom called us over. She said, "Sandy says that we can take Bandit home today if we want him. Do you like him?"

"Yes!" Both my sister and I exclaimed. "Please! He is so cute and fun and amazing! Please, please please!"

"Okay, okay. You have to promise to help out with him, though. Deal?" My mom asked.

"Deal." My sister and I replied. We were so excited. We grabbed Bandit and brought him over to the car while my mom and dad filled out the papers and got his stuff. They came over and we waved goodbye to Sandy.

On the way home, we discussed a very important topic. What to name him. "I don't really like the name Bandit for him, and we already had a dog named Bandit." My mom stated. We discussed it for a while, then finally decided on one name. Fergus. My sister had gotten the idea from a book my mom would read to us when we were younger. Everyone liked the name, so we officially named him Fergus.

Digital Conferencing Checklist

Trait	Description	Yes	Not Yet	Constructive Feedback
Idea	I started by setting the stage, introducing characters and a problem/lesson to be learned & I wrote an ending that gave the reader a sense of closure (through dialogue, inner thinking, or an action the character takes).	x		I understood who the different characters are. I sensed your excitement.
Organization & Word Choice	I described a logical sequence of events and used transitional phrases to signal changes in time. I also alerted the reader to changes in the setting, point of view, or time in the story with word choice (such as <i>suddenly, unlike before, if only</i>).	x		I was able to follow the sequence of events.
Word Choice & Voice	I describe realistic characters, with a clear protagonist's point of view. I also developed the action, dialogue, and internal thinking of a character(s), using direct and indirect characterization strategies.	x		
Sentence	Words are spelled correctly,	x		Nice job!

Fluency & Conventions	punctuation makes it clear when characters are speaking, and the story is formatted in paragraphs.			
----------------------------------	--	--	--	--

using a quote from your book as evidence of each trait.

Something the character thought....

"I can't help checking off a list of differences in each room we pass through!"
(pg. 93)

Character Trait: *Observant*

Something the character said.....

"I'm only kinda good."
(pg. 93)

Character Trait: *Humble*

Character's Name: *Catherine*

Something the character felt.....

"Catherine was upset that David was doing stuff he shouldn't be. 'Did David do something to upset you?' said Catherine's mom."
(pg. 172)

Character Trait: *Sensitive*

Something the character did.....

Walking down the hallway, I hear people singing "Happy birthday" but I wish Jason's song instead (she wanted to remember it).
(pg. 173)

Character Trait: *kindness*

Brave

willing to face challenges

the cafeteria I sit down next to a who is very pretty and very popular (Mockingbird)

When Melody took the test in the Whiz Kids competition

• Eric and Arthur threatened Paul, but stood up for himself
 • Paul wasn't scared when Arthur had the blackjack.
 • Arthur
 • Paul wasn't scared when he said Eric told ~~him~~ Arthur to hit Luis.
 • She participated in the Whiz Kids competition. (COMM)
 • When Melody went to the inclusion classroom.

Okay, I tell Mrs. Brooks, I'm ready (Mockingbird pg 170)
 • do you want to take a walk (rules pg. 176)
 • we all have disabilities, what's yours? (COMM)
 • Introducing herself saying, "Hi, I'm Starling!"
 • Clicking the button.

Starling is here to go to a public school and express who she is.
Starling is not afraid of what other people think of her.
Starling will learn to

Kind

Friendly, generous, considerate in nature

Kindness

• They help people
 • They are empathetic.
 • they have respect towards others
 • they include people

• They always have a smile on their face. (Walter: me makes word cards for Susan Criles)
 • Helping others when they need help.
 • They show compassion to others.
 • When Rose stepped up to be Melody's friend.
 • helping classmates with work!
 • Sharing!
 • taking turns!

• They give compliments. "you can come to the grave whenever you want brother"
 • They laugh and talk to each other.
 • Never bullying/saying rude things to/about others.
 • asking "Do you need help?"
 • Never ignoring others.
 • Sitting together.
 • including people.

• encouraging words!
 • complimenting people
 • We said ME was wrong that Luis did

Creative
 Trait: Creative
 Definition: unboke, full of imagination/ideas

What does this trait look like in writing?

- I began a border of fireworks, exploding around the edges of the paper. Awesome fireworks. (Kates' 110)
- **Drawing and Sketching.**
- **Thinking Outside the box.**
- I like to use little cuts for my nails
- I like to draw distinct art
- All stuff
- Real put it in the different classes on his report
- Have a good artist. Eric says (Kates' 110)
- Pencils on paper.
- Dissation of ideas
- using your words
- creating your own language
- trying to draw
- thinking of new ideas

What does this trait sound like in writing?

- Eric can kick a 10 yard field goal
- Post on his team won the soccer games
- **Electric Wheelchair**
- **Small Movements**
- **Metody has strong thumbs. (out of my mind)**
- **doing gymnastics**
- **Phying Baseball for the Cubs!**
- I should ~~not~~ kept you in grade more this year.
- "Go Cubs!"
- "Go Cubs!"
- fingers hitting the keyboard
- posting
- some pencils turning
- "Go Cubs!"

What does this trait look like in real life?

- Eric can kick a 10 yard field goal
- Post on his team won the soccer games
- **Electric Wheelchair**
- **Small Movements**
- **Metody has strong thumbs. (out of my mind)**
- **doing gymnastics**
- **Phying Baseball for the Cubs!**
- I should ~~not~~ kept you in grade more this year.
- "Go Cubs!"
- "Go Cubs!"
- fingers hitting the keyboard
- posting
- some pencils turning
- "Go Cubs!"

ATHLETIC
 Trait: Athletic
 Definition: active; physically strong

What does this trait look like in writing?

- Getting out for the basketball team.
- playing flag football at recess
- doing cross country
- Eric can kick a 10 yard field goal
- Post on his team won the soccer games
- **Electric Wheelchair**
- **Small Movements**
- **Metody has strong thumbs. (out of my mind)**
- **doing gymnastics**
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- I should ~~not~~ kept you in grade more this year.
- "Go Cubs!"
- "Go Cubs!"
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- posting
- some pencils turning
- "Go Cubs!"

Human Impact Unit Overview

Grade level: 7

Time Frame: Approximately 4 Weeks

Overview:

For this unit, students will build their research skills and research writing skills. Students will research an environmental disaster that was caused by a human impact on the environment and work through the steps of finding and citing effective sources, paraphrasing and citing within a paper, and in the end, will produce an informational research paper.

Standards Addressed:

NGSS:

- **MS-ESS3-3** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Common Core:

- **W.7.1B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.7.1D** Establish and maintain a formal style.
- **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.2B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- **W.7.2C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.7.2E** Establish and maintain a formal style
- **W.7.2F** Provide a concluding statement or section that follows from and supports the information or explanation presented
- **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.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts
- **RST.6-8.8** Distinguish among facts reasoned judgment based on research finding and speculation
- **WHST.6-8.1** Write arguments focused on discipline content
- **WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple areas of exploration.
- **WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard formation for citation.
- **WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research

Essential Questions:

- How have humans impacted the environment?
- What long term and short term effects have environmental disasters had on the world?
- What precautions can humans take to minimize their impacts on the environment?

Knowledge and Skills:

- **I can** support claims/thesis with evidence gathered from relevant, reliable and credible sources.
- **I can** conduct research by discerning reliable resources.
- **I can** create an outline for an informational research paper.
- **I can** create a thesis.
- **I can** cite my sources by creating works cited page in MLA formatting
- **I can** use parenthetical citations appropriately
- **I can** read, edit and revise my own work with help from peer and adult edits
- **I can** remain formal through an entire written work
- **I can** write an informative research paper

Introductory Concepts:

MLA formatting	Work Cited	Parenthetical Citation	Source Cards	Paraphrasing
Informational Research Writing				

Essential Vocabulary:

Ambiguity	Analyze	Central Idea	Citation	Cite
Evidence	Graphics	Index	Keyword	Objective
Paraphrase	Parenthetical Citation	Periodical	Plagiarism	Primary Source
Research	Search Engine	Secondary Source	Source	Source Card
Subjective	Summarize	Supporting detail	Thesis	Works Cited

Lessons (In Order by Topic)

Day 1: Introduction to Environmental Disasters

Discuss with the students what they think when they hear environmental disaster. Link back to the previous quality of life unit. Present [intro powerpoint](#) on the BP oil spill to give the students an idea of what is meant by human impact on an environmental disaster. When powerpoint is over, use the last few slides to help students start to generate questions about environmental disasters. If they were to research, what information would they want to know? Stress that the information they want to look for should be more than just a quick google search.

Powerpoint Overview:

1 **FLUID ISSUES**
Economic Needs vs. Environmental Needs

2 **DEEPWATER HORIZON OIL SPILL**
Some things to think about as we look at this disaster:
- Our need for one fuel (oil) versus another (clean water, healthy environment, jobs)
- Who should be responsible for disasters like this?
WHAT HAPPENED?
- April 20, 2010
- British Petroleum oil company drilling for oil in the GULF OF MEXICO (off the coast of Mexico, Louisiana, Florida, etc.)
- Drilling VERY far down into the ocean for oil (nearly 3 kilometers down=dangerous)
- How far is 3 km for 5th graders?
- About 14 city blocks long
- It would take you about 20-30 minutes to walk that distance

3 **3,000 metres (3 Km)**
The well malfunctioned, and explosive methane leaked upward through the casing (the tube) it exploded when it reached the surface, killing eleven people and injuring many others.

4 **The immediate damage on the surface...**

5 **The Oil Leak: WHAT HAPPENED?**
As the explosion shook/rocked the drill rig, the drill casing split near the bottom and oil began to leak out very quickly.

6 **HOW MUCH OIL?**
After sealing the leak (and arguing about it a bit) the amount of oil leaking per day was 62,000 barrels...
1 large barrel of oil = 159 litres
1 litre of oil contaminates approximately 1 million litres of water...
62,000 barrels x 159 litres x 1,000,000 litres of water...
= 9,858,000,000 litres of ocean water contaminated per day.
CHALLENGE!! HOW DO WE SAY THE NUMBER ABOVE???

7 **The Oil Spill**
Oil Spill began on April 20th
Schriber and oil company worked through the summer, trying to stop the leak.
For most of the spring/summer/fall, the oil leaked continuously.
During some parts of the summer, the leak stopped while they tried out different strategies to stop the flow of oil.
The leak was officially capped on September 18, 2010 -> 5 months/ 4.5 million barrels!

8 **ATTEMPTS TO CLEAN UP**
OIL CONTAINMENT BOOMS
Wings around islands and along coastlines to protect the land from the oil. Can also be used to surround oil and drag it to a safer spot.

ATTEMPTS TO CLEAN UP

CHEMICALS

Difficult chemicals were dropped on thousands of tons of oil to break. The chemicals are designed to "break" and break down the oil. Most of the chemicals had not been tested before, and they hurt fish in the ocean.

9

ATTEMPTS TO CLEAN UP

CONTROLLED BURNING

Using the oil boom to round up oil and burn it

10

THE SPREAD OF OIL

Even after all of the efforts to stop the leak and clean up the oil, it reached the land in the U.S. (125 tons of shoreline, marshes, etc. along the U.S. coast)

11

THE EFFECTS...

- The largest oil spill in human history.
- Death of 11 workers, injuries for many others
- Contaminated water (4.3 million barrels)
- Destroyed oil rig
- etc...

12

THE EFFECTS

Injury or death for thousands of **IMPORTANT** animals/species

13

THE EFFECTS

The destruction of animal habitats (homes) in the water, along the coastline and inland on mountains.

14

SOME EFFECTS ON HUMAN LIVES...

FISHERIES CLOSED (Fish, Oysters, Shrimp)

LOST TOURISM

LOST JOBS

15

SOME QUESTIONS...

- WHO IS RESPONSIBLE... TO CLEAN UP? TO THE FAMILIES OF PEOPLE WHO WERE HURT OR DIED? TO HELP PEOPLE WHO LOST THEIR LIVELIHOODS (JOBS, HOMES)? PROTECT WILDLIFE IN THE FUTURE? (THIS HAS HAPPENED BEFORE)?
- IS DRILLING UNDERWATER FOR OIL WORTH THE RISK?

WHAT IS YOUR OPINION? WHY?

16

Day 2: Brainstorming

Teach slides 1-8 from the student powerpoint. Slides give the students an overview of what research is and what research writing is. They will preview the intro steps to choosing a topic. Give students time to take notes in ISN. For students who need modified notes, make sure a copy of the powerpoint is available.

After introducing choosing a topic, go over the [assignment directions](#) with the students, give them time to look over the options and decide which environmental disasters sound most interesting to them. Assign project choices and allow students to work on the brainstorming worksheet (Supplemental Materials pg. 9) for homework.

Slide Overview:

RESEARCH WRITING

An Introduction to the Research Paper Writing Process

1

What is Research?

- **Research** is the activity of **getting information** about a subject.
- You can use these sources for research:
 - Books
 - Periodicals
 - The Internet
 - Online databases
 - & more!

2

What is Research Writing?

- Research writing is writing that is based on evidence (these are your sources).
- The purpose of research writing is to either inform or persuade your audience.

3

GETTING STARTED

8 Easy Steps to Research Paper Writing

4

Research Paper Writing Steps

- Step 1: Select a Topic
- Step 2: Generate Questions
- Step 3: Brainstorm
- Step 4: Research and Gather Information
- Step 5: Organize and Outline
- Step 6: Write First Draft
- Step 7: Peer and Self Edit
- Step 8: Finalize

5

Step 1

- **Select your topic**
- You will want to narrow your topic down to a specific topic without being too specific.
 - If your topic is too specific, you might have a difficult time finding enough information about it.
 - If your topic is too broad, you will find too much information.

6

Step 2

- **Generate Questions**
- Once you have a topic, generate some questions about the topic.
- Try to think about things you would like to know about your topic?
- Anticipate questions your audience might like answered.

7

Step 3

- **Brainstorm!**
- Begin thinking about everything you already know about your topic and everything you would like to know about your topic.
- Think about what your topic is related to.
- Begin thinking about key words and phrases to use in your search.

8

ENVIRONMENTAL DISASTERS

RESEARCH WRITING ASSIGNMENT

An environmental disaster is a catastrophic event regarding the environment due to human activity. In an ecological disaster, the impact of humans' alteration of the ecosystem can lead to widespread and/or long-lasting consequences. It can include the deaths of animals (including humans) and plants, or severe disruption of human life, possibly requiring migration. Environmental disasters can have an effect on agriculture, biodiversity, the economy, and human health. The causes include pollution, depletion of natural resources, custom industrial activity or agriculture.

1) Pick one of the disasters below to research:

- | | | |
|-----------------------------------|---------------------------------------|---|
| - Chernobyl Nuclear Disaster | - BP Oil Spill | - Love Canal Groundwater Disaster |
| - Jilin Chemical Plant Explosions | - Bhopal Pesticide Disaster | - <u>Sifoarjo</u> Mud Flow |
| - Exxon Valdez Alaskan Oil Spill | - Ecocide in Vietnam | - Kuwait Oil Field Fires |
| - The Al-Mishraq Fire | - Aral Sea disappearance | - Baia Mare Cyanide Spill |
| - Seveso Dioxin Cloud | - Southern Leyte Rock-slide/Avalanche | - Three Mile Island Nuclear Disaster |
| - Amoco Cadiz | - Fukushima Nuclear Disaster | - Kingston Fossil Plant Coal Fly Ash Slurry Spill |
| - Minamata Disease | - Gulf of Mexico Dead Zone | - The Dust Bowl |
| - E-Waste in Guiyu, China | - The Great Smog of 1952 | - The Great Sparrow Campaign |

ENVIRONMENTAL DISASTER: _____

2) Use your inquiry skills to create three specific questions you would like to answer about your topic during the project.

Examples:

- How did the disaster unfold?
- How was the disaster averted or cleaned up?
- Who was ultimately responsible for the disaster?
- What were the long effects of the disaster?

****These are just examples! Feel free to create your own questions.*

Tip: You can use who/what/where/why/when/how to help you begin your inquiry questions if you are having trouble getting started.

3) After finding reliable answers to your questions, and keeping track of your resources, we will write a research paper! After conducting your research, you will write a research essay. The research essay must be written in the third person, contain an introduction, body, and conclusion, and include properly cited sources.

4) Finally create a presentation to show off your findings to the class in a fun/engaging way (No Prezi, No Powerpoint, No Posters). We will discuss this part after we have written the paper.

Options could include but are not limited to: music video, stop-motion, news report, draw a comic book, make a model create a diorama, a series of journal entries from the perspective of a person who experienced the disaster.

****Do you have an idea for another way to present your findings? Come see the teacher to get it approved!*

Research Writing

BRAINSTORMING

DIRECTIONS: Complete this brainstorming graphic organizer to begin the research process.

TOPIC:

<p>WHAT ARE THREE QUESTIONS YOU WOULD LIKE TO ANSWER ABOUT THIS TOPIC?</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
--

<p>BRAINSTORM THE FIRST THINGS THAT COME TO MIND ABOUT THIS TOPIC:</p>

Day 3-6: Source Cards & Research

Review slides 1-8 by going over the steps that the students have taken. Teach Slides 9-17 which will go over some great rules and tips for effective research. Go over how and why we create source cards (recommended that the students keep URL digitally on Google Keep). Students will glue handout (Supplemental Materials pg. 12-13) into their ISN. Handout details what belongs on the source card and how to format in MLA.

Begin research in class. Students should create source cards and take notes as they research (Graphic Organizer Format- Depending on student need pg. 17 or 24) Ideally, this will take several days. Set intermittent due dates to keep students on track. Students should be exposed to print and online research options. Students will be given time in class to research. The expectation is that they have 3-5 source cards per paragraph that they can refer back to. Suggest that they make more in order to really choose what they would like.

Slide Overview:

Step 4

- **Research and Gather Info**
- Conduct your research
- Use **keywords** and phrases to locate information
 - Place "quotation marks" around specific info
 - Use online databases
- Remember to take notes and document your sources as you research.

9

Step 4

- **Research and Gather Info**
- Complete source cards and research notes for each source, or create an annotated bibliography for your sources.

10

RESEARCHING

Creating Source Cards



11

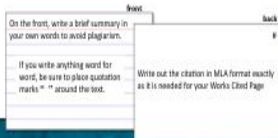
Creating Source Cards

- Creating **source cards** as you conduct your research is an excellent way to keep track of your sources.
- A source card is a **3x5 index card** that contains a brief summary of your research and all of the information you need to cite that source in your Works Cited Page.

12

Creating Source Cards

- You will have a **separate** source card for every single source you use. It is important to number each source card to help you keep track of your sources.



On the front, write a brief summary in your own words to avoid plagiarism.

If you write anything word for word, be sure to place quotation marks " " around the text.

Write out the citation in MLA format exactly as it is needed for your Works Cited Page.

13

Look for this information


When searching your source, record this information to help make citing sources easier!

- Author(s) and/or editor(s) names
- Article name in quotation marks
- Title of the website, project, or book
- Version numbers or posting dates
- Publisher information (publisher name and publishing date)
- Date you accessed the material

14

RESEARCHING

Evaluating Source Credibility



15


Reliable Sources

- Gather information from **reliable** sources.
- For online research, these domains are best:
 - .org
 - .gov
 - .edu
- Stay away from:
 - .net
 - .com (teacher must approve .com sites)
 - Personal blogs, message boards, Wikipedia, Ask.com

16

Reliable Sources

- Online **databases**, such as EBSCOhost, are ideal for conducting research.
- Free, alternate databases include:
 - **ERIC (Educational Resources Information Center)**
 - <http://eric.ed.gov/>
 - **Google Scholar**
 - <http://scholar.google.com/>



17

Source Card Handout:

Name: _____ Date: _____ Per: _____

Research Writing

ALL ABOUT SOURCE CARDS

Creating source cards as you conduct your research is an excellent way to keep track of your sources. A source card is a 3x5 index card that contains a brief summary of your research and all of the information you need to cite that source in your Works Cited Page. You will have a separate source card for every single source you use. It is important to number each source card to help you keep track of your sources.

FRONT

On the front, write a brief summary in your own words to avoid plagiarism.

If you write anything word for word, be sure to place quotation marks “ ” around the text.

BACK

#

Write out the citation in MLA format exactly as it is needed for your Works Cited Page

MLA Citations
Web Sources

ENTIRE WEBSITE

Author's or Editor's last name, first name [if given].

Name of Site.

Name of sponsor or publisher.

Date resource was created.

URL

Date accessed.

ARTICLE FROM A WEBSITE

Author's or Editor's last name, first name [if given].

“Title of Article.”

Title of Web site.

Publisher Name

Publication Date

URL

Date Accessed

ONLINE DATABASE ARTICLE

Author's or Editor's last name, first name.

“Article Title.”

Volume or Issue number,

Publication date

Database Title.

DOI or URL

MLA Citations
Print Sources

ENCYCLOPEDIA

Author's last name, first name. [if available]

“Article Title.”

Title of Encyclopedia.

Year Published.

BOOK (ONE AUTHOR)

Author's last name, first name.

Title of Book.

Publisher,

Date published.

BOOK WITH AN EDITOR

Author's last name, first name.

Title of Book.

Edited by (editor name)

Publisher,

Date published.

Research Writing

ALL ABOUT SOURCE CARDS

BACK

1

Nevins, Allan. "George Washington."
Encyclopedia Britannica, v. 23, 2014.
Encyclopedia Britannica, Inc.
www.url.com

SOURCE 1 - ONLINE DATABASE ARTICLE

Author's or Editor's last name, first name [if given].
"Article Title."
Title of Publication,
Volume,
Year of publication.
Electronic Subscription service,
DOI or URL

BACK

SOURCE 2 - BOOK (ONE AUTHOR)

Author's last name, first name.
Title of Book.
Publisher,
Date published.

2

Collins, Suzanne. *The Hunger Games*.
Scholastic Press, 2008.

BACK

3

Krutch, Joseph Wood. "Poe, Edgar Allan."
Encyclopedia Americana. 1994. Print.

SOURCE 3 - ENCYCLOPEDIA

Author's last name, first name. [if available]
"Article Title."
Title of Encyclopedia.
Year Published.
Print.

BACK

SOURCE 4 - ENTIRE WEBSITE

Author's or Editor's last name, first name.
Name of Site.
Name of sponsor or publisher.
Date resource was created.
URL
Date accessed.

4

Gould, Stephen. *Edgar Allan Poe's Life*.
Poe Historical Society. 3 March 2000.
www.url.com. 01 June 2014.

Research Writing

WORKS CITED TEMPLATE FOR ARTICLE ON A WEB PAGE

DIRECTIONS: As you conduct research, complete these Works Cited templates to create your Works Cited Page.

Source 1	IN TEXT CITATION:
_____ AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. . "TITLE OF ARTICLE."	
_____ <i>TITLE OF WEBSITE</i> . NAME OF SPONSORING ORGANIZATION.	
_____ LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS	

Source 2	IN TEXT CITATION:
_____ AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. . "TITLE OF ARTICLE."	
_____ <i>TITLE OF WEBSITE</i> . NAME OF SPONSORING ORGANIZATION.	
_____ LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS	

Source 3	IN TEXT CITATION:
_____ AUTHOR'S LAST NAME , AUTHOR'S FIRST NAME. . "TITLE OF ARTICLE."	
_____ <i>TITLE OF WEBSITE</i> . NAME OF SPONSORING ORGANIZATION.	
_____ LAST UPDATE OR ORIGINAL PUBLICATION DATE . URL. DATE OF ACCESS	

Name: _____ Date: _____ Per: _____

Research Writing

RESEARCH NOTES

DIRECTIONS: As you conduct research, take notes about what you learn about your topic. Be sure to paraphrase, summarize, and quote as you go.

Source #:

TITLE: _____	
AUTHOR(S): _____	PUBLICATION DATE: _____
PUBLISHER: _____	TODAY'S DATE: _____

WRITE THE MAIN IDEA OF THE SOURCE: _____

SUMMARIZE THE SUPPORTING DETAILS IN YOUR OWN WORDS: _____

WRITE AND CITE A MEANINGFUL QUOTATION: _____

_____ (_____).

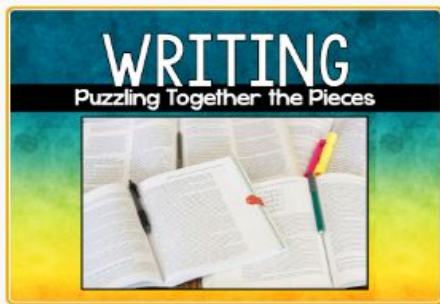
WRITE AND CITE A MEANINGFUL QUOTATION: _____

_____ (_____).

Day 7: Outline

Teach Slides 18-20 in student powerpoint. These slides explain to the students how we organize information together into cohesive paragraphs. Allow students time to take notes if they want to. Provide a copy of the notes to students who need. Stress to the students that the outline does not need to be complete sentences but more a place to get thoughts out before becoming a formalized paper. Explain to students how we utilize the outline to help us organize the information we have gathered into separate paragraphs and write the information out to help us better understand what information we have to back up our main ideas for our paragraph. Have students glue in Outline/Guideline Page (Supplemental Materials pg. 27-28) to their ISN. Project and walk through the different parts that should be in each paragraph. Stress to students that they should be using their source cards to place information into their paper, not “head knowledge” Before setting them free to create- reinforce a good thesis. Discuss with students that a good thesis tells you what you are about to read and why it is important. Project overview of a thesis (Supplemental Materials- Top of pg. 29) and provide copies to the students. While students are coming up with a good thesis, have them color code it like the example. Topic blue, verb green, and main ideas red. The main ideas should be linked back to the questions they generated during the brainstorming session.

Slide Overview:



Step 5

- **Organize and Outline**
 - Create an **outline** with all of the information you researched
 - Use your source cards to determine what information should go where
 - You should create an outline with an introduction, body, and conclusion

Step 5

- **Organize and Outline**
 - Place like information together in the same body paragraphs.
 - Find quotes that best support your topic sentences.
 - Place the most important information toward the beginning of body paragraphs.

Research Paper Outline & Graphic Organizer:

Name: _____ Date: _____ Per: _____

Research Writing RESEARCH PAPER OUTLINE

I. INTRODUCTION

- **Attention getter (1-2 sentences)** - this is a statement that will grab your reader's attention and make them want to read your paper. It can be an interesting fact, a shocking statistic, a quotation, an anecdote, an analogy or comparison, or something else you feel will get the reader to notice your paper. The attention getter cannot be a question.
- **General Information (3-4 sentences)** - this is where you provide your audience with general background information about the topic. Perhaps you will answer why this topic is relevant right now or why people should care about this topic.
- **Thesis statement (1 sentence)** - identify the topic you are writing about and the perspective on the topic that the evidence in your paper supports (your main ideas).

II. BODY PARAGRAPHS

- **Topic Sentence (1 sentence)** - this is the topic sentence of your body paragraph where you identify the main idea of the paragraph. It should be a clear statement that does not contain any opinion.
- **First example (1+ sentences)** - support your main idea and topic sentence with this piece of supporting evidence. It should be a researched fact or example. When presenting your research, be sure to explain the research first, and state where it is from.
- **Explanation (1+ sentences)** - in the explanation sentences of your body paragraphs, you need to elaborate on the example and explain the significance of the example you just provided. This cannot be a quote.
- **Second example (1+ sentences)** - support your main idea and topic sentence with this piece of supporting evidence. It should be a researched fact or example. When presenting your research, be sure to explain the research first, and state where it is from.
- **Explanation (1+ sentences)** - in the explanation sentences of your body paragraphs, you need to elaborate on the example and explain the significance of the example you just provided. This cannot be a quote.
- **Concluding sentence (1 sentence)** - this is a summary sentence of the importance or the relevance of the main idea for your paragraph.

III. CONCLUSION

- **Restate the thesis and main ideas (2+ sentences)** - restate your thesis in a different way, and then review and summarize the main ideas presented in your paper.
- **Statement of significance (1+ sentence)** - without introducing any new information to the paper, explain why this topic is significant, important, and/or relevant.

Name: _____ Date: _____ Per: _____

Research Writing RESEARCH PAPER OUTLINE

DIRECTIONS: To begin outlining your research paper, fill out this outline form with just the basic information you will use in your research paper. Outline your facts and quotes. You can fill in your explanation later.

I. INTRODUCTION

Thesis: _____

II. BODY PARAGRAPH I

Topic sentence: _____

Example 1: _____

Example 2: _____

III. BODY PARAGRAPH 2

Topic sentence: _____

Example 1: _____

Example 2: _____

IV. BODY PARAGRAPH 3

Topic sentence: _____

Example 1: _____

Example 2: _____

V. CONCLUSION

Restate thesis: _____

Thesis Overview:

Name: _____ Date: _____ Per: _____

Research Writing

RESEARCH PAPER WRITING GUIDE

The Thesis –Your thesis can only be one sentence.

(topic of paper) + (verb) + (all of the main ideas)

EXAMPLE THESIS: The invention of the traffic light made car travel safer, traffic flow better, and created a safer environment for pedestrians.

In the research paper for this example thesis, the first body paragraph will be about how the invention of the traffic light made traveling by car safer. The second body paragraph will be about how the invention of the traffic light made traffic flow better. The third body paragraph of the research paper will be about how the invention of the traffic light created a safer environment for pedestrians.

WAYS TO INCLUDE RESEARCH IN YOUR BODY PARAGRAPHS

When you include your researched information in your paper, you have to make sure that it grammatically fits with the rest of your paper. Do not just drop quotes into your paper randomly.

Whenever you add a quote or a statistic, it should never be in a sentence by itself.

INSERTING QUOTATIONS

- According to (include source here), “put quote here” (cite it in MLA format for in-text citations).
- According to (include source here), (put paraphrased, researched information here) (cite it in MLA format for in-text citations).
- For example, the traffic light “put quote here” (cite it in MLA format for in-text citations).
- For instance, (put paraphrased, researched information here) (cite it in MLA format for in-text citations).

EXAMPLE: (Topic Sentence) The invention of the traffic light by Garrett Morgan made automotive transportation safer. (Example) Before the traffic light’s invention, “it was not uncommon for bicycles, animal-powered carts and motor vehicles to share the same thoroughfares with pedestrians. Accidents frequently occurred between the vehicles” (Federal Highway Administration). (Explanation) After the invention and implementation of the traffic light, the number of collisions was reduced and thus created a safer environment for automobile travel.

Day 8: Intro

Teach Slides 22-24 about writing a first draft. . Graphic Organizer for Introductions (Supplemental Materials pg 30) Students will use time in class to write a strong intro that catches the audience with a quote or meaningful statistic. Students will replace their intro in their outline. If finished early, students will read their introductions aloud to another student in “dramatic movie trailer voice” to make sure that they are grasping the audience’s attention while previewing the information.

Slide Preview:

<p>Step 6</p> <ul style="list-style-type: none">• Write the First Draft• Using your outline, begin writing your rough draft• Write your draft in third person<ul style="list-style-type: none">– Do not use I, me, we, us, you, you're, and other second and third person personal pronouns• Be objective<ul style="list-style-type: none">– Only include researched facts. No Opinion!	<p>Step 6</p> <ul style="list-style-type: none">• Write the First Draft• Do not write about your writing.<ul style="list-style-type: none">– NO: In this paragraph, I will write about a significant technological development.– YES: The stop light is a significant technological development of the 19th century.	<p>Step 6</p> <ul style="list-style-type: none">• Write the First Draft• Do not write about your writing.<ul style="list-style-type: none">– NO: For example, as this quote states, “it was not uncommon for...”– YES: Before the traffic light’s invention, “it was not uncommon for...”
22	23	24

Graphic Organizer for Introduction:

Name: _____ Date: _____ Per: _____

Research Writing

WRITING THE INTRODUCTION

DIRECTIONS: Using the introduction notes to guide you, write an introduction to your research paper.

INTRODUCTION NOTES	MY INTRODUCTION
I. ATTENTION GETTER	
Your attention getter should be an interesting statement that will grab your audience’s attention. You want to begin with a fact, statistic, or interesting piece of information.	
2. PROVIDE GENERAL INFORMATION	
After your attention getter, you will want to write general information about your topic. The purpose of providing general information is to give your audience some background information about the subject. You will want to let your readers know why this topic is relevant and also include why people should care about this topic. Typically, the general information portion of a research introduction includes broad, common knowledge type of information.	
3. WRITE YOUR THESIS	
The last sentence of your introduction should be your thesis. Your thesis will be a very specific and direct sentence that will tell your audience what your research paper is about.	

Day 9-11: Body Paragraphs

Students will work through the Graphic Organizer for Body Paragraphs (Supplemental Materials pg 31). In each paragraph, students will focus on answering the question that they originally asked with the research they found. Stress that each paragraph will need a quote, but it does not need to be added yet. Information stated in the paragraphs needs to be facts, not opinion. (Show Brain Pop- Fact vs. Opinion) Students will have in class time to write the three paragraphs and replace the information in their outline.

Graphic Organizer for Body Paragraphs:

Name: _____ Date: _____ Per: _____

Research Writing
WRITING A BODY PARAGRAPH

DIRECTIONS: Using the introduction notes to guide you, write a body paragraph for your research paper.

BODY PARAGRAPH NOTES

BODY PARAGRAPH

<p>1. TOPIC SENTENCE</p>	
<p>Begin your body paragraph with a topic sentence. State what the paragraph will be about.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. EXAMPLE/SUPPORTING DETAIL</p>	
<p>Begin with an example or supporting detail that supports your topic sentence.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. EXPLAIN</p>	
<p>Explain how your example or supporting detail supports the topic sentence and thesis.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. EXAMPLE/SUPPORTING DETAIL</p>	
<p>Use a transition to lead into your second supporting detail or example. Additionally, furthermore, also, secondly...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. EXPLAIN</p>	
<p>Explain how your example or supporting detail supports the topic sentence and thesis.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. REPEAT IF NECESSARY</p>	
<p>Depending on how many sources you need for this paper, continue to add related supporting details and examples to the body paragraph.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Day 13: Quotes, Paraphrasing and Summarizing

Teach Slides 25-29 on sourcing and citing, then go through [Paraphrasing, Quoting and Summarizing Powerpoint](#). This should help students better understand why we need to avoid plagiarism and tips and tricks to enhance their writing. Students should spend time finding ways to meaningfully insert one quote into each body paragraph. Then working with a partner, make sure that all information is paraphrased/quoted/summarized through the Google check. Partner will put words they see into google and see if they can find a source that is plagiarized.

Slide Overview:

Sources

- Ideally, **no more than 15%** of your paper should be direct quotations
- Paraphrase** as much as you can
 - Use direct quotations when citing a statistic or information that needs to be captured word-for-word
 - Use the original author's words if they capture a point exactly

25

Paraphrasing, Quoting & Summarizing

You still must cite your source if you...

- Paraphrase**
 - Put someone else's words/ideas into your own words
- Quote**
 - Use the original author's words, word for word, within quotation marks
- Summarize**
 - Shorten someone else's words and ideas

26

When to Cite

You must provide citations for...

- Any research you quote, summarize, or paraphrase
- Someone else's opinion
- Concrete facts not considered "common knowledge"

27

Parenthetical Citation

- A **parenthetical citation** is a citation in the text of your writing to let your readers immediately know where you got your source

*Your parenthetical citation will be the first part of the entry from the Works Cited page

*The period goes outside of the parenthesis.

28

MLA Citations

IN-TEXT CITATION

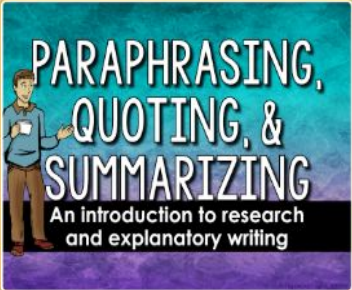
Columbia University Professor Jeffrey Johnson spent seventeen years recording the viewing habits of children in 707 families in Upstate New York and found that the ones "who watched one to three hours of television each day... were 60% more likely to be involved in assaults and fights as those who watched less TV" ("Research on the Effects of Media Violence").

WORKS CITED ENTRY

"Research on the Effects of Media Violence." *Media Awareness Network*. 2005. www.aunl.com. 12 Mar. 2005

29

Paraphrasing, Quoting and Summarizing Powerpoint Overview:



1

Paraphrasing, Quoting, Summarizing

- Paraphrasing, quoting, and summarizing information is an important part of writing research papers and explanatory essays.
- What is the **difference** between them?

2

Paraphrasing


- Paraphrasing** – When you paraphrase, you write a passage in your own words.
- Paraphrased text is **more detailed** than a summary; paraphrased text is about the same length as the original text.
- Paraphrased passages **must be** attributed to the original source.

3

Paraphrasing

When do I paraphrase?

- You should paraphrase a source when you need a large section of original text in your writing, but you want to limit the amount of direct quotes in your writing.



4

Quoting

- Quoting** – When you quote something, you use the writer's original words (word for word) placing "quotation" marks around the quote.
- Quotes must be attributed to the original source.

5

Quoting

When do I quote?

- You should add quotes to your paper when paraphrasing or summarizing would take away from the original author's intended.
- Quotes should be meaningful and relevant, and help support your main ideas.

6

Summarizing


- Summarizing** – When you summarize, you write the main ideas in your own words. Summaries are shorter than the original text.
- Summaries must be attributed to the original source.

7

Summarizing

When do I summarize?

- You should summarize information for your paper when your audience needs to know the main ideas, but **not all** of the details



8

Why?

Why do we paraphrase, quote and summarize when we write?

- Enhance our writing
- Develop credibility (ethos)
- Add depth to our writing
- Provide relevant and supporting evidence
- To **avoid** plagiarism accusations

Practice

Read the below Preamble to the US Constitution. In groups, paraphrase, quote, and summarize the text.

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

How? – It's as easy as ICE

How do you include a summary, quote, or paraphrase in your writing?

- I**ntroduce the idea
- C**ite the source
- E**xplain its relevance

Formatting Quotes

Quotes cannot stand alone! Use this formula for including direct quotes in your paper.

Transition + Indicator + Verb + Quote + Citation

For example,	Author name	verbs,	"....."	(page number)
For instance,	Character name	explains,	"....."	(author,
To illustrate,	Subject name	argues,	"....."	
Moreover,	The author	states,	"....."	
Furthermore,	the character	says,	"....."	

*If you state the author's name as the indicator, you only need to cite the page number.

9

10

11

12

Formatting Quotes

Can you label each part for the quote below? Transition + Indicator + Verb + Quote + Citation

The novel *Of Mice and Men* by John Steinbeck begins in the picturesque Salinas Valley in central California. To illustrate, Steinbeck describes a river that "is lined with trees- willows fresh and green with every spring" (3).

Formatting Quotes

Can you label each part for the quote below? Transition + Indicator + Verb + Quote + Citation

The novel *Of Mice and Men* by John Steinbeck begins in the picturesque Salinas Valley in central California. To illustrate, Steinbeck describes a river that "is lined with trees- willows fresh and green with every spring" (3).

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Formatting Quotes

Can you label each part for the quote below? Transition + Indicator + Verb + Quote + Citation

The novel *Of Mice and Men* by John Steinbeck begins in the picturesque Salinas Valley in central California. To illustrate, Steinbeck describes a river that "is lined with trees- willows fresh and green with every spring" (3).

13

14

15

16

Formatting Quotes

Can you label each part for the quote below? Transition + Indicator + Verb + Quote + Citation

The novel *Of Mice and Men* by John Steinbeck begins in the picturesque Salinas Valley in central California. To illustrate, Steinbeck describes a river that "is lined with trees- willows fresh and green with every spring" (3).

Formatting Quotes

Can you label each part for the quote below? Transition + Indicator + Verb + Quote + Citation

The novel *Of Mice and Men* by John Steinbeck begins in the picturesque Salinas Valley in central California. To illustrate, Steinbeck describes a river that "is lined with trees- willows fresh and green with every spring" (3).

Mix It Up

- To add **variety** to your writing, include all three into your writing. Try to paraphrase, quote, and summarize in **every body paragraph!**

Quiz

• When you paraphrase, you should be sure to... (select 2)

- Write the text in your own words.
- Place quotation marks around the text.
- Properly cite the source.

17

18

19

20

Quiz

• When you paraphrase, you should be sure to... (select 2)

- Write the text in your own words.
- Place quotation marks around the text.
- Properly cite the source.

A and C are both correct! Do not place quotation marks around something you paraphrase, but you will need to write it in your own words and cite it.

Quiz

• True or False: A summary should be the same length as the original text.

- True
- False

Quiz

• True or False: A summary should be the same length as the original text.

- True
- False

B is correct! The answer is false. A summary is a **shortened** and **condensed** version, whereas when you paraphrase something, it will be similar in length to the original text.

Quiz

• When should you use a direct quote?

- When you need to provide a lot of details to your audience.
- When you need to include specific or technical information in your text.

21

22

23

24

Quiz

• When should you use a direct quote?

- When you need to provide a lot of details to your audience.
- When you need to include specific or technical information in your text.

B is correct! If you need a lot of details, you are better off paraphrasing. If you want **specific** or **technical** details, it is best to add a quote!

Quiz

• What do you need to consider when adding in a direct quote?

- How the quotation fits in grammatically with the rest of your text.
- If the original author is still alive.

Quiz

• What do you need to consider when adding in a direct quote?

- How the quotation fits in grammatically with the rest of your text.
- If the original author is still alive.

A is correct! When you include a quotation into your own paper, it needs to be **grammatically** aligned with the rest of your paper.

25

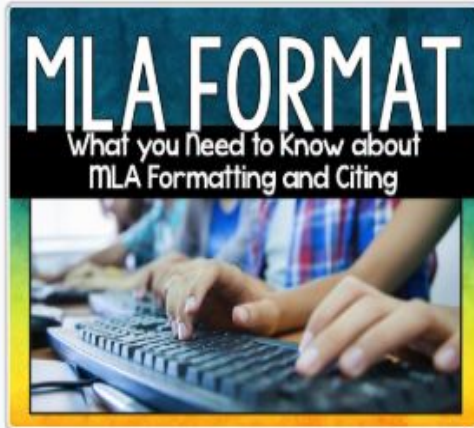
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27

Day 14: MLA Formatting and Works Cited

Teach Slides 30-40 on how to format in MLA and how to create a works cited page. Students have had exposure to working with easybib.com previously in ELA. Students will use the information from his/her source cards (Or google keep) to create their MLA citations. Work with students to navigate through Easybib together by demonstrating the website on the projector. Additionally, show how to cite a source and what to do if the information is missing.

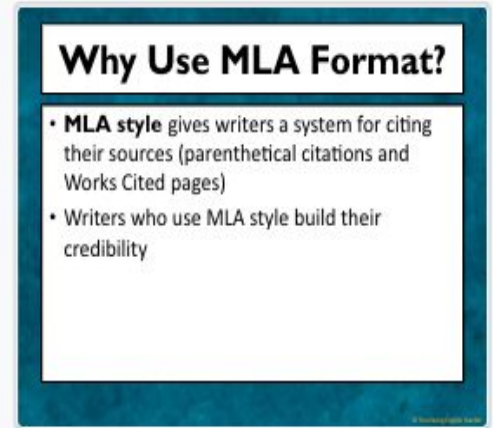
Slide Overview:



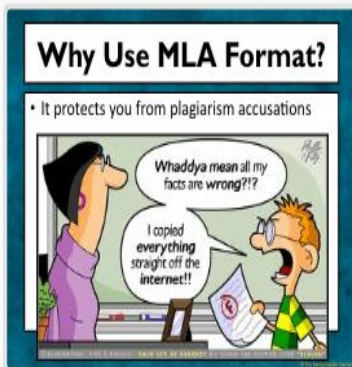
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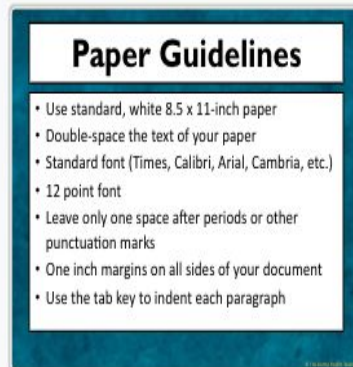
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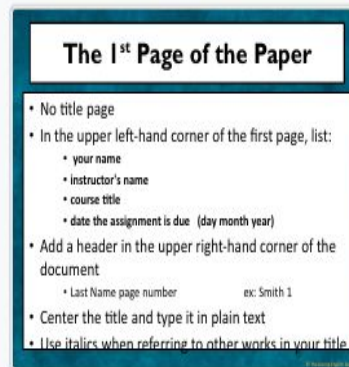
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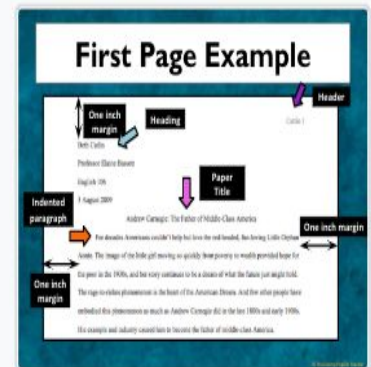
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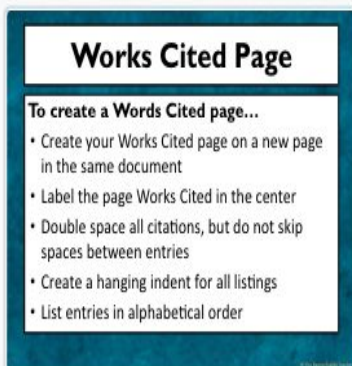
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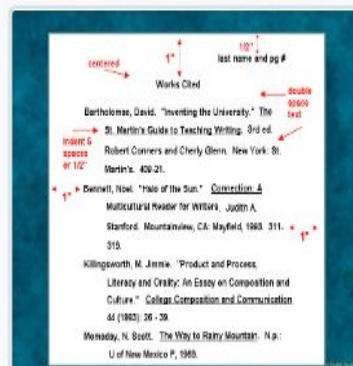
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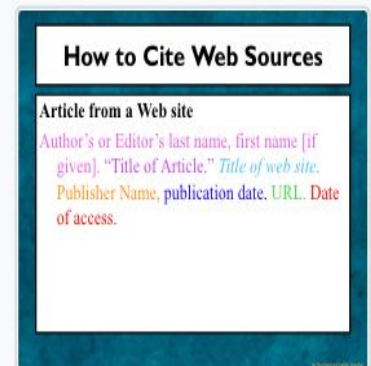
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40

Day 15: Self and Peer Editing

In class, students should complete the peer review activity. (pg 33 of Supplemental Materials) To make this more beneficial, the peer review form is double sided allowing for multiple peer reviews or a peer and adult edit. Students will be required to peer edit one paper.

Peer Editing Worksheet:

Name: _____ Date: _____ Per: _____

RESEARCH PAPER PEER EDIT FORM

Author Name: _____ Peer Reviewer Name: _____

Paper Topic: _____

Paper Thesis: _____

	Yes	No	Comment
ORGANIZATION			
Is there a title?			
Are paragraphs used? Is each paragraph indented?			
INTRODUCTION			
Is there an attention getter in the first sentence of the paper?			
Does the author include background information informing the audience about the topic?			
Is there a thesis statement?			
Is the thesis statement the last sentence of the paragraph?			
BODY PARAGRAPHS			
Is there a quotation in every body paragraph?			
Does each body paragraph provide at least two examples that support the topic sentence?			
Is the evidence cited properly? "quote" (#).			
After the quote, is there some sort of explanation of the quote and how it relates to the topic sentence?			
CONCLUSION			
Does the writer restate the thesis?			

CHECK FOR:

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

Day 16: Finalizing

Students will spend the last day working in class with a peer to finalize edits and to read his/her paper aloud. Students will be asked to check their paper in Grammarly as well.

Day 17-19 Environmental Disaster Self Designed Project

After researching a chosen environmental disaster, students will create a presentation for his/her peers to demonstrate his/her understanding of the disaster. The students will present this information in the format of his/her choosing and will create their own rubric. Rubrics will be approved by the teacher before beginning.

[Directions](#)

Environmental Disaster Self Designed Project

After researching your environmental disaster, you will be creating a presentation for your peers to demonstrate your understanding of your disaster. You will present this information in a format of your choosing, with the exception of slideshows, posters, or other overdone presentations formats. Think outside the box.

Fill in the rubric below. I have chosen two areas for you to be graded on, you need to choose the remaining five areas to be graded. You will then assign points to each category to add up to a TOTAL of 50 points. **NO MORE, NO LESS.** Once you have chosen a topic and filled out a rubric, bring your idea to Mrs. Jackson to be approved. Once your idea is approved, you may not change your project without approval from Mrs. Jackson.

Projects will need to be chosen by the end of class Friday.

Name(s):

Topic Researched:

How will your project be presented:

(Example: Draw a comic book, create a diorama, make a model, perform a skit, make a music video, stop motion, etc.)

	Points Given	Points Earned
It is evident that I have put great effort into my project. My presentation is well thought out, creative and engaging. The format I chose was original.	10	
The information I provided was well researched and correct. It is clear that my audience has learned something new as a result of this project.	20	
When my project is completed, my audience will understand...		
When my project is completed, my audience will understand...		
When my project is completed, my audience will understand...		
When my project is completed, my audience will understand...		
When my project is completed, my audience will understand...		

Day 20 Gallery Walk Project Presentations

Students will place their projects around the room and allow for the other students to learn from their project. Students will complete a scavenger hunt to help make sure they are interacting with each other's projects.

Resources Used:

[Intro Powerpoint](#)- BP Oil Spill

[Student Powerpoint](#)- Shared slides at a time based on the skill being focused on

[Researching Writing Supplemental Materials](#)- Graphic organizers

[Paraphrasing, Quoting and Summarizing Powerpoint](#)

[Paraphrasing Supplemental Materials](#)- Social Studies Based

Student Writing Examples:

[Writing Sample 1](#)

[Writing Sample 2](#)

Linear Systems of Equations Unit Overview

Unit Title: Systems of Equations

Grade level: 8th Grade

Time Frame: about 35 days

Overview:

In this unit, students will use prior knowledge on writing linear equations, graphing linear equations, and solving multi-step equations. Students will be exposed to simultaneous linear equations to further enhance their mathematics skills towards common real-world scenarios. Students will master all four methods of solving systems of equations as well as develop a deeper understanding of the everyday application to using systems.

Common Core Standards:

8.EE.C.7.A Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.EE.C.7.B Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE.C.8.A Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

8.EE.C.8.B Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

8.EE.C.8.C Solve real-world and mathematical problems leading to two linear equations in two variables.

Essential Questions:

- What is the intersection point of two linear equations and what does it mean in the context of the problem?
- What does it mean to have “infinitely many solutions” and “no solution”?
- What is the substitution method and what benefits does it have to solving systems of equations?
- What is the elimination method and what benefits does it have to solving systems of equations?
- What is the inspection method and what benefits does it have to solving systems of equations?
- How can we apply systems of equations to real-world scenarios and what does the answer mean in the context of the problem?

Knowledge and Skills:

Students will be able to...

- Graph simultaneous linear equations on a graph and determine the intersection point.
- Identify the number of solutions based on the information given from two equations.
- Correctly use the substitution method to solve simultaneous linear equations.
- Correctly use the elimination method to solve simultaneous linear equations.
- Use the inspection method to determine the number of solutions to a system OR to choose the best method for solving.
- Calculate systems of equations as they apply to real-world scenarios.

Introductory Concepts:

- What is a line and how to graph it
- What are ordered pairs that make the linear equation true and what does that mean in the context of the problem?

Essential Vocabulary:

- | | | |
|-------------------------|----------------|------------------------|
| - Slope | - Y-intercept | - Ordered Pair(s) |
| - Point of intersection | - Simultaneous | - Systems of equations |
| - Quadrant | - Substitute | - Elimination |
| - Coefficient | | |

Teacher Research/Resources:

[Guided notes](#)

[Eureka practice](#)

[Graphing Method](#)

[Substitution Method](#)

[Elimination/Inspection Method](#)

[Application problems](#)

Lessons

Week 1: Graphing method

Students will extend their prior knowledge of writing and graphing linear equations. Students will deepen their understanding of ordered pairs that fall on a line and what it means in the context of a word problem. Students will spend time enhancing their skills in checking their solution to make sure their solution makes a true statement. Students will then extend this practice to graphing systems of linear equations. Students will graph two equations and determine a point of intersection. Students will also be exposed to “infinitely many solutions” and “no solution” type of systems and what pieces of the equations that may help determine these solutions before graphing.

Week 2: Substitution method

Students will learn the second method of systems of equations. Students will review multi-step equations as we practice substituting a piece of a linear equation into a second linear equation in an effort to solve algebraically for one variable. Students will then use their found variable to substitute back into an equation in order to solve for the second variable. Students reinforce their checking skills. Students are exposed to what the systems of equations will look like for “infinitely many solutions” and “no solution” answers.

Week 3: Elimination and Inspection method

Students will learn the third method of systems of equations. Students will be exposed to and practice the elimination method. Students will see that equations written in standard form are often easiest to solve using this method. Students will become confident in scaling equations up or down to get similar coefficients and adding or subtracting linear equations. Multiple types of solutions will be explored here too. This week will extend into the inspection method/ choosing the best method. Students will put all their work together to use the inspection method as a shorthand way to decide how many solutions a system will have. If a student uses the inspection method to decide that a system will have one intersection point, the inspection method will also help decide which is the best method to use. Students will understand that equations in slope-intercept form will be easiest to solve using substitution or graphing while equations in standard form will be easiest to solve using the elimination method.

Week 4: Application

Students will expand on each method as it applies to real-world scenarios. Students will gain a deeper appreciation for systems of equations as these scenarios can happen daily. Students reinforce the learned methods as they apply their skills to word problems. Students will also apply their skills of creating context behind their solutions.

Essential questions

- To what extent have the contributions of ancient Rome influenced modern society?
- How well did feudalism establish order in Europe in the Middle Ages?
- How influential was the Roman Catholic Church in medieval Europe?
- What was life like in medieval European towns?
- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought?

Introduction

The Middle Ages, or medieval time, is generally believed to have started with the fall of the Roman Empire in 476 and to have lasted about 1,000 years until about 1450. The beginning of the Middle Ages is called the Dark Ages because the great civilizations of Rome and Greece had been conquered. Life was very hard in the Middle Ages. Very few people could read or write. Their lack of knowledge often led to superstitious beliefs. The people thought that fate ruled their existence; therefore, there was little hope for the improvement of their condition. During the years of the Roman Empire, the poor people were protected by the soldiers of the emperor. When the empire fell, there were no laws to protect them, so they turned to the lords to keep the peace and to act on their behalf. This willingness to be ruled by the lords led to the beginnings of feudalism. Some peasants were free, but most became serfs to a lord. This meant they were bound to the lord's land and paid very high rent to the lord. The only hope that most people had was their belief that the next life in heaven would be better than life on earth. The Crusades were launched to bring Jerusalem under Christian control because the Muslims had denied pilgrims access to the city. The experiences of the traveling crusaders opened up new worlds and new ideas to the medieval people. Prior to the Middle Ages, many groups of people led invasions in European lands. They included the Huns from Central Asia, the barbarian tribes from Scotland and the Germanic tribes, which included the Vandals, Lombards, Goths and Franks. During the Middle Ages, there were barbarian invasions, which included the Viking raids and the raids of the Mongols, who controlled most of Russia and eastern Europe.

Almost half of the people in western Europe died from the bubonic plague. This disease, which killed 35 million Asians, was brought to Europe by ships coming back from China. Rats traveled on the ships. Fleas living on the blood of these infected rats transferred the disease to people. Lymph nodes swelled and burst and the skin turned a dark gray color. Medicinal care and cleanliness were lacking. Superstition ruled. It should be noted that other parts of the world were thriving in this era. North Africa, the Middle East, China, India and other parts of the world were experiencing great changes. The Renaissance began in about 1450. Renaissance is a French word that means "rebirth." This rebirth began when European scholars became more aware of and interested in the world around them. The art became more true to life. People began to learn about new lands, customs and beliefs.

Primary skills taught:

- Primary source analysis
- Secondary source analysis
- Argumentation
- CCSS Speech and language discussion skills
- Political system comparisons

Standards covered

RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

Assessment

- Building A Medieval Manor
- Middle Ages Unit Test

Texts	
<p>Anchor: <i>World History Patterns of Interaction</i> <i>Prentice Hall: World Studies: Medieval Times to Today</i></p> <p>Related texts:</p> <ul style="list-style-type: none"> The Middle Ages, Dorothy Mills 	<p>http://www.medieval-life-and-times.info/ http://www.themiddleages.net/ http://www.medievalwarfare.info/resources.htm http://www.lordsandladies.org/life-in-middle-ages.htm https://www.historylearningsite.co.uk/medieval-england/medieval-towns/ http://www.public.iastate.edu/~gbetcher/373/MedTowns.htm http://www.rutasramonllull.com/en/traveling-middle-ages https://machaut.weebly.com/travel-in-the-middle-ages.html http://www.medievalchronicles.com/medieval-life/medieval-games/medieval-hunting/ http://www.medievalchronicles.com/medieval-life/ https://www.healthyway.com/content/medieval-hygiene-practices-of-the-middle-ages/ https://quatr.us/medieval/medieval-sailing-ships-medieval-europe.htm http://cdalebrittain.blogspot.com/2017/07/medieval-boats.html</p>
Teaching sequence	
1. The Fall of Rome DBQ Investigation	Students will be introduced to many different reasons for the fall of Rome, including the spread of Christianity, the rise of inflation, invasions from outside forces, the decline of the military, and more.! Students construct an essay once finished and use the included prompt to organize their thoughts.
2. Life in the Middle Ages! Detailing European Feudalism in First Person Accounts! Life as a Serf, Knight, Lord, or King!	Each student reads a different first-person perspective, from either the perspective of a King, a Lord, a Knight, or a Serf. Then, students complete the first three sections on the included worksheet. Section 1 focuses on key vocabulary terms, including Vassal, Divine Right Theory, Fief, and Manor. Section 2 has students fill out a class pyramid based on the information in their person's perspective. Section 3 has students make connections to "who is whose Vassal" in the feudal system.
3. Going Medieval	Students study different aspects of the Middle Ages through the Mike Loades documentary, "Going Medieval".
4. Rise of Feudalism	Students read about various social classes

	within the Middle Ages, analytically determining the social reasons behind the rise of medieval political systems.
5. Building a Medieval Manor	Students are tasked with utilizing their knowledge of the feudal system and medieval manors to create the ultimate medieval manor. They are going to be arguing to “their king” that their design best fits the needs of the land based on evidence from their design.
6. The Catholic Church Hierarchy & the Powers of the Church! Fun Graphic Organizer!	Students learn about the structure of the Catholic Church and compare it to the hierarchy of the Feudal system, and what implications this may have on society.
7. Crusades Stations	Students rotate through several stations learning about the political, social, religious, and economic causes of the crusades. The resulting consequences of the crusades are also analyzed.
8. Geoinquiry: The Crusades	Utilizing google earth, students use geographic skills and techniques applied to historical information to determine the causes and effects of the Crusades.
9. Black Plague Investigation	Analyzing multiple primary and secondary sources, students try to determine the overall source and cause of the Black Plague during the middle ages.
10. Where did the Black Plague Originate?	Utilizing the previous information on the causes of the Black Plague, students assess geographic information to determine the original location of the start of the black plague.
11. Magna Carta Analysis	The signing of the Magna Carta was an essential step in the development of constitutional Government in England. The Magna Carta’s guarantees of legal and political rights also formed the basis of government in the English colonies. In this activity, students paraphrase key political concepts and connect their understanding of these concepts to examples from the magna carta.
12. Medieval Towns and Guilds Web Quest Lesson	Students conclude their medieval studies researching how medieval towns and guilds grew into prominence. This would impact medieval society as it would change the political and social systems that would guide Europe for centuries.

ELA Grade 8 Unit: *The Outsiders* by S.E. Hinton

Unit Focus/Essential questions	
<p>What does it mean to be loyal? How do we learn empathy? What makes you who you are, and what determines what you will become?</p>	
<p>Primary skills taught</p> <ul style="list-style-type: none"> ● Characterization ● Identifying themes and their development over the course of a novel ● Determining an author’s point of view and purpose ● Allusions ● Poetry terminology ● Connotation and denotation ● Language to develop setting; use of slang to create a group identity, to identify social milieu, to create tone ● Formal/informal/academic language ● Discussion skills ● Essay introductions and conclusions ● Citing textual evidence ● Incorporating quotes and textual evidence in essays 	<p>Standards covered</p> <p>Reading Literature: 8.1, 8.2, 8.3, 8.4, 8.7, 8.9 Reading Informational: 8.1, 8.2 8.4, 8.6, 8.7 Writing: 8.1, 8.4, 8.5, 8.6, 8.9 Speaking & Listening: 8.1, 8.2, 8.5 Language: 8.4, 8.5</p>
<p>Assessment</p> <ul style="list-style-type: none"> ● Academic language revision ● In-depth response questions ● Characterization mini-posters ● Essay ● Graded discussion 	
Texts	
<p>Anchor <i>The Outsiders</i> by S.E. Hinton</p> <p>Supporting</p> <ul style="list-style-type: none"> ● Greaser/Soc primary source photographs ● “Harper High School” from <i>This American Life</i> (audio documentary) ● “Fire and Ice” by Robert Frost (poem) ● “Nothing Gold Can Stay” by Robert Frost (poem) ● New York Times dialect quiz (online) ● Interview with S.E. Hinton 	<p>Differentiation: Audiobook available</p>

Teaching sequence	
<p>1. Students will complete an anticipation guide on peer relationships and social groups, and then discuss their answers as a class. Teacher will introduce and pass out novel. Students will read Ch. 1-2 and complete characterization graphic organizer.</p>	<p>Differentiation: Simplified graphic organizer available.</p>
<p>2. Students will view Soc/Greaser slideshow as a class and use Visual Thinking Strategy; students will note what they see in notebook. Afterwards, students will discuss what they noticed and any judgments/opinions about the individuals featured. Relate to Chapters 1-2, identity, judging people on how they look/dress.</p>	
<p>3. Chapters 1-2 due. Review characterization. In class, students will look at sample characterization paragraph discuss how to improve it. Then, students will write their own paragraph on Ponyboy's view of a character. Demonstrate using evidence, including quote.</p>	<p>Differentiation: Help individual students plan their paragraph.</p>
<p>4. Paragraph due. Students will peer edit each others' paragraphs and then revise. Read Ch. 3-4, answer questions. Optional activity: Relay race, in which certain teams have advantages.</p>	<p>Differentiation: Three levels of question sets</p>
<p>5. Connotation, denotation practice, using words from text.</p>	
<p>6. Ch. 3-4 due. Ask students to jot down questions/topics they want to talk about. Whole class discussion of 1-4. Review characteristics of a good discussion. Read Ch. 5-6.</p>	<p>Differentiation: Option to write responses.</p>
<p>7. Open-mind portrait. Students will work with a partner to create a mini-poster of a character. The poster features two heads: one head shows a physical representation of the character, based on textual evidence; the other portrait shows the inside of the character's head, with symbols showing what character likes, thinks about, worries about, etc.</p>	
<p>8. Ch. 5-6 due. Reading quiz over 5-6. Students will learn poetry terminology as they analyze "Fire and Ice," and examine the relationship between form and meaning. Then, students will</p>	<p>Differentiation: Differentiated quiz available.</p>

<p>annotate “Nothing Gold Can Stay” and complete an analysis worksheet. Table groups will discuss their findings, followed by a short class discussion.</p>	
<p>9. Read Ch. 7-9. At the start of class, students will take the NY Times dialect test to discover different words and expressions used across the country. Then, using a list of ‘60s slang, students will create a short Google slideshow with the definition, the sentence from the novel that uses the term, and an image or their own sentence.</p>	
<p>10. Students will share their slideshows with another group. Students will read excerpts of texts from different eras and try to identify the era in which it was written. Short paragraph: What are some ways writers create the feeling of a particular time and place?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> ● Graphic organizer in place of paragraph available. ● Advanced students will try to determine ways a reader can tell historical fiction from works created in a particular era.
<p>11. Ch. 7-9 due. Students will write a short response to the events of these chapters, and to an essential question. After they finish, students will come up with questions for <i>Outsiders</i> Jeopardy or Kahoot.</p>	
<p>12. Read Ch. 10-12, answer questions. Students will complete Academic Language packet, identifying differences in vocabulary, ways of discussing evidence, sentence structure, etc. in informal and formal writing.</p>	<p>Differentiation: Primarily focus on language and sentence structure, and changing from formal to informal and vice versa.</p>
<p>13. Listen to <i>This American Life</i> broadcast of “Harper High School, part 1.” (Students can follow along on transcript.) Complete graphic organizer comparing and contrasting this text and <i>The Outsiders</i>. Write a paragraph discussing one or two points, with evidence.</p>	<p>Differentiation: Reduce the number of points of comparison.</p>
<p>14. Ch. 10-12 and questions due. Students will write two discussion questions for graded fishbowl discussion over the entire book. Play Jeopardy or Kahoot game.</p>	
<p>15. Hold graded fishbowl discussion over the whole book, using student’s topics, plus teacher-created ones others as needed.</p>	
<p>16. Students will work with a partner to complete a theme sort, deciding which theme various passages and events help develop; students will</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> ● Reduce the number of themes from four to three. Sentence frames for

<p>then come up with additional examples that help develop the given themes, and practice writing theme and thesis statements. Discuss their choices as a class.</p>	<p>theme/thesis statements.</p> <ul style="list-style-type: none"> Advanced: Identify an additional theme related to essential questions, and passage and events which develop that theme.
<p>15. Introduce essay topics, graphic organizer and rubric. Day 1: brainstorm, decide on a topic, begin rereading and gathering evidence. Day 2: Mini-lesson on thesis statements; thesis statements and graphic organizer due next day. Day 3: Mini-lesson on introductions and conclusions. With partner, discuss the evidence each has chosen, refine thesis statements. Day 4: Introduction due. Mini-lesson on introducing, integrating and discussing quotes. Day 5: Two body paragraphs due. Day 6: Rough draft due; revision stations (identifying topic sentences, punctuating quotes, sufficient evidence, academic language, etc.) Day 7: Revising, peer edit.</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> For struggling writers: additional, more concrete topic choices for essay; reduce paragraphs in essay, simplify conclusion. For stronger writers, option of developing own topic.
<p>16: Final draft due. Watch <i>The Outsiders</i> movie; As students watch, they should note changes the director has made from the novel, and memorable moments. After the movie, discuss why those changes might have been made. Also discuss: If students made a new version, whom would they cast? Would they update it or change the setting?</p>	

Lesson: El océano

2nd grade

Goal: Learn ocean related words in Spanish

1. Write vocabulary in English on the white board.
2. Pass out Spanish/English Pictionary to each child
3. Go over vocabulary words and compare them to the ones the children found.
4. Discuss each vocabulary words, share videos, and slides.
5. Show how pollution affects our oceans
6. Come up with ideas to help control and eliminate pollution.

Vocabulary

el tiburón – shark

el océano – ocean

el caballito de mar – seahorse

el cangrejo – crab

el delfín – dolphin

la medusa – jellyfish

la estrella de mar – starfish

el pulpo – octopus

la ballena – whale

la arena - sand

el mar – sea

el pez – fish

la playa – beach

el queipo - kelp

el coral – coral

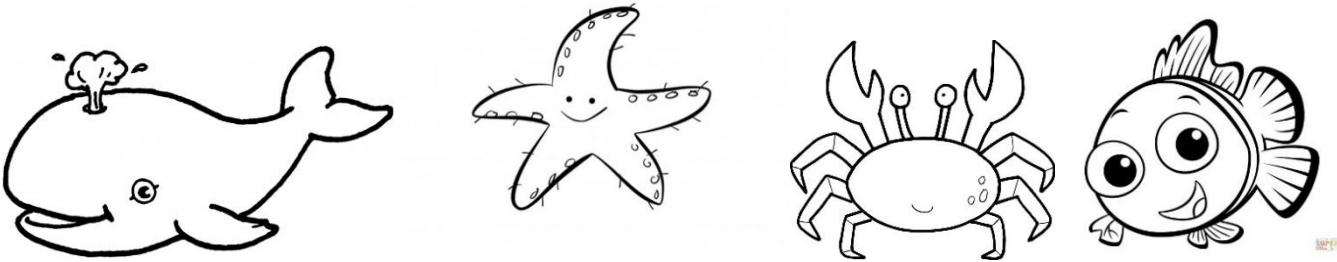
Activities

1. Create flashcards
2. Discussion groups about various vocabulary words and facts learned during lesson.
3. Reflection sheets.
4. Play Pictionary to help memorize vocabulary words.
5. Overall reflection sheet.

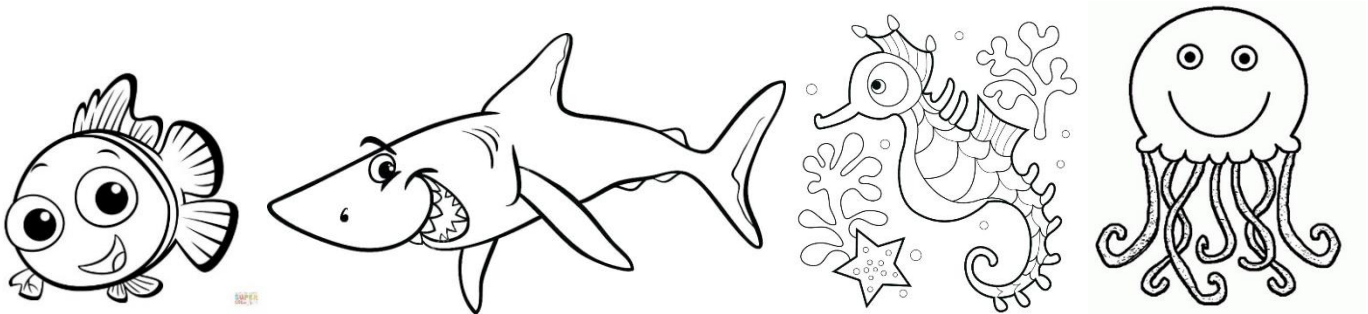
Assessment

Nombre _____ Maestra _____ Fecha _____

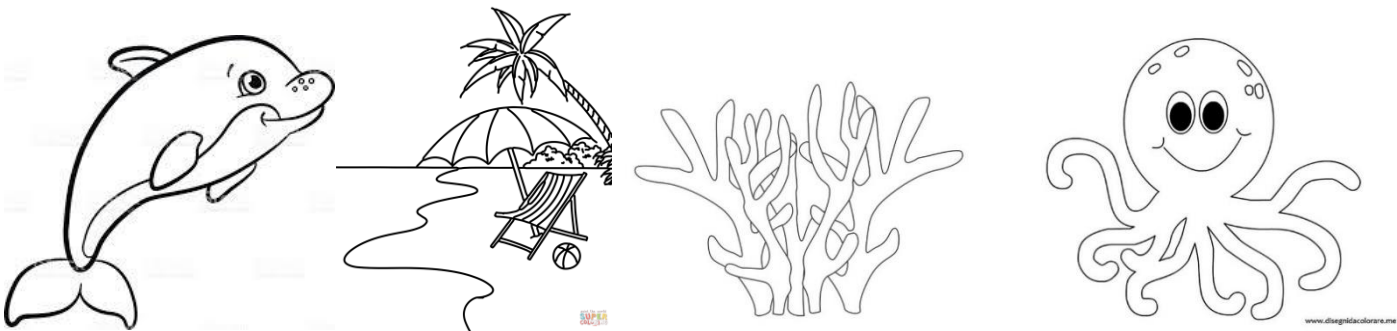
1. el pez



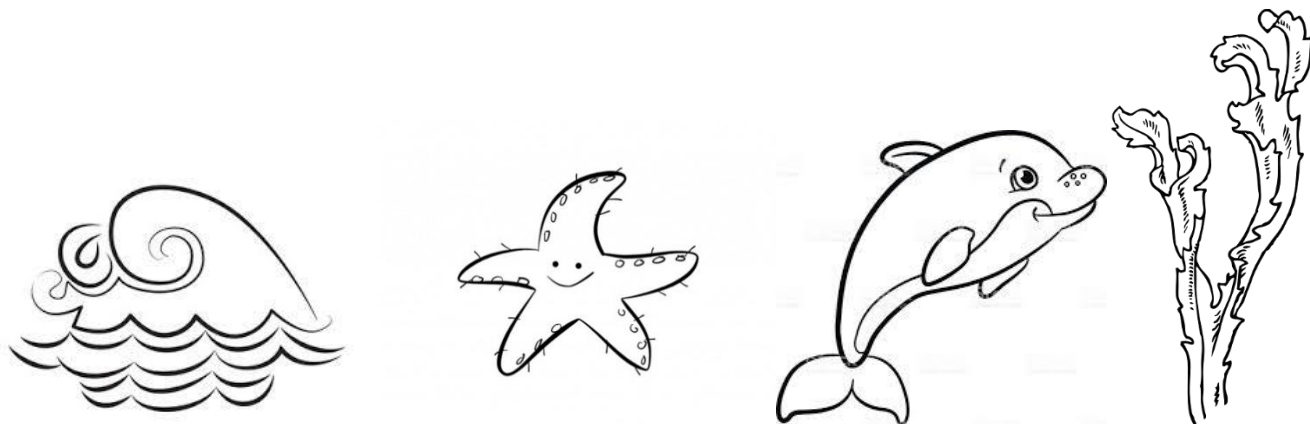
2. el tiburón



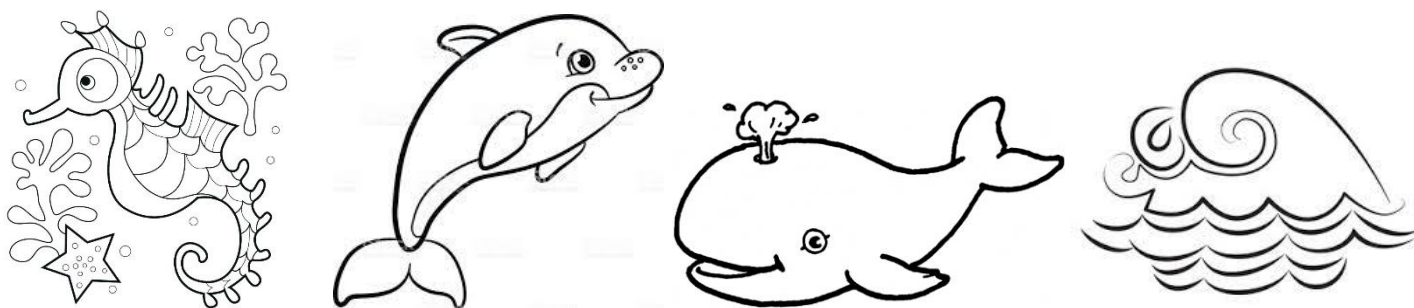
3. el coral



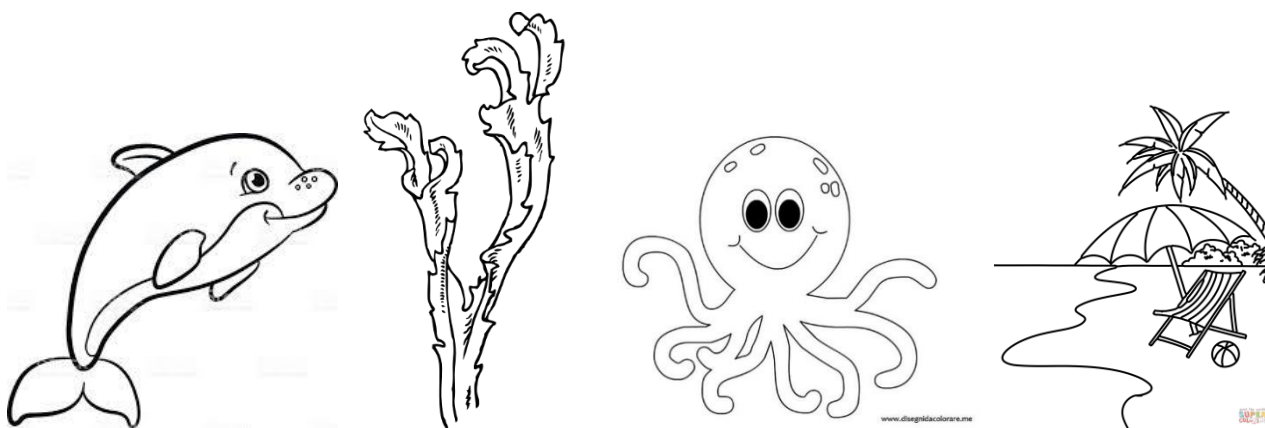
4. el delfín



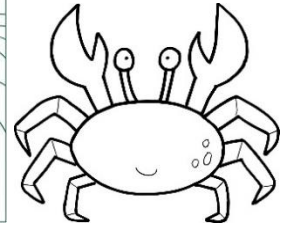
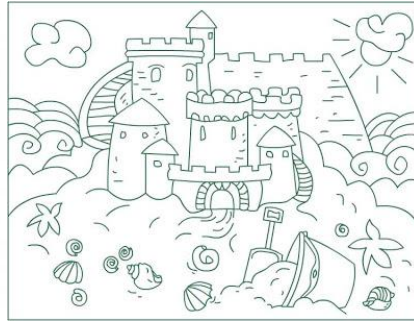
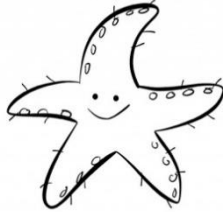
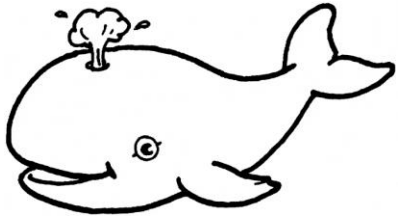
5. el caballito de mar



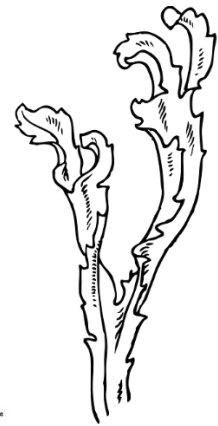
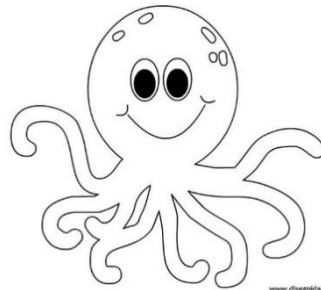
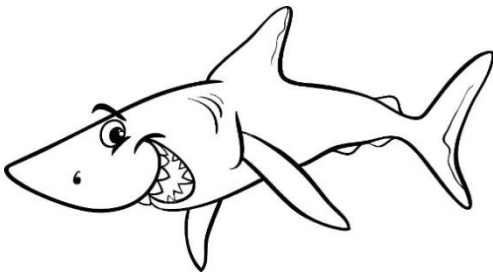
6. el pulpo



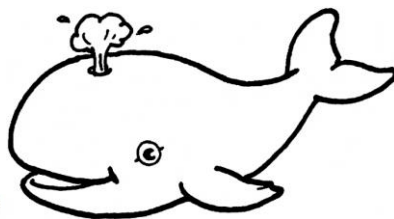
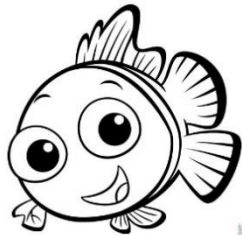
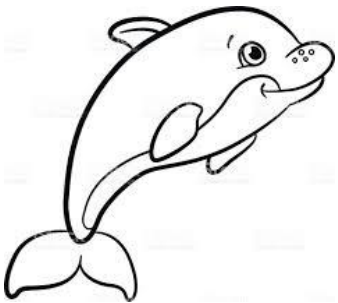
7. el cangrejo



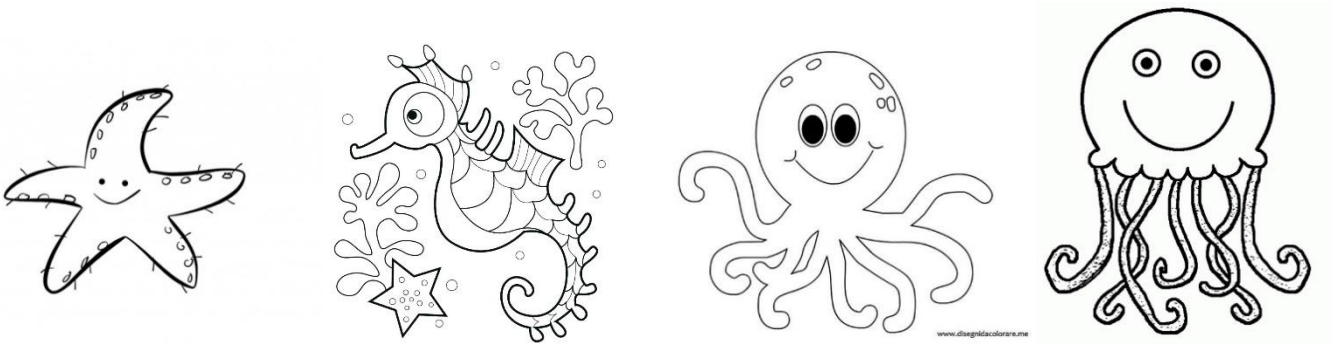
8. la playa



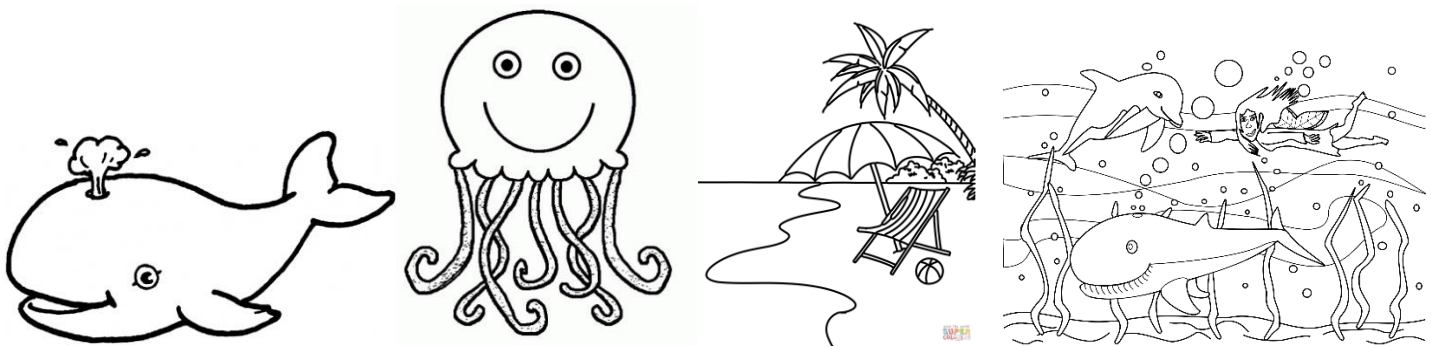
9. la ballena



10. la estrella de mar



11. la medusa



Write the correct letter in the line provided:

12. _____ el quelpo

A. ocean

13. _____ el mar

B. sand

14. _____ la arena

C. kelp

15. _____ el océano

D. sea

Nombre _____ Maestra _____ Fecha _____

El océano

Circle favorite ocean lesson/lessons:

el pulpo

el cangrejo

el tiburón

la medusa

el caballito de mar

la estrella de mar

el delfín

el pez

la ballena

la playa

el mar

el coral

el queipo

la arena

Interesting fact : _____

What can we do: _____

Picture:

Jana McGeever - SPANISH LESSON

Lesson Plan: Irregular verbs 5-2 (“GO” verbs, boot verbs, other irregulars)

Lesson Name: Irregular verbs Unidad 5 Lección 2

Grade Level: 7th 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 use irregular verbs in proper context. Once an understanding is developed, the students will be able to use and understand in conversation, reading and writing.
Concepts	Present tense conjugations of irregular verbs, vocabulary review
Materials	-whiteboard/markers -flashcards -poster sheets -book -worksheet- -chromebook - “spoons” game
Procedure	-Students will be assigned a verb and a group. Each group will be given a large poster size post-it. -Students will figure out by using their book or chromebook (or by hearing some of the verbs) what their verb means and how to conjugate it. -Each group will write the verb forms and sentence examples in the present tense on the poster. -Each group will present their poster to the class while all groups take notes on the verbs. -There will be a homework worksheet to complete. -There are many listening, speaking activities to accompany this lesson.

	-The game “cucharas” or “spoons” will be played to practice the verb conjugations.
Assessment	-Oral assessment will be the primary assessment of this lesson. The posters will show the correct forms of the verbs. Complete sentences with the verbs will show understanding. Check homework assignment. Students are able to play the game and put like verbs together.

Homework assignment on Google Doc/Google Classroom:

Worksheet 5-2 Avancemos 1B

DECIR -

digo	decimos
dices	decis
dice	dicen

VENIR-

vengo	venimos
vienes	venis
viene	vienen

DAR-

doy	damos
das	dais
da	dan

PONER-

pongo	ponemos
pones	poneis
pone	ponen

SALIR-

salgo	salimos
sales	salis
sale	salen

TRAER-

traigo	traemos
traes	traeis
trae	traen

Did You Get It?

Práctica de gramática

Level 1 pp. 278-279

Level 1B pp. 77-79

¡AVANZA!

Goal: Learn the forms of more irregular verbs.

1 Write the correct form of **decir** for each subject.

yo _____

tú _____

los estudiantes _____

Pilar _____

vosotras _____

2 Write the correct form of **venir** for each subject.

vosotros _____

la maestra _____

ustedes _____

yo _____

Rodrigo y yo _____

3 Write the correct form of **traer** for each subject.

vosotras _____

usted _____

tú _____

yo _____

ellos _____

4 Write the correct form of **poner** for each subject.

yo _____

tú _____

usted _____

usted _____

Anita y yo _____

5 Write the correct form of **dar** for each subject.

tú _____

usted _____

ellos _____

Anita y yo _____

yo _____

6 Write the correct form of **salir** for each subject.

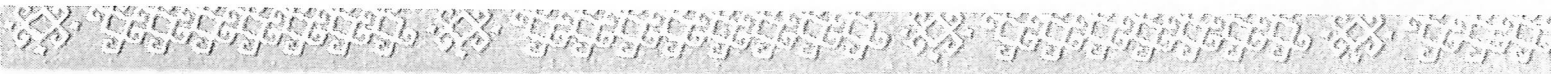
nosotros _____

usted _____

ellos _____

tú _____

yo _____



Nombre _____ Clase _____ Fecha _____

7 Write sentences describing who does what for the party. Follow the model.

Modelo: Ariana / venir / a las seis para ayudar
Ariana viene a las seis para ayudar.

1. tú / salir / temprano de casa

2. mi hermana / poner / la mesa

3. yo / poner / los globos en la sala

4. los invitados / venir / a las siete

5. todos / decir / «¡Feliz cumpleaños!»

6. nosotros / dar / muchos regalos

8 Complete the conversation with the correct form of the appropriate verb.

venir	salir	traer	dar	decir	poner
-------	-------	-------	-----	-------	-------

Ana: Félix, tú sabes que hoy _____ una fiesta para Elena. ¿Cuándo _____ con las decoraciones?

Félix: _____ de mi casa en diez minutos. Llego en media hora.

Ana: ¿_____ los globos?

Félix: Sí, los llevo. ¿Y tú, Ana, ¿qué haces?

Ana: Yo preparo la comida y _____ la mesa.

Félix: Y cuando _____ Elena, todos nosotros _____ «¡Sorpresa!» y le _____ los regalos.

9 Write sentences describing four things you do to prepare for a party. Follow the model.

Modelo: salir para comprar un regalo Salgo para comprar un regalo.

1. traer los discos compactos _____
2. poner las decoraciones _____
3. decir «¡Sorpresa!» _____
4. dar un regalo _____

digo

vengo

dices

vienes

dice

viene

decimos

venimos

dicen

vienen

salgo

traigo

sales

traes

sale

trae

salimos

traemos

salen

traen

doy

pongo

das

pones

da

pone

damos

ponemos

dan

ponen

Nombre _____
Fecha _____
Clase _____

38

PRUEBA- verbos irregulares Unidad 5-Lección 2

A. Write the meanings of the following infinitives. (6 pts.)

1. Decir-
2. Traer-
3. Poner-
4. Dar-
5. Venir-
6. Salir-

B. Complete each sentence with the appropriate form of the verb. (8 pts.)

1. Paco _____ a las tres de la tarde. (venir)
2. Yo nunca _____ un secreto. (decir)
3. Ellos _____ un postre muy rico. (traer)
4. Ana me ayuda y (ella) _____ la mesa. (poner)
5. Nosotros _____ a la escuela temprano. (venir)
6. Tú _____ de la escuela a las tres y media. (salir)
7. Los padres de Daniel _____ muchas fiestas. (dar)
8. Ellas _____ las decoraciones antes de la fiesta. (poner)

C. Natalia is giving a party for her brother and is talking with a friend, Catalina. Complete their instant messages with the correct form of the appropriate verb.

decir traer poner dar venir salir

Natalia: Catalina, yo _____ una fiesta de sorpresa para Hugo el sábado. Hay mucho que hacer. 1

Catalina: El sábado llego a tu casa temprano para ayudar. También yo _____ los refrescos. 2

Natalia: Yo decoro la casa y mamá _____ la mesa. 3

Catalina: ¿Cuándo _____ Hugo?
4

Natalia: A las dos. Los invitados _____ "¡Feliz cumpleaños!", y él abre los regalos.
5

Catalina: Y después de almuerzo, todos nosotros _____ de la casa para comer pastel en un café.
6

D. Answer the questions in complete sentences. (12 pts.)

1. ¿Das muchas fiestas? ¿A quién invitas?

2. ¿Quién pone la mesa en tu casa?

3. ¿Qué traes a tus clases?

4. ¿A qué hora sales de la casa en la mañana?

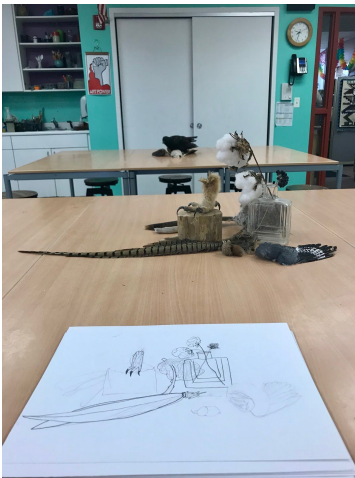
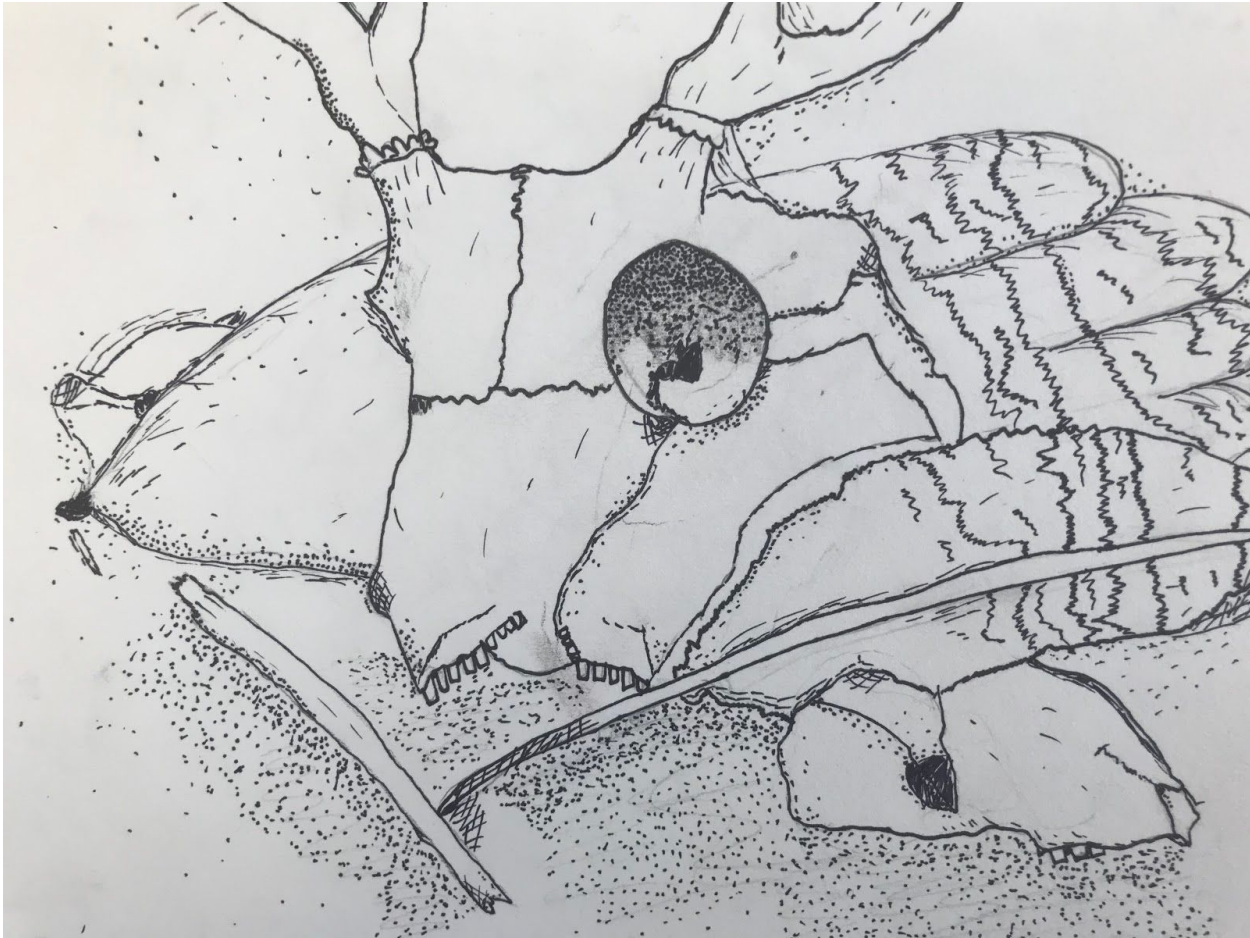
5. ¿A qué hora vienes a la escuela?

6. ¿Qué dices cuando recibes un regalo?

Class: 5th Grade Art**Unit: Observational Drawing**

Title of Lesson	Natural Artifact Still Life
Objectives	Students will develop their skills at drawing from observation using artifacts from the natural world.
Concepts	Observational drawing Composition Space Texture Shading Contour line Hatching, cross-hatching, stippling
Procedure	<p>Students will be provided with a variety of natural artifacts that will be arranged at their tables in the art room. Students will learn about the objects and regard them with respect as they exercise their observational drawing skills.</p> <p>Teacher will use a printed photo of a still life on the document camera to demonstrate composition, sketch lines (very light pressure), simplifying objects into shapes, using overlap and scale to block out or plan the drawing and finally using shading and texture for detail.</p> <p>Students will create a unique composition on their paper and be encouraged to look for shapes in visually complex objects. Students will use light pencil sketch lines to block out their still life on paper before going into detail. After pencil work students will use ink to finalize their still life. Hatching, Cross-hatching and stippling will be reviewed and used to complete. This lesson can be broken into multiple classes and can serve as an sketchbook exercise or a final art piece. Complexity can be adjusted by utilizing simple or highly detailed objects.</p>
Assessment(s)	Assessed on their understanding during the activity by demonstrating space, texture and value.

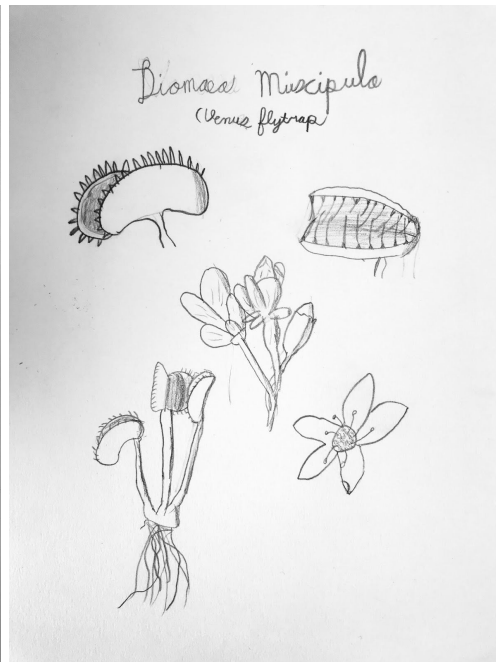
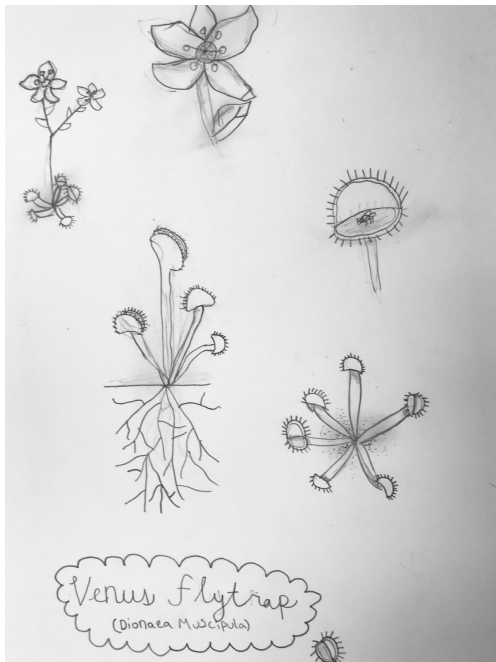
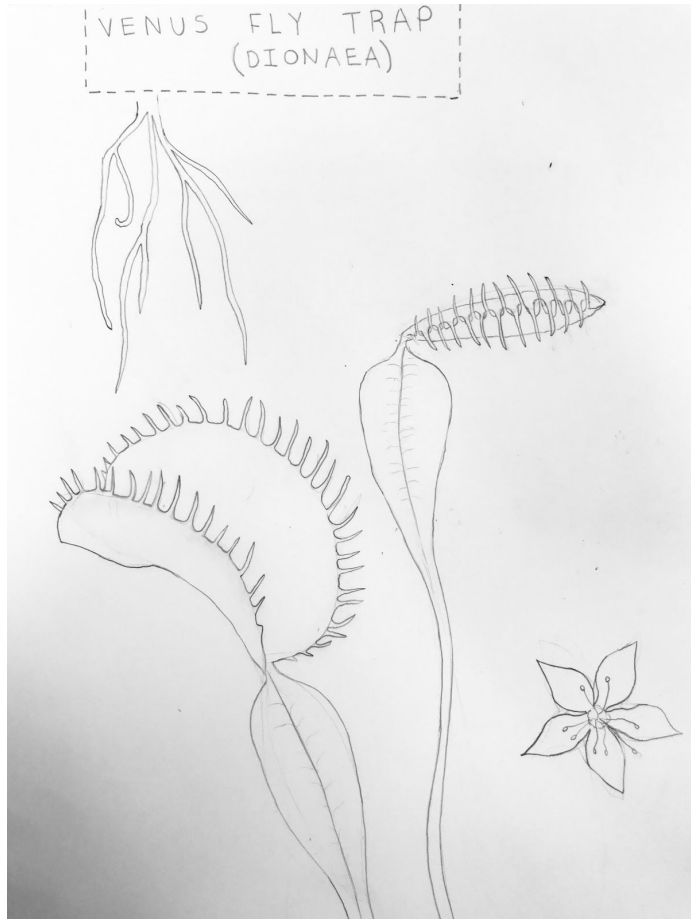
Student work and samples of Still Lives



Class: 5th Grade Art Unit
Unit: Observational Drawing

Title of Lesson	Carnivorous Plant Botanical Drawing
Objectives	Students will expand on their observational drawing skills from their natural artifact still lifes. Students will examine botanical prints/scientific illustrations and will create their own of a carnivorous plant of their choosing. Students will learn about the Venus Fly Trap, Sundew and 2 varieties of Pitcher Plants.
Concepts	Observational Drawing Botanical Prints Composition
Procedure	Students will be introduced to botanical prints and scientific plant illustrations. Students will look through vintage prints and will be talk about creative compositions. Students will then be introduced to three varieties of carnivorous plants. Students will then research a plant of their choosing and will use google images to pull up details of their plant for drawing. Students will also have a live plant in the art room as a reference. Students will then start designing their botanical illustrations and start drawing different parts of the plant including leaves, roots, flowers.
Assessment(s)	Assessed on their understanding of the lesson by the composition of their drawing and attention to detail.

Student Work:



Unit: Peter and the Wolf
1st and 2nd Grade

<p>Topic/Theme</p>	<p>In this unit students will hear the story of Peter and the Wolf and, using musical excerpts, become familiar with the various characters. Students will also learn about select instruments of the orchestra and instrument families. Students will then reflect on how these instruments were chosen to represent animals.</p>
<p>Cross-Curriculum Differentiation</p>	<p>Students will be able to use their writing, reading and critical thinking skills throughout various activities in this unit. Students will be exposed to the music of Peter and the wolf through movement, listening, writing, reflection, and real world applications.</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do instruments replicate animal sounds? ● Do animals have different timbres like instruments do? ● How do you choose an instruments to match a character in a story?
<p>Ecological Understanding</p>	<p>Animal sounds have different timbres, animals have different character traits within the story which are reflected by instruments that replicate those character traits. The environment enhanced this unit of study by giving students the opportunity to connect musical sounds and instruments to animal sounds that they are familiar with.</p>
<p>Standards</p>	<p>Anchor Standard 8 Construct meaningful interpretation of artistic work.</p> <ul style="list-style-type: none"> ● MU:Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (for example, dynamics, tempo) that reflect creators'/performers' expressive intent. <p>Anchor Standard 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <ul style="list-style-type: none"> ● MU:Cn11.o.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <p>Goal 2, Standard 2 Use social awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> ● 2A.1b: Use listening skills to identify the feelings and perspectives of others. <p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

PCCS Value Statement	This unit embodies the PCCS value statements of advocating for oneself, and the environment being at the center of everything we do. Students will be able to critically think about animal sounds and how those sounds can be replicated by instruments of the orchestra.
Key student learning objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe the characters within a story along with their corresponding traits and musical themes ● Identify instruments and instrument families of the orchestra ● Describe characteristics of animal sounds and connect those sounds to the correct instrument
Student Ownership	Each lesson, student will be able to reflect on animal sounds and instruments of the orchestra through discussion. Students will also take ownership of the content they have learned through the book project at the end of the unit.
Real-World Application	<p>During this lesson student will be able to use their knowledge of different animals within the story of Peter and the Wolf: wolf, duck, cat, humans, bird. Before students listen to the music of each character in Peter and the Wolf, they will brainstorm on the board character traits of each animal. What do we already know about wolves? Ducks? Birds?</p> <p>Students will then be able to think critically about the sounds they hear through music and in nature.</p>
Sequence of learning activities	<p>Lesson one: Students will be introduced to the story of “Peter and the Wolf.” Students will be presented with the idea of an instrument representing a character.</p> <p>Lesson two: Introduce the bird and the flute. Brainstorm on the board how various birds sound. Are they high, low, fast, slow etc. Play the birds music and have students respond on why the flute was a good instrument choice for the birds character. Repeat this process with the grandfather, and the cat.</p> <p>Lesson three: Introduce the ducks music and repeat the process of evaluating sounds of the animal and how the instrument was a good representation of how the duck makes sound. Repeat this process for the wolf, Peter and the hunter.</p> <p>Lesson four: Assessment matching. Students will be given an assessment. Their goal is to match the character to the instrument in the story. Musical examples will be played to help the students match the sounds to the animals.</p> <p>Lesson five: Students will begin working on their Peter and the Wolf books. Each character has a page in the book where students will reflect on how the music makes them feel and what the music sounds like.</p>

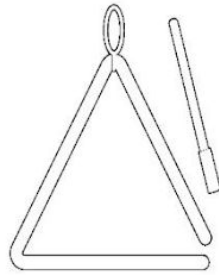
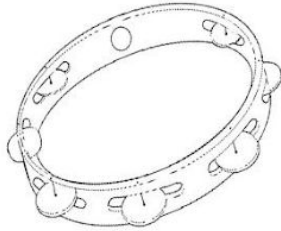
	<p>Lesson six: Books day 2- Students will begin working on their Peter and the Wolf books. Each character has a page in the book. Students will listen to the music of each character and reflect on how the music makes them feel and what the music sounds like in detail.</p> <p>Lesson seven: Books day 3- Students will begin working on their Peter and the Wolf books. Each character has a page in the book where students will reflect on how the music makes them feel and what the music sounds like.</p> <p>Lesson eight: As a final lesson in this unit, students will watch the disney video of Peter and the Wolf. After the video has played, students will discuss how the characters acted and how the music helped the story flow.</p>
<p>Resources to be used</p>	<p>Videos of each animal in the story with sound Musical examples for each character in the story Peter and the Wolf story Peter and the Wolf Book (student copy) White board/markers for discussions and comparing</p> <p>Within this unit, students used a variety of resources. Students will listen to videos of animal sounds, use worksheets to write down what they hear, study the timbre and sound of instruments of the orchestra, and finally create a book where they will reflect on each character and the instrument that represents their character in the story.</p>
<p>Assessments</p>	<p>Observe student understanding of the story and characters through student suggestions of character traits. Observe students' comprehension and analysis of the music and how it relates to the character traits they previously identified.</p>



Peter and the Wolf

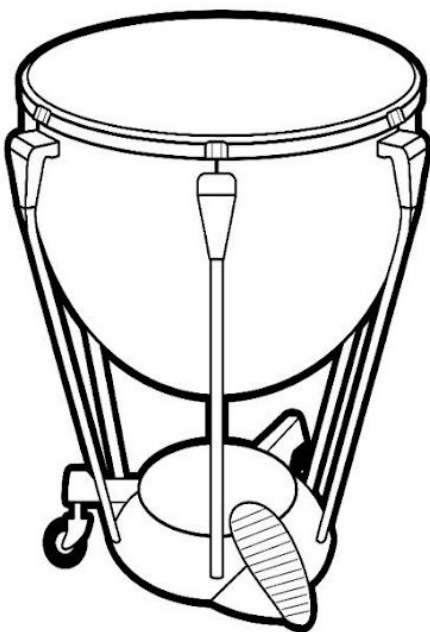


Tambourine



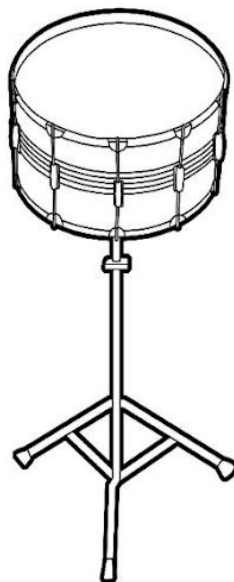
Triangle

Percussion Family

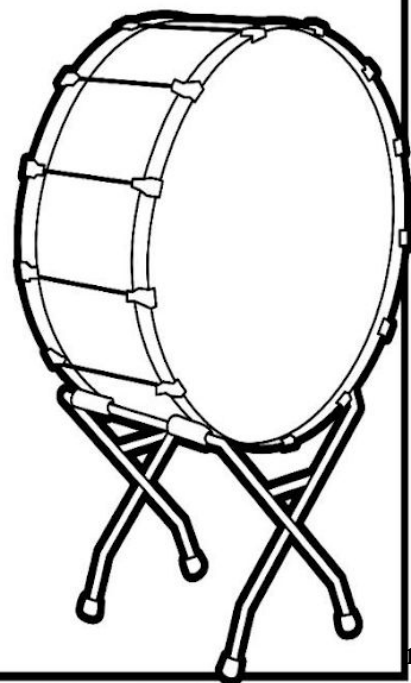


Timpani

Snare
Drum

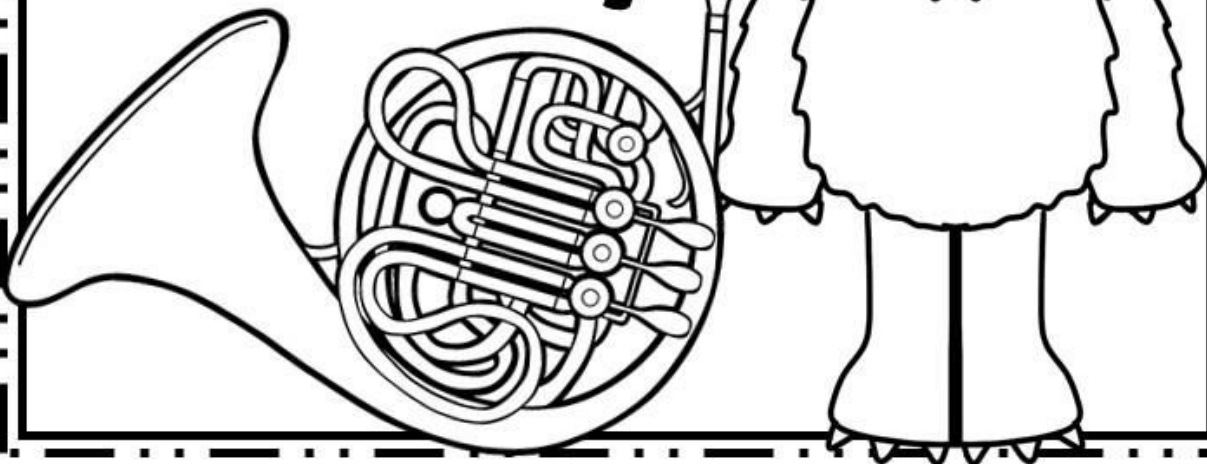


Bass
Drum



WOLF

The music of the wolf is played by the **French horn**. Its low brassy tone sounds like a sneaky wolf waiting to attack. The French horn belongs to the **brass family**.



What I noticed about the music: _____

The music made me feel:

Jump Rope PE Unit

Teacher: Mr. Flinn

Grade Level: 1-2 grade

of Students: 24

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

Equipment Needed: 24 Jump Ropes, 9 small white poster, 3 Jump rope ninja's laminated sheets, box of pencils, laminated Jump rope ladder sheets, Plicker Magnets, laminated jump rope ninja self-assessment magnets.

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 successfully continue a jump roping sequence.
2. **Cognitive:** SWBAT identify the proper time to jump relative to their jump rope placement.
3. **Affective:** SWBAT demonstrate a positive attitude and participate in lessons 100% of the time.
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
Jump Rope	Intro to jump roping	7 min class run/ Jump Rope Ladder	Jump Rope Ladder
Jump Rope Ninjas	Jump Rope Ninja	7 min class run/ Jump Rope Ninja	Jump Rope Ninja

Student's Self Assessment

Plicker Magnets is a student self-assessment tool used daily in Mr. Flinn's PE class. The pictures below show a brief description of one of the activities and how the Plicker Magnets were used in this unit. The students grade themselves by turning their Plicker Magnet (using their classroom number) so that the grade they are giving themselves is facing up. Then Mr. Flinn scans the students self assessment using the Plickers app. This tells Mr. Flinn who still need more help next time.



- Plicker Magnet



- Self- assessment Rubric

Example Lesson Plan

Title: Class Run/ Jump Rope Ninja

Grade/s: 1-3

Objective/s: Students will be able to raise their heart rate while participating in running and jump rope activities.

Equipment: 26 jump ropes, Jump rope ninja posters, 10 pencils, 6 cones, 1 pitch counter, and music.

Setup: the teacher will put 6 cones around the green rectangle in the middle of the gym. After class run activity, the teacher will have a student leader collect the cones and will dismiss the students to get a jump rope and stand at a red dot.

Safety: Students will stop, look and then move so that they don't get hit by someone jump roping. Students will also need to do their jump roping at a red dot so that they are not getting into other students space.

Warm-up: Class run-

The students will start at the cone closets to the cubbies. The students will have 7 minutes to run laps around the outside of the cones and every time the students finish a lap, the teacher will click the pitch counter. If the students get tired, they can walk but they will need to walk on the right (near the black line). Runners stay on the left (closer to the cones). At the end of the 7 minutes the teacher will calculate how many miles the students have traveled as a class. The teacher will then have the students check their heart rate to see if it is beating faster.

Game Play:

Jump Rope Ninjas-

The teacher will review the classes jump rope ninja grade sheet and the students will try to earn belts by making that belt's consecutive jumps. If the student is able to make the jumps for that belt consecutively, then they can sign that belts poster stating they earned that level and then they will try to earn the next belt.

Grading:

When the students are done at the end of the activity, the students will put on their jackets and shoes. After they put on their shoes, the students will walk to the whiteboard and grade themselves, stating which belt they earned that day. They will turn their plicker magnet to their grade with their grade facing up towards the sky. Then the teacher will scan it using the Plickers app.

Fitness Stations and Tennis Unit

Teacher: Mr. Loustaunau

Grade Level: 5-8

of Students: 24

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

Equipment for Fitness Stations:: 4-6 jump ropes, 4 floor mats, 4 balance boards, 4 lb medicine ball, 6-7 lb medicine ball, music Ipod, 4 large blue and 4 small green steps, numbered poly spots, cones, 1 running ladder, dry erase board and markers

Equipment for Tennis: Tennis rackets & indoor balls, nets, dry erase board, ipod, poly spots

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 their own balance and coordination to help better develop locomotor, non-locomotor, 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 each transition.
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
Week 1	Tennis Lesson 1	Fitness Station Lesson 1	Tennis Lesson 2 Review Day
Week 2	Tennis Lesson 3 Tournament Day	Fitness Station Lesson 1	Tennis Lesson 4 Tournament Day

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.

Tennis Lesson 1

Grade/s: 5/8

Objective/s: Students will be engaging in hand eye coordination with a tennis racket and indoor tennis ball to practice skill development independently or with a partner.

Equipment: Tennis rackets, indoor tennis balls, dry erase board, ipod.

Set Up: All students will have 1 tennis racket. 1 indoor tennis ball on a court for 2v2. 1v1 is available if a court is open.

Activity: Teacher will discuss racket grip, how to hold a racket, and safety of using a racket.

Safety: Keep improving your skills through soft hand and racket contact with the ball. Students will need to be careful when swinging a racket and walking cautiously around the gym when collecting a tennis ball.

Skills Learned today: to instruct students on the basics of tennis using forehand/backhand strokes, serves underhand/overhead, and diagonal serves.

- Racket grip, how to hold a racket, and safety of using a racket
- **Rally Partner 2v2**-partner and partner to be on the same side of the net to rally against another team of 2 players. This is an opportunity for students to hit balls across the net, hit volleys out of the air, to serve to their opposing team, and to get a feel for the game of tennis indoors.
- **Introduce underhand serve**-drop ball and let it bounce to swing with the forehand side to have the tennis ball go over the net to land on the opposite side of the net.
- **Introduce overhead serve**-toss the ball in the air above your head to allow for a racket contact "high five" open face of the racket to hit the ball over the net to land on the opposite side.
- **Serve and Volley**-teach students to serve diagonally (underhand or overhead) to the opposing team. One partner will serve at the baseline / service line and the other partner will be at the net for a volley. This exercise allows all students to serve and volley during their rally play to get accustomed to the speed of volley returns and baseline forehand/backhand strokes.

Transitions: Teacher will determine duration of transitions based on the informative assessment of student learning progress. Teacher will play 1 song from the Ipod and call for students to keep your partner with a "2v2 find someone new" reminder.

Tips: Remind students on safety and that they are not playing whack a ball or wammo with the tennis balls. Safety is important and students should be developing their tennis skills through participation and effort in class.

Fitness Station Lesson 1

Grade level: 5-8

Objective: Students will develop fitness skills and improve their throwing and catching skills in organized groups.

Equipment: 4-6 jump ropes, 4 floor mats, 4 balance boards, 4 lb medicine ball, 6-7 lb medicine ball, music Ipod, 4 large blue and 4 small green steps, 1-8 numbered poly spots, 8 cones, 1 running ladder, dry erase board and dry erase markers.

Setup: ½ gym use

Differentiation (D): Student choices to be successful in fitness acquisition

Warm-up: The class has 4 weekly leaders that lead the class in our daily warm-up movements. Each student will pick 2 cards at random from a stack of movements. Then the student will lead the entire class in the warm up that is on the card. A minimum of ten reps of each exercise. If the student needs help reading the card, the teacher will help.

Fitness Station Rotation: 2 minutes

Station #1: Ladders

- Students will demonstrate to their class on how to be creative on the ladders
- Students will reset the ladder station when it gets tangled
- Students move in the same direction from start to finish
- This skill develops lower body coordination in balance.
- Coordination, creativity, and lower body awareness
- (D): Student choice on moving how they want, how fast, forwards/backwards/sideways

Station #2: Wall Sits with Medicine Balls

- Students will pass a medicine ball to the next student doing a wall sit
- Show students proper form on keeping knees behind their toes when they do a wall sit as a chair with their back against the wall and legs shoulder width apart
- No throwing the medicine ball unless a teacher is tossing medicine balls to students
- (D): Student choice of a 4 lb medicine ball or 6-7 lb medicine ball

Station #3: Sit ups and Curl Ups

- Students will improve their curl up form to increase core strength
- This exercise targets these muscle areas: core stability
- Students use this station to prepare for their formative and summative testing
- (D): Student choice on amount to do, and how many breaks needed

Station #4: Planks: Forearm, Side, and Straight Arm

- Students will improve their plank form to increase upper body strength
- This exercise targets these muscle areas: core, biceps/triceps, and improves shoulder stability
- Students use this station to prepare for their formative and summative testing
- (D): Student choice on amount to do, and how many breaks needed

Station #5: Balance Boards

- Students will improve their lower body balance and increase core strength
- This exercise targets these muscle areas: core, quadriceps, hamstring, and calves
- **(D)**: Student choice on foot form on board, low/high body position on board, and if they need to take a break

Station #6: Push Ups and Wall Push Ups

- Students will improve their pushup form to increase upper body strength
- This exercise targets these muscle areas: core, biceps/triceps, and improves shoulder stability
- Students use this station to prepare for their formative and summative testing
- **(D)**: Student choice on amount to do, and how many breaks needed

Station #7: Steps

- Students will improve their jumping and landing skills with a progression of effort and increased step height.
- Teacher will guide students to land correctly with both feet on each step.
- Progressions will be made as each student jumps higher from 1 step to 2 steps stacked in a progressive and teacher monitored system.
- Maximum of 5 stacked steps for students with teacher spotting and support
- **(D)**: Student can choose to jump higher or stay at their current level
- **(D)**: Teacher will monitor each student ability to jump higher stacks

Station #8: Single Jump Ropes

- Students will use a single rope to develop jumping development with 2 leg jumps, 1 leg jumps, alternating hops, rope on side of body jumping, double 2 legged jumps, cross arm jumps.
- This skill develops lower body coordination in balance.
- Heart rate increases to improve cardiorespiratory function in the body.
- **(D)**: Student choice on jumping form, amount to do, and how many breaks needed

Tennis Lesson 2- Review Day

Grade/s: 5/8

Objective/s: Students will be engaging in hand eye coordination with a tennis racket and indoor tennis ball to practice skill development independently or with a partner.

Equipment: Tennis rackets, indoor tennis balls, dry erase board, ipod.

Set Up: All students will have 1 tennis racket. 1 indoor tennis ball on a court for 2v2.

1v1 is available if a court is open. See the court layout map for ½ gym and full gym classes.

Activity: Teacher will discuss racket grip, how to hold a racket, and safety of using a racket.

Safety: Keep improving your skills through soft hand and racket contact with the ball. Students will need to be careful when swinging a racket and walking cautiously around the gym when collecting a tennis ball.

Skills Learned today: to instruct students on the basics of tennis using forehand/backhand strokes, serves underhand/overhead, and diagonal serves.

- Racket grip, how to hold a racket, and safety of using a racket
- **Rally Partner 2v2**-partner and partner to be on the same side of the net to rally against another team of 2 players. This is an opportunity for students to hit balls across the net, hit volleys out of the air, to serve to their opposing team, and to get a feel for the game of tennis indoors.
- **Introduce underhand serve**-drop ball and let it bounce to swing with the forehand side to have the tennis ball go over the net to land on the opposite side of the net.
- **Introduce overhead serve**-toss the ball in the air above your head to allow for a racket contact “high five” open face of the racket to hit the ball over the net to land on the opposite side.
- **Serve and Volley**-teach students to serve diagonally (underhand or overhead) to the opposing team. One partner will serve at the baseline / service line and the other partner will be at the net for a volley. This exercise allows all students to serve and volley during their rally play to get accustomed to the speed of volley returns and baseline forehand/backhand strokes.

Transitions: Teacher will determine duration of transitions based on the informative assessment of student learning progress. Teacher will play 1 song from the Ipod and call for students to keep your partner with a “2v2 find someone new” reminder.

Tips: Remind students on safety and that they are not playing whack a ball or wamo with the tennis balls. Safety is important and students should be developing their tennis skills through participation and effort in class.

Tennis Lesson 3 & 4- Tournament Day

Grade/s: 5/8

Objective/s: Students will be engaging in hand eye coordination with a tennis racket and indoor tennis ball to practice skill development independently or with a partner.

Equipment: Tennis rackets, indoor tennis balls, dry erase board, ipod.

Set Up: All students will have 1 tennis racket. 1 indoor tennis ball on a court for 2v2.

1v1 is available if a court is open. See the court layout map for ½ gym and full gym classes.

Activity: Teacher will discuss tournament play rules and expectations

Safety: Keep improving your skills through soft hand and racket contact with the ball. Students will need to be careful when swinging a racket and walking cautiously around the gym when collecting a tennis ball.

Skills Learned today: to instruct students on tournament rules and expectations. Students can use forehand/backhand strokes, serves underhand/overhead, and diagonal serves. Each point scored should be added to your teams score.

- **Tournament Play of 2v2**-partner and partner to be on the same side of the net to play against another team of 2 players. This is an opportunity for students to hit balls across the net, hit volleys out of the air, to serve to their opposing team, and to score points.
- **Tournament Play of 1v1**-partner and partner to be on the opposite side of the net to play against another team of 2 players. This is an opportunity for students to hit balls across the net, hit volleys out of the air, to serve to their opposing team, and to score points.
- **Rotations**-winning teams will rotate to the next court forward. Losing teams will stay at their current court.
- **Champions Court Rotation**-winning team will stay on champions court. Losing team will return back to court 1 and begin again from the first court.

Transitions: Teacher will play 1 song from the Ipod for tournament play and have the higher scoring team rotate forward to the next court. Winner on Champions court will stay on Champions court.

Tips: Remind students on safety and that they are not playing whack a ball or wammo with the tennis balls. Safety is important and students should be developing their tennis skills through participation and effort in class.

Education & Curriculum

Following our Strategic Plan goals, the 2018-19 school year had teachers and staff continuing to write integrated units which not only align with and include the ILS in Social Studies, Next Generation Science Standards, and Common Core Learning Standards, but also follow best practices and lead the way in Education for Sustainability (EFS) and Project, Place, and Problem-Based Learning (P3BL) practices.

Prairie Crossing teachers and support staff continued to build upon our data driven analysis and instruction practices with bi-monthly data meetings. These meetings bring together teachers and specialists to look deeply at all three legs of academic and SEL data; Standardized Assessments, Benchmarking Assessment, and Local Content Assessment in order to make informed decisions regarding planning and instruction at all three tiers of instruction.

School Wide Professional Development focused in the areas of Communication, 2nd Year Follow-Up training for *Bridges Math* curriculum, SEL Student Learning Objectives (*Calm Classroom*), Differentiated Instruction, and building the Green Schools National Network Catalyst work plan. In 6th through 8th grade, we completed our accelerated Math Structure allowing for advanced and acceleration in math up to and including Geometry. Curriculum teams continued work to clarify the school wide scope and sequence and curriculum maps along side the work with our Catalyst School integration.

This year the PCCS' Student Services intervention population exceeded 35% of the school's total population. The intervention staff continued to build upon a structured MTSS plan along with developing strategies for responding to these changes in our student population with increased intervention identification and delivery for grades K-5. This program is growing and improving under the leadership of the Director of Student Services and Dean of Faculty and Students along with the dedicated work of our Intervention Coordinator/School Psychologist and grade band leaders.

Social Emotional: Positive Behavior Intervention and Supports (PBIS)

In our sixth year, the PBIS committee continues to build interventions and supports along with providing a regular curriculum with Social Emotional goals. This year we added the *Calm Classroom* curriculum to the SEL line-up and the team was nominated for the Illinois "Those Who Excel" award.

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.
 - Nation Green Schools Conference
 - National Alliance of Charter Schools Conference
 - Service Learning Conference(s)
 - ASCD Courses in Using Data to guide Instruction & Differentiation, and Using Communication Protocols for PLCs.
 - IAR Readiness Training
- Investing in an 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 Workshop, Content Area High School Articulation, Bridges Math (2nd Year), & Whole Brain Training.

Along with Teacher Development, the Deans and Director of Student Services attended several Administrative Academies/Professional Development events. *National Green Schools Conference* and Catalyst Network Training and The *Franczek-Radelet School Law Seminars*, and ASCD: Using Data to Inform Instruction, ROE; Student Growth Administrator's Academy, School Security & Safety Administrators Academy, Growth, and How to Avoid Litigation Administrators Academy.

Academic Best Practices: Prairie Crossing continued working on the goals of creating partnerships and developing best practices in Curriculum & Instruction in Education for Sustainability. Our partnership with College of Lake County (CLC) increased to Professional Development and New Teacher Staff Development Opportunities. The PCCS administrative team has worked closely to support newly established Charter Schools in Elgin, Waukegan, and North Chicago with leadership and guidance through the initial and rechartering process. In our second year with the *Green Schools National Network Catalyst Schools*, Prairie Crossing is one of ten schools from across the nation, which partner to provide opportunities for other schools to share in our best practices in environmental education. Prairie Crossing will continue to build and share these practices and academia nationwide.

Section G: Evaluation of Students' Performance

Types of Assessment, Timelines, 2018-2019

During the 2018-2019 year, 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	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
<i>Given 3 times per year</i>									
AIMSweb Tests of Early Numeracy	X	X	--	--	---	--	--	--	--
AIMSweb M-Comp (Math Computation)	--	X	X	X	X	X	X	--	--
AIMSweb M-CAP (Math Concepts & Applications)	--	--	X	X	X	X	X	--	--
AIMSweb Tests of Early Literacy	X	X	--	--	--	--	--	--	--
AIMSweb Oral Reading Fluency	--	X	X	X	X	X	X	--	--
<i>Given 2 times per year (Fall/Winter or Fall/Spring)</i>									
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
<i>State Assessments</i>									
ACCESS (EL*)	X	X	X	X	X	X	X	X	X
IAR	--	--	--	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 bimonthly 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 2018-2019

Assessment Results by Grade Level 2018-2019: Reading

	AIMSweb Literacy Measures-Fall*	AIMSweb Literacy Measures-Spring	NWEA Reading- Fall	NWEA Reading-Spring
Kinder-garten	Letter Naming Fluency: 83% Letter Sound Fluency: 67%	Letter Naming Fluency: 73% Letter Sound Fluency: 69% Nonsense Word Fluency: 67%		
1st grade	Letter Naming Fluency: 85% Letter Sound Fluency: 81% Nonsense Word Fluency: 88%	Nonsense Word Fluency: 85% Oral Reading Fluency: 81%		
2nd grade	Oral Reading Fluency: 79%	Oral Reading Fluency: 73%	75%	85%
3rd grade	Oral Reading Fluency: 90%	Oral Reading Fluency: 88%	90%	98%
4th grade	Oral Reading Fluency: 94%	Oral Reading Fluency: 92%	94%	98%
5th grade	Oral Reading Fluency: 85%	Oral Reading Fluency: 81%	88%	90%
6th grade	Oral Reading Fluency: 90%	Oral Reading Fluency: 92%	94%	90%
7th grade			100%	98%
8th grade			93%	94%

*Fall Kindergarten measures completed during pre-Kindergarten screening in Spring prior to start of Kindergarten.

Assessment Results by Grade Level 2018-2019: Math

	AIMSweb Numeracy/Math Measures- Fall*	AIMSweb Numeracy/Math Measures- Spring	NWEA Math- Fall	NWEA Math-Spring
Kinder-garten	Early Numeracy- Quantity Discrimination: 79% Early Numeracy- Missing Number: 60%	Early Numeracy- Quantity Discrimination: 83% Early Numeracy- Missing Number: 73%		

1st grade	Early Numeracy- Quantity Discrimination: 88% Early Numeracy- Missing Number: 85% Math- Computation: 90%	Early Numeracy- Quantity Discrimination: 73% Early Numeracy- Missing Number: 83% Math- Computation: 85%		
2nd grade	Math- Computation: 81% Math-Concepts & Applications: 77%	Math- Computation: 90% Math-Concepts & Applications: 79%	83%	94%
3rd grade	Math- Computation: 88% Math-Concepts & Applications: 83%	Math- Computation: 98% Math-Concepts & Applications: 87%	90%	96%
4th grade	Math- Computation: 90% Math-Concepts & Applications: 92%	Math- Computation: 88% Math-Concepts & Applications: 90%	90%	96%
5th grade	Math- Computation: 88% Math-Concepts & Applications: 83%	Math- Computation: 71% Math-Concepts & Applications: 77%	92%	83%
6th grade	Math- Computation: 90% Math-Concepts & Applications: 88%	Math- Computation: 83% Math-Concepts & Applications: 83%	88%	85%
7th grade			87%	94%
8th grade			94%	90%

**Fall Kindergarten measures completed during pre-Kindergarten screening in Spring prior to start of Kindergarten.*

Section H - Results of corrective action

During the 1st Reporting Period, Accomplishments during this reporting period were the identification of students requiring Title I tutoring services. A total of 27 students were initially identified. Based on benchmarking conducted at the start of the school year, with identifying criteria placing students below the 25th-35th percentile, 23 students in grades 1-4 have been identified for Title I services in reading at PCCS, and 4 students in grade 1 have been identified for Title I services in math. Students receive either small group intervention support 3 times per week or one-on-one intervention twice per week with a tutor utilizing scientifically research-based interventions.

During the 2nd Reporting Period, 23 students in grades 1-4 participated in Title I services in reading at PCCS between October and December, and 6 have participated in Title I services in math. Of the 23 students within the Title I Reading Program, 57% scored at or above the 25th percentile on winter CBM benchmarks. For 89%, their AIMSweb progress monitoring graphs are on target or above target. Of the 6 students within the Title I Math Program, 67% scored at or above the 25th percentile on winter CBM benchmarks, and 100% have AIMSweb progress monitoring graphs on or above target.

During the 3rd Reporting Period, 28 students in grades K-4 participated in Title I services in reading at PCCS between January and March, and 13 have participated in Title I services in math. Of the 28 students within the Title I Reading Program, 5 exited due to progress made and 3 were referred for a special education evaluation. 57% had a March CBM data point at or above the 25th percentile. 92% have an AIMSweb progress monitoring graph near or above target. Of the 13 students within the Title I Math Program, 1 exited due to progress made and 3 were referred for a special education evaluation. 67% had a March CBM data point at or above the 25th percentile. 91% have an AIMSweb progress monitoring graph near or above target.

During the 4th Reporting Period, 21 students in grades K-4 participated in Title I services in reading at PCCS between April and June, and 10 participated in Title I services in math. Of the 21 students within the Title I Reading Program during this reporting period, all continued receiving intervention through the end of May. 36% had a Spring CBM benchmark score at or above the 25th percentile. 42% achieved their AIMSweb progress monitoring goal. Of the 10 students within the Title I Math Program during this reporting period, all continued receiving intervention through the end of May. 50% had a Spring CBM benchmark score at or above the 25th percentile, and 50% achieved their AIMSweb progress monitoring goal.

READING

Kindergarten Reading Intervention Results 2018-2019

Grade	Gender	Pre-K AIMS-Letter Naming Fluency	Pre-K AIMS-Letter Sound Fluency	Fall Fountas & Pinnell Instructional Level (B)	Winter AIMS-Letter Naming Fluency	Winter AIMS-Letter Sound Fluency	Winter AIMS-Nonsense Word Fluency	Winter Fountas & Pinnell Instructional Level (C)	Spring AIMS-Letter Naming Fluency	Spring AIMS-Letter Sound Fluency	Spring AIMS-Nonsense Word Fluency	Spring Fountas & Pinnell Level (D)
K	M	1	0	>A	24	10	0	A/B	26	16	16	B
K	F	7	0	>A	10	9	4	A	25	17	23	B
K	M	0	0	A hard	14	8	9	A hard	21	18	9	>A
K	M	7	0	A hard	20	6	4	A hard	34	17	21	C

Data Analysis: 75% of students improved their performance on the AIMSweb Nonsense Word Fluency measure between winter and spring and increased their Fountas & Pinnell Instructional levels over the course of the year.

First Grade Reading Intervention Results 2018-2019

Grade	Gender	Fall Fountas & Pinnell Instructional (D/E)	Fall AIMS-Letter Naming Fluency	Fall AIMS-Letter Sound Fluency	Fall AIMS-Non-sense Word Fluency	Winter AIMS-Non-sense Word Fluency	Winter Oral Reading Fluency- Words Read Correct	Winter ORF-Errors	Winter Fountas & Pinnell Instructional Level (H)	Spring AIMS-Non-sense Word Fluency	Spring AIMS-Oral Reading Fluency- Words Read Correct	Spring ORF-Errors	Spring Fountas & Pinnell Instructional Level (J)
1	M	>A	34	12	8	35	6	10	B/C	20	16	6	E
1	M	>A	31	19	30	44	20	4	D/E	56	41	8	I
1	M	>A	32	18	11	43	12	6	B	41	17	4	E
1	F	A	38	25	20	27	10	5	D	44	24	2	E
1	F	A	34	14	16	19	1	0	C	61	6	5	C
1	F	A	48	34	26	45	10	7	D	59	17	7	D
1	F	B	42	14	20	52	15	10	F	65	33	5	G
1	M	B	38	16	13	48	9	7	D	54	12	4	D
1	F	B	30	21	22	25	19	11	H	51	31	7	I
1	M	B	40	25	25	47	11	6	B	20	27	5	F

Data Analysis: 90% of students improved their performance on the AIMSweb Nonsense Word Fluency measure between fall and spring, with 60% scoring at or above the benchmark in spring. 100% increased their AIMSweb ORal Reading Fluency score between winter and spring, with one student scoring at/above benchmark in spring. All students increased their Fountas & Pinnell Instructional levels over the course of the year, with an average increase of 4 instructional levels between fall and spring.

Second Grade Reading Intervention Results 2018-2019

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 NWEA Reading %ile	Winter Fountas & Pinnell Instructional Level (L)	Spring AIMS-Oral Reading Fluency (ORF)-Words Correct	Spring AIMS-Oral Reading Fluency (ORF) Errors	Winter NWEA Reading %ile	Spring Fountas & Pinnell Instructional Level (M)
2	F	41	5	17	H	71	2	44	K	86	2	56	L
2	F	35	12	8	I	82	2	10	K	86	2	8	L
2	M	40	8	56	H	77	3	44	J	104	3	38	L
2	F	21	5	58	I	66	5		L	78	7	48	L
2	F	34	4	36	I	54	1	36	K/L	88	1	56	M
2	F	14	9	4	E	36	9	1	E	45	4	31	G
2	F	20	13	19	F	54	3		H	71	3	71	J
2	M	30	11	10	E	65	2	44	K	114	2	68	M
2	M	63	2	36	G	105	2		K	140	2	59	M
2	M	34	2	9	I	62	2	9	K	78	2	53	L
2	M	42	2	19	H	70	2	25	J	95	1	12	K

Data Analysis: 64% of students improved their NWEA percentile between fall and spring and 82% scored above the 25th percentile in spring. 100% of students improved their AIMSweb Oral Reading Fluency scores

between fall and spring and 64% scored at or above the benchmark in spring.

Third Grade Reading Intervention Results 2018-2019

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	40	10	5	K	64	2	K	85	3	61
3	M	68	2	28	J	117	1	K	107	9	9
3	M	92	8	24	J	101	2	L	136	3	59
3	M	39	3	12	K	59	3	L	77	0	43

Data Analysis: 100% of students improved their NWEA percentile between fall and spring and 75% scored above the 25th percentile in spring. 100% of students improved their AIMSweb Oral Reading Fluency scores between fall and spring and 50% scored at or above benchmark in spring.

MATH

First Grade Math Intervention Results 2018-2019

Grade	Gender	Fall AIMS-Oral Counting	Fall AIMS-Number ID	Fall AIMS-Quantity	Fall AIMS-Missing Number	Fall AIMS-Math Computation (M-Comp)	Winter AIMS-Number ID	Winter AIMS-Quantity Discrim	Winter AIMS-Missing Number	Winter AIMS-Math Computation (M-Comp)	Spring AIMS-Number ID	Spring AIMS-Quantity Discrim	Spring AIMS-Missing Number	Spring AIMS-Math Computation (M-COMP)
1	M	46	43	19	4	3	53	30	12	10	66	27	15	25
1	M	71	35	17	4	0	45	28	13	7	34	20	12	20
1	F	57	33	10	5	2	58	25	14	16	63	24	16	12
1	F	47	34	10	2	1	34	12	6	11	46	21	8	25

Data Analysis: All students increased their score on AIMSweb Math Computation (M-Comp) with an average of 19 points increase; however, no student scored at or above benchmark in fall or spring.

Second Grade Math Intervention Results 2018-2019

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)	Winter NWEA Math %ile	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring NWEA Math %ile
2	F	12	3	2	20	9	24	34	11	35
2	M	10	5	18	29	12	31	41	11	25

Data Analysis: 100% of students increased their NWEA percentile between fall and spring and scored at/above the 25th percentile on NWEA in spring. Both students improved their AIMSweb M-Comp and

M-CAP scores between fall and spring and, and both scored at or above benchmark in spring on M-Comp.

Third Grade Math Intervention Results 2018-2019

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)	Winter NWEA Math %ile	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring NWEA Math %ile
3	M	18	3	9	34	3	20	44	8	40
3	M	17	2	17	30	4	28	68	11	63

Data Analysis: 100% of students increased their NWEA percentile between fall and spring and scored at/above the 25th percentile on NWEA in spring. Both students improved their AIMSweb M-Comp and M-CAP scores between fall and spring, and both scored at or above benchmark in spring on M-Comp. 50% scored at or above benchmark in spring on M-CAP.

Fourth Grade Math Intervention Results 2018-2019

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)	Winter NWEA Math %ile	Spring AIMS-Computation (M-COMP)	Spring AIMS-Concepts & Applications (M-CAP)	Spring NWEA Math %ile
4	M	21	13	5	48	14		64	13	24
4	M	7	17	24	28	21	14	32	22	36
4	F	Student moved in			17	5		18	14	54
4	M	14	9	26	46	24	17	53	22	22

Data Analysis: With one student who moved in mid-year, 50% of students increased their NWEA percentile between fall and spring and 50% scored at or above the 25th percentile on NWEA in spring. 100% improved their AIMSweb M-Comp and M-CAP scores between fall and spring, with 50% scoring at or above benchmark in spring on M-Comp and 100% scoring at or above benchmark in spring on M-CAP.