

APPENDIX B
REQUIRED DOCUMENTS



January 4th, 2016; 5:00pm;
Board Meeting
Google Hangouts
Agenda

Call to Order

Jocelyn Quintanar

Time: 5:00pm

Roll Call –

Jocelyn Quintanar Calls Roll- Ryan Townsend and Jocelyn Quintanar are in attendance

Review and Approve Previous Meeting minutes (Jocelyn)- Motion to approve 9/11 minutes by Jocelyn, seconded by Ryan, motion passes.

Agenda-

Approve K-5 Expansion Amendment- So we have written curriculum, gathered data, and a narrative to expand down to K-5. Ryan motions to approve the K-5 Expansion, Jocelyn Seconds, motion passes unanimously..

Update Governing Board:

Remove: Bernard Frenzer, Ed Hansen, Danielle Fowler, Steve Bowen

Add: Stephen Whittier, Kristen Schmidt

Motion by Ryan to remove Bernard Frenzer, Ed Hansen, Danielle Fowler, Steve Bowen from the Copper Point Governing Board, seconded by Jocelyn, Motion passes.


Motion to add Stephen and Kristen by Jocelyn, Ryan seconds, motion passes

New Teacher Contract Approval- We had to end contracts on Ivan Lizarraga, and Catherine Lopez Resigned, resulting in her contract being terminated. So Jocelyn Motions to approve hiring of Tom Benton, Lucky Bradford to fill those positions and Dustin Bellows as a part time teaching position. Ryan Seconds, motion passes.

Miscellaneous- We will continue our search for other board members that comply with all requirements for the state.

Adjournment Ryan motions to adjourn at 5:10, Jocelyn Seconds, motion passes

Grade Level	K	Content Area	ELA
Course Title (grades 9–12 Only)			
<p>Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i></p>	<p>As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.</p>		
<p>Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i></p>	<p>(K.RI.2): With prompting and support, identify the main topic and retell key details of a text.</p> <p>(K.W.2): Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>		
<p>Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p><i>Plants Tell it Again! Read Aloud Anthology. (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/kindergarten-listening-learning-domain-4-anthology-plants.</i></p> <p><i>Plants Tell it Again! Flip Book. (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/kindergarten-listening-learning-domain-4-flip-book-plants.</i></p> <p>Images: Winter forest, Apple Tree in Winter, Spring, Summer and Fall, Apple tree in 4 seasons (8-A) (grid)comprehension questions, read aloud</p>		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Introducing the Read aloud Objective: After seeing images, SWBAT describe the differences between deciduous and evergreen trees by examining and identifying both types in the picture.</p>  <p>Show image 1: Winter forest Ask students to describe what they see in the picture. Tell students that this is a picture of a forest. Forests are made up of many trees and other plants. Ask students to describe the trees in the picture.</p> <p>You may wish to prompt discussion with the following questions: What time of year is it? What living things do you see?</p>	<p>Students will observe the image. They will then describe each type of tree they see in the picture. They will answer the discussion questions using the Think, Pair, Share Protocol.</p> <p>Have one volunteer point to a deciduous tree and one volunteer point to an evergreen tree in the picture, have another volunteer summarize the differences between the two types of trees, with help from a peer as needed.</p>

	<p>How are these trees different from one another?</p> <p>Explain that there are two types of trees in this picture: deciduous (dih-SIJ-oo-uhs) and evergreen. Point to each type of tree as you describe it. Tell students that the evergreen trees in this picture still have their leaves, even in the winter. A good way to remember these trees is by the word ever in their name. Ever means always. So an evergreen tree is always green. Ask students if they can see the green in the picture. Explain that deciduous trees do not keep their leaves in the winter. Deciduous means that the trees lose, or shed, their leaves in the fall and grow them again in the spring.</p> <p>Purpose for Listening Tell students that the main topic, or main idea, of today’s lesson is deciduous trees. Tell them to listen carefully to find out what happens to deciduous trees throughout the year.</p>	
2	<p>Presenting the Read-Aloud Objective: Through a read aloud, SWBAT engage in the text by explaining important vocabulary words and describing what happens to an apple tree each season.</p> <p>Complete the read aloud activity (below).</p> <ol style="list-style-type: none"> 1. As you read aloud to the students, show them the images of the different types of trees. 2. Explain that “sheds” can have different meanings, and engage students to volunteer other meanings of the word. 3. Clap out the 4 syllables of deciduous, and have students practice clapping and saying the syllables also. 4. Who remembers what vocabulary word describes Polly’s actions? (pollination) 5. Who remembers what nutrients are? 6. Define habitat 7. Describe the difference between dormant and active. Have students act out both words. 8. Point to each season as we review. 	<p>Students will listen intently and look at the images as they are being presented through the read aloud. Volunteers will tell what sheds mean. All students should clap the syllables and practice saying deciduous. Students will review vocabulary from prior lessons as they read. Students will describe the tree in each season as they are reviewed at the end of the lesson</p>

4	<p>Discussing the Read Aloud Objective: After listening to a read aloud, SWBAT explain the main idea of a text.</p> <p>Then, continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process. <i>“I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will have several of you share what you discussed with your partner.”</i></p> <p>6. Evaluative Think Pair Share: How can people enjoy apple trees during the different seasons? (Answers may vary, but should reflect an understanding of the different seasons of the apple tree.)</p> <p>7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]</p>	<p>Students will engage in a think pair, share protocol as they discuss question 6. At the end, they will create a question with a partner about the text.</p>
5	<p>Objective: After learning about how deciduous trees react to different seasons, SWBAT review their knowledge through use of full class, cold call review.</p> <p>Using the Cold Call protocol, ask students to think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Ask students to think about how they can show this in a picture with the parts of the tree and with different colors. Give each student a copy of Summative 2, and have them color the trees and backgrounds to show the seasons.</p>	<p>Students will summarize and describe how the apple tree looked in each season using a cold call checking for understanding strategy.</p>

Read Aloud:

Deciduous Trees

Show image 1: Winter forest

There are many different kinds of plants in the world. Although each is unique and special in its own way, most plants found on land are either deciduous or evergreen. (1) Remember, a deciduous plant is one that loses its leaves; an evergreen plant is one that does not lose its leaves and is always green.

Show image 2: Apple tree in winter

This is a picture of an apple tree in the winter. An apple tree sheds, or loses, its leaves every year, so it is a deciduous tree. (2) Deciduous is a tricky word to say because it has four parts. Let's say the word together. (3) The four parts of the word deciduous can actually help you remember that deciduous trees change in each of the four seasons. Seasons happen in a cycle, or circle, over and over again: spring, summer, fall, and winter. Let's start with spring, when new things start growing.

Show image 3: Apple tree in spring

In the spring, the apple tree produces new leaves and apple blossoms, or flowers. Remember Polly the Honeybee? This is the time of year when she starts taking nectar from the inside of flowers. When she flies from flower to flower, she helps spread the pollen that is going to help the apples grow. (4)

Show image 4: Apple tree in summer

In the summer, the apple tree grows many more green leaves. Apples begin to grow out of the blossoms.

Show image 5: Apple tree in fall In the fall, the apples of the apple tree are fully grown and ready to pick. The leaves on the apple tree start to change to red and yellow, and then they fall off onto the ground. Over time, the leaves on the ground will break down into tiny pieces and become nutrients in the soil. (5)

Show image 6: Apple tree in winter

Here is the apple tree again in winter. Remember, the seasons repeat in a cycle, or circle, over and over again, every year. This apple tree has bare branches again, meaning they are empty and without covering or leaves. That is because plants do not get as much sunlight during the winter as they do during the spring and summer. In the apple tree's habitat, the weather becomes cold, and there is less light from the sun. (6) With less light from the sun, the tree's leaves cannot make food through photosynthesis. Because the apple tree cannot make food during the winter, it must conserve, or save, its energy. It does this by becoming dormant. (7) When the apple tree goes dormant, it stops making leaves, blossoms, and apples, and its branches become bare.

Show image 7: Apple tree in the four seasons (8)

This image shows an apple tree in all four seasons. Remember, the apple tree is a deciduous tree because it loses its leaves every year. In the spring, an apple tree is nice to look at with its white blossoms. In the summer, you can climb its branches, sit under the shade of its large green leaves, and admire the apples as they grow out of the blossoms. In the fall, you can pick the apple tree's fruit and watch its leaves change colors before falling off. In the winter, you can play in the snow under its bare branches. Although trees are special to us in many ways, it is important to remember that trees are also very important in nature. Trees—more than any other plants—help keep the air clean and safe to breathe, which you will learn more about later. They also provide food and homes for countless animals. So, next time you see a big deciduous tree, wrap your arms around it and give it a big hug, just to show you understand how important it is.

Images for use above (located in the Think Aloud! Flip Book, shown small here as samples, will be larger for students):



Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1: Scored based on comprehension of the read aloud, as shown by point values below, indicated in bold and parenthesis next to each question. Students must score at least 7 points or higher out of 10 points possible to achieve mastery. (Correct answers are in italics next to the question)

Read Aloud Assessment: Answer each question as completely as possible.

1. **Inferential (2 points for correct answer)** What is the main topic, or main idea, of today's read-aloud? (*The main topic of today's read-aloud is deciduous plants.*)
2. **Literal (1 point for correct answer)** What are deciduous plants? (*Deciduous plants are plants that lose their leaves.*)
3. **Literal (1 point for correct answer)** When do deciduous plants start to lose their leaves? (*Deciduous plants start to lose their leaves in the fall.*)

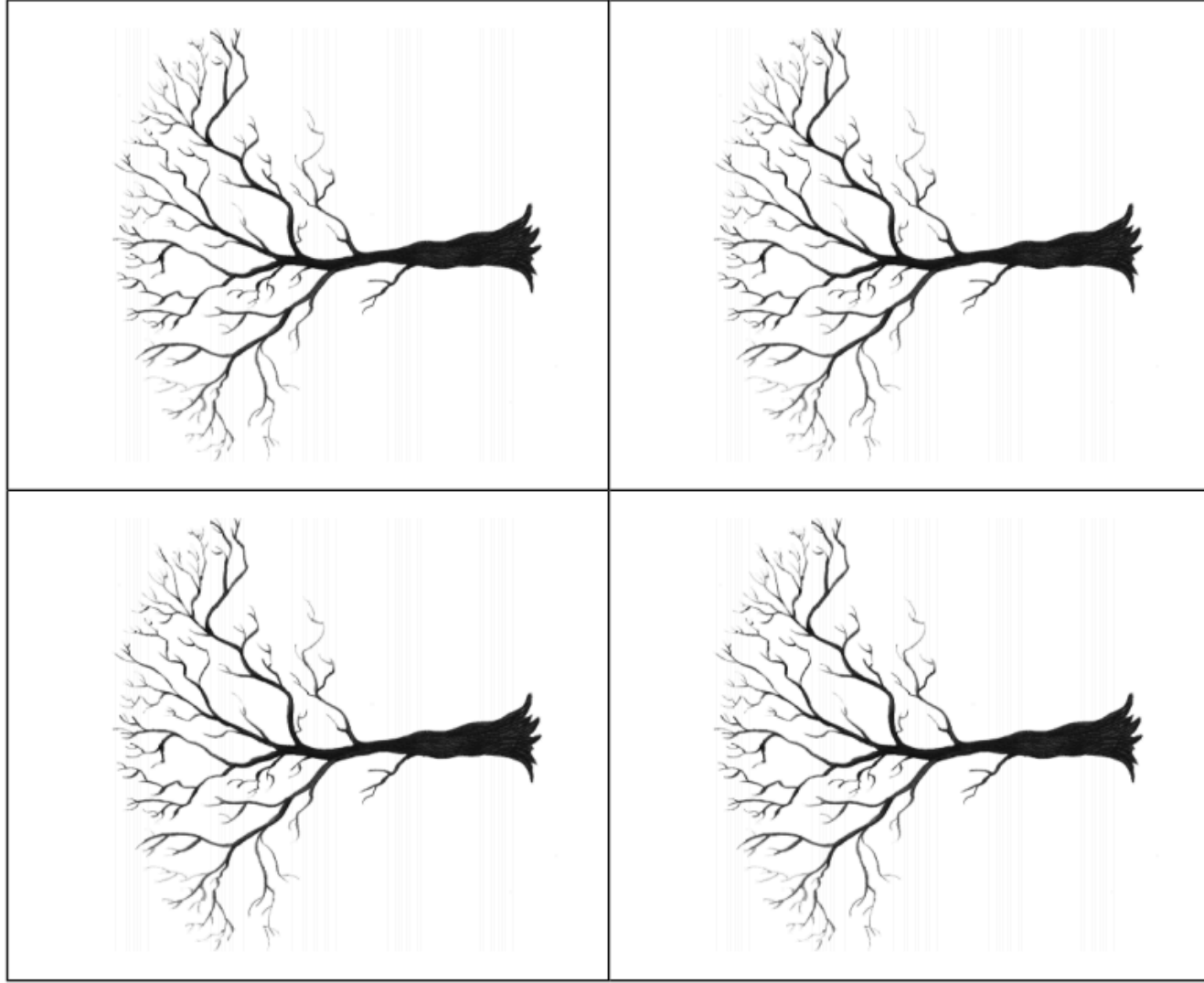
4. **Inferential (2 points for correct answer)** Why are deciduous plants bare in the winter? (*Deciduous leaves are bare in the winter because they do not get enough sunlight to make food.*)

5. **Inferential (4 points (2 points awarded for correct answer to part a, 2 points awarded for correct answer to part b) a.** Which kind of plant is the apple tree? (*An apple tree is a deciduous plant.*) b. How do you know? (*Apple trees lose their leaves in the fall.*)





Summative 2: Summative 2 will address the writing standard, **(K.W.2)**: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Students will be assessed on labeling each tree with the appropriate background and type of tree. Students will be assessed based on the rubric below and must score a 3 or higher to achieve mastery:

	4 (Exceeds the Standard)	3 (Meets the Standard)	2 (Approaches the Standard)	1 (Falls below the standard)
Labels		Each box is correctly labeled based on the background and tree.	Each box is labeled, but may be misspelled or unclear at first.	Boxes are mislabeled.
Backgrounds	Each background includes many details that enhance the image.	Each background obviously and appropriately shows the season described. Matches both the tree and the label.	Backgrounds lack details or it is partially unclear which season they depict.	Backgrounds are not complete or incorrect for the matching season/tree.
Tree	Each tree includes extra detail and attention to show the stage both effectively and beautifully.	Tree shows the appropriate stage in the cycle of deciduous trees.	Trees lack details or it is unclear which season they depict.	Trees are incomplete or incorrect for the matching season/background.
Use of Color		Students use obvious and appropriate colors to show the trees in each season.	Students attempt to use appropriate colors.	Colors do not match the expected hue of each season.



Directions: Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.

 <p>SPRING</p>	 <p>FALL</p>
 <p>WINTER</p>	 <p>SUMMER</p>

Directions: Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.

Summative 3 : This summative uses a similar read aloud activity. Students will either answer verbally, or on paper with a teacher to answer the questions. Students will be graded based on the assigned point value for each question. Answers should match what is described in the parenthesis/italics. Each question is worth 1 point and to demonstrate mastery, students must receive a score of 3.

Reading:

Say: *Listen to this text.*

Hermit crabs are an interesting type of crab. People keep them as pets. Hermit crabs have soft bodies. This makes them different from most other crabs. Hermit crabs crawl inside empty seashells. The seashell keeps the hermit crab safe. As hermit crabs grow bigger, they need to find bigger seashells to live inside.

1. What is the main idea of this text? (*Hermit Crabs*)
2. Why do hermit crabs live in sea shells? (*To keep them safe*)
3. What happens when a hermit crab grows bigger? (*They need to find bigger shells to live inside*)
4. Why would you read this text? (*To learn about hermit crabs*)

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	Kindergarten	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>(M) K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Rulers for use as a straightedge; Five dot mat; Five-frame and ten-frame cards; Number path; Left hand mat Two hands mat; 5-group cards; Rekenrek (Slavonic abacus having beads with a color change at the five); Concrete materials in individual bags for counting and sorting (white beans painted red on one side, bags of twigs, dried leaves, dry pasta, pennies, plates, forks, spoons, cups, etc.); Commercial concrete materials (linking cubes in tens, non-linking cubes, square-inch tiles, etc.); Personal Whiteboards		
Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>		Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>

1	<p>Lesson objective: provide students with the skills to sort by counting in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete three practice exercises: <ol style="list-style-type: none"> a. Sunrise/Sunset Counting to 5 K.CC.2 : Pretend you are the sun! It’s morning, and the sun is coming up. Let me see your sunrise (model how to gradually rise up from a crouching position to standing on tip-toes); Act out the sunrise movement; What does the sun do at night? Show me your sunset (return to crouching position); Act out the sunset movement; Now, we’ll count as we make the sun rise. (Begin with 1 at the lowest position, and count up to 5, reaching the highest position.) b. Roll, Grab, Count K.CC.4a: roll a die and count the dots and remove/add cubes to match the rolled number on a vertical/horizontal 5-frame. c. Rekenrek Roller Coaster K.CC.4a: Direct students to gradually raise their hands as the numbers increase and lower their hands as the numbers decrease, mimicking the motion of a wave. Count up and down. Change directions after short sequences. 2. Application – this problem will continue to focus on counting and sorting with a focus on defining groups and that these groups can be represented by the last number said when counting: <i>Find two things in this room that we use during math. Show a friend the things you found. How many things did you and your friend find all together? Did you find some of the same things? If so, put them together and count them.</i> 3. Concept Development – using a visual representation (such as linking cubes) students will respond to teacher prompts. This exercise is a continuance of the counting exercise conducted in the Application exercise. 4. Problem set – Students will work on a series of problems requiring them to color a group a particular color based on the group’s total. This can be assigned as homework if needed or
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		<p>can be carried over into the next day's Fluency Practice.</p> <ol style="list-style-type: none"> 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). 6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
<p style="text-align: center;">2</p>	<p>Lesson objective: Students will model composition and decomposition of numbers to 5 using actions, objects, and drawings.</p> <p>The instructional strategy used in this lesson utilizes the Five-E's Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day's lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete three practice exercises: <ol style="list-style-type: none"> 1. <u>5-Frames: Counting Dots and Spaces (3 minutes)</u> 2. Materials:(T) Large 5-frame cards (Fluency Template 1) 3. T: Raise your hand when you have counted the dots, and then wait for the snap to say the number. How many dots? (Show 4 dot card. Wait until all hands are raised, and then give the signal.) 4. S:4. 5. T:How many empty spaces? (Wait until all hands are raised, and then give the signal.) 6. S:1. <p>Continue to show cards, exploring all of the decompositions of 5</p> 7. <u>Making 3, 4, and 5 Finger Combinations (4 minutes)</u> 8. T:I'll show you some fingers. I want to make 3. Show me what is needed to make 3. (Show 2 fingers.) 9. S:(Show 1 finger.) 10. T:Raise your hand when you can say the number sentence. Start with my number. 11. S:2 and 1 make 3. 12. Continue with number pairs for 3, 4, and 5. Once students understand the game, let them play with a partner rapidly and energetically. 13. <u>Make 5 Matching Game (5 minutes)</u> 14. Materials:(S) Matching game cards (Fluency Template 2) (use only dots, dice, and fingers) per pair 15. Shuffle and place the cards facedown in two equal rows. 16. Partner A turns over two cards.

		<p>17. If the total of the numbers on both cards is 5, then she collects both cards. If not, then Partner A turns them back over in their original place facedown.</p> <p>18. Repeat for Partner B.</p> <p>19. Application – Julia went to the beach and found 3 seashells. Her sister Megan found 2 seashells. Draw the seashells the girls found. How many did they find in all? Talk to your partner about how you know. Note: This problem anticipates the composition of numbers to 5 in today’s lesson.</p> <p>20. Concept development – students will respond to a series of teacher prompts using a visual aid (5 cotton balls, cubes, etc) and their personal whiteboards.</p> <p>21. Problem set – Before the lesson begins, prepare a large number bond template in the center of the rug using hula hoops and tape. Have students sit on the edges of the rug. Teacher: We are going to play a game today! Student A, please come and stand in this hula hoop. (Direct the student to stand in one part of the “number bond.”) Students B and C, please come stand in this hula hoop. (Direct students to stand in the other part.) What do you notice? Students will work through a series of teacher led prompts using stories to compose number problems.</p> <p>22. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”).</p> <p>23. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.</p>
<p>3</p>	<p>Lesson objective: Model decompositions of 6 using a story situation, objects, and number bonds. (This lesson is the first in a repeated series that will work up through 10)</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student</p>	<p>Students unpack the learning target and then begin the lesson below:</p> <ol style="list-style-type: none"> Fluency practice- students will complete three exercises: <ul style="list-style-type: none"> Number Bond Flash K.OA.5 (5 minutes) 5-Group on the Dot Path K.CC.2 (4 minutes) Make 6 Matching Game K.OA.1 (5 minutes) Application problem – Materials: (T) Bell or other gentle noisemaker or instrument. Teacher prompt: Close your eyes, and count each time that I clap. (Clap 5 times; pause, and then clap 1 more time.) Open your eyes. How many claps did you hear?

	<p>with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>(Allow time for students to answer.) Let’s do it 1 more time. (Repeat.) How many claps did you hear? What is 1 more than 5? Repeat this exercise several times, using claps and instrument sound parts of 4 and 2, 3 and 3, 2 and 4, and 1 and 5. Now, try the game with your partner! Take turns clapping different number partners for 6.</p> <p>Note: This exercise helps students to focus on the decomposition of 6 in preparation for today’s lesson.</p> <ol style="list-style-type: none"> 3. Concept development – Materials: (S) Linking cube 5-stick, loose cubes, personal white board. Put the loose cubes in between students so there are enough for each student to choose 1 additional cube. Draw a blank number bond on the board in any configuration. Tell students a story and have students respond to prompts holding up the correct number representation. Continue the exercise several times with other partners for 6, each time asking students to model the decomposition with the linking cubes; each time, they create new number bonds and corresponding equations. 4. Problem set – Encourage students to find many decompositions of 6 in the birds: 1 facing left and 5 facing right, 2 finches and 4 ducks, 3 white and 3 shaded, 4 big and 2 small, or, for students working above grade level, 2 big ducks, 2 small ducks, and 2 big finches. Add a part to the number bond if students see a combination with three parts. 5. Student De-brief – Invite students to review their solutions for the Problem Set. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
4	<p>Lesson objective: Use objects and drawings to find <i>how many are left</i>.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will complete three exercises: <ul style="list-style-type: none"> ▪ Happy Counting K.CC.2 (3 minutes) ▪ Building <i>1 More</i> and <i>1 Less</i> Towers K.CC.4c (4 minutes) ▪ Make It Equal K.CC.6 (4 minutes) 2. Application Problem – The mice are hungry today! Read story to

	<p>to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day's lesson.</p>	<p>students who will use balls of clay to represent the subtraction problem outlined in the story.</p> <ol style="list-style-type: none"> 3. Concept development – Students will go through a two-part exercise that involves subtracting based on teacher prompts. Students will use whiteboards and write the correct number. 4. Problem set – students will work on a teacher led set of problems using the visual/instructional aids that require them to picture problems. 5. Student de-brief – Look for misconceptions or misunderstandings that can be addressed in the Debrief. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review.
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Within each assessment, there is a set of problems targeting each topic. Each set is composed of three or four related questions. Document what the student did and said in the narrative, and use the rubric for the overall score for each set.</p>

Summative Assessment Items and Scoring:

Summative One - Topic A: Numbers to 5 in Different Configurations, Math Drawings, and Expressions: *Student Must Receive 3/4 points to demonstrate proficiency (See matrix below)*

Materials: (S) 10 linking cubes

T: (Put 5 loose cubes in front of the student.) Whisper-count as you put the cubes into a line. How many cubes are there?

T: (Move the cubes into a circle.) How many cubes are there? Continue; T: (Scatter the cubes.) How many cubes are there?

T: Please show this (show $2 + 1$) using your cubes. (Have the student explain what he does. We might expect the student to make a linking cube stick of 3 and break it into two parts. Students will create a drawing and/or equation to illustrate their reasoning.)

Summative Two - Topic B: Compositions and Decompositions of 2, 3, 4, & 5: *Student Must Receive 3/4 points to demonstrate proficiency (See matrix below)*

Materials: (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals

T: (Put 4 toy animals in the whole's place on the number bond. Orient the whole toward the top.)

Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond). Move the animals as you tell your story. Continue, T: (Turn the number bond mat so that the parts are on top. Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.) Use these linking cubes (present the tub) to complete this number bond. (Students should put 5 linking cubes into the whole's place.) T: Replace your cubes with numbers.

Summative Three - Topic C: Decompositions of 6, 7, and 8 into Number Pairs: *Student Must Receive 3/4 points to demonstrate proficiency (See matrix below)*

Materials:(S) Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

T:(Put a 5-stick of the same-colored linking cubes and a tub of loose same-colored linking cubes in front of the student.) Show me 6 with the cubes. Show me 6 fingers the Math Way.

T:(Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.

T:(Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

Summative Four - Topic D: Subtraction from Numbers to 8: Student Must Receive 3/4 points to demonstrate proficiency (See matrix below)

Materials:(S) Personal white board, story problem Templates 2–4, 10 red linking cubes

T:(Place Template 4 in front of the student in the personal white board.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes, and write $7 - 2 = 5$ below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.

T:(Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 8 puppies in the yard. 5 went into the doghouse. How many puppies were still in the yard? (Write $___ - ___ = ___$ on the board.) Write the numbers in the subtraction sentence to match this story.

T:(Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob has 7 toy cars. He puts 4 cars away in his toy box. How many cars is Jacob still playing with? Write a subtraction sentence that matches this story.

A Progression Toward Mastery				
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
Topic A K.CC.4a K.CC.4b K.CC.5 K.OA.3 K.MD.3	<p>Student shows little evidence of understanding how to count objects in any configuration and is unable to complete the addition task.</p> <p>Student is unable to create a drawing and/or equation illustrating the problem and his/her reasoning.</p>	<p>Student shows evidence of beginning to understand counting in a line, circle, and scattered configuration but is unable to do so accurately and consistently. Student recounts each time. Student attempts to add $2 + 1$ but lacks an understanding of either how to add or how to interpret the expression. Student does demonstrate some ability to create a drawing and/or equation of the problem.</p>	<p>Student arranges and counts cubes in a line, circle, and scattered configuration correctly, responding with 5 to each <i>how many</i> question, but recounts once. Student adds $2 + 1$ but cannot explain how to add. OR Student accurately explains the process of addition but adds $2 + 1$ incorrectly. Student can create a drawing and/or equation that illustrates the problem but does not answer correctly.</p>	<p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Arranges and counts 5 cubes into a line, circle, and scattered configuration. ▪ Answers 5 in response to each <i>how many</i> question without recounting. <p>Breaks apart 3 to show the decomposition of 3 as 2 and 1 or 1 and 2.</p>

<p>Topic B K.OA.1 K.OA.3 K.OA.5</p>	<p>Student shows little evidence of understanding that the parts of the number bond comprise the whole and is unable to complete most of the tasks.</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Tells a story about the animals that does not match his movements or numbers. ▪ Puts a quantity of linking cubes other than 5 in the number bond. ▪ Fills in the number bond with 5, 3, and 2 incorrectly or puts other numbers in the number bond. 	<p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Tells a decomposition story without using numbers. ▪ Selects 5 linking cubes but is confused about where to put them. <p>Fills in the number bond with 5, 3, and 2 and is hesitant when writing the numerals in the number bond, looking to the teacher for support in writing the numbers in the correct place.</p>	<p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Tells a decomposition story, saying numbers that match his movement of the toy animals. ▪ Selects 5 linking cubes and puts them in the whole of the number bond mat. <p>Correctly fills in the number bond with numerals 5, 3, and 2.</p>
<p>Topic C K.OA.3</p>	<p>Student shows little evidence of understanding the relationship between the parts and the whole of the number bond and is unable to complete most of the tasks.</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Shows a number other than 6 with the linking cubes. ▪ With fingers, shows a number other than 6. ▪ Puts a random number of cubes in the parts and whole of the number bond for 7. • Writes random numbers in the parts of the number bond for 8. 	<p>Student:</p> <ul style="list-style-type: none"> ▪ Counts out linking cubes to show 6, may or may not use the 5-stick, and holds up a different combination of 6 fingers to show 6. ▪ Uses linking cubes to make the correct parts for 7 but leaves the whole blank or confuses the parts and whole of the number bond. <p>Needs teacher support and more time to identify partners of 8 and write the correct parts in the number bond.</p>	<p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Shows 6 cubes. (Make note if student uses the 5-stick, which shows more advanced counting.) ▪ Holds up her left hand and the thumb of her right hand to show 6 with her fingers. ▪ Makes a number bond for 7 using any correct combination for the parts of 7. (Again, make note if student uses the 5-stick.) ▪ Fills all parts of the number bond. <p>Writes a correct combination of parts for the number 8.</p>
<p>Topic D K.OA.1 K.OA.2 K.OA.3</p>	<p>Student shows little evidence of understanding subtraction expressions or subtraction equations and shows little understanding that the same number can be decomposed in different ways. He is unable to complete most of the tasks.</p>	<p>Student:</p> <ul style="list-style-type: none"> ▪ Incorrectly states some or all of what each number represents. ▪ Writes incorrect numbers in the blanks or puts the correct numbers in the wrong places. <p>Writes an incorrect subtraction sentence for the story.</p>	<p>Student requires teacher support to correctly answer the questions and/or misses one out of the three questions.</p>	<p>Student correctly and independently:</p> <ul style="list-style-type: none"> ▪ States what each number in the number sentence refers to. ▪ Writes all the correct numbers in the blanks: $8 - 5 = 3$. <p>Writes a subtraction sentence to match the story: $7 - 4 = 3$.</p>

Grade Level	1	Content Area	ELA
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(1.RL.3) Describe characters, settings, and major events in a story, using key details.</p> <p>(1.W.3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p><i>Fairy Tales. Tell it Again! Read Aloud Anthology.</i> (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/grade-1-listening-learning-domain-9-anthology-fairy-tales</p> <p><i>Fairy Tales. Tell it Again! Flip Book.</i> (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/grade-1-listening-learning-domain-9-flip-book-fairy-tales</p> <p>Galileo (ati-online.com)</p>		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Through viewing images and review, SWBAT activate necessary background knowledge to complete today’s lesson.</p> <p>What Have We Already Learned?: Remind students of your discussion about characteristics of fairy tales. Tell them that you are going to show them three different Image Cards, and that you want them to tell you if what they see could happen in real life. Show them Image Card 2 (Royal Family), Image Card 3 (Good Fairy), and Image Card 4 (Enchanted Princess). Students should be able to recognize that a royal family can exist, but that the other two elements—the existence of fairies and the spell to make the enchanted princess sleep for one hundred years—are fantasy.</p> <p>Now refer to and review the Elements of Fairy Tales Chart for “Sleeping Beauty.” Ask students if they remember the special way that many fairy tales begin and end. Tell students they will be reading another fairy tale today, and they will compare these two fairy tales to see how they are alike and how they are different.</p> <p>Purpose for Listening: Tell students to listen carefully for a talent that a father claims his daughter has and the problem that this causes for her. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)</p>	<p>Analyze the images shown by the teacher. Students will describe how fairy tales start and end (Once Upon a time; and they lived happily ever after)</p> <p>Personal Connections: Ask students to think of any talents they have, such as skateboarding, playing a musical instrument, creating art, playing a sport, etc. Ask students if they have ever wished that they had a talent or ability to do something that they don’t know how to do.</p>

<p>2</p>	<p>Objective: After listening to the read aloud, SWBAT describe the setting, characters, facts, events, and elements of magic in “Rumpelstiltskin”.</p> <p>Present the read aloud (below) to the students, stopping at the appropriate numbers listed to go over these questions/terms. Use cold call/popsicle sticks to ensure students get an equal voice in answering these questions:</p> <ol style="list-style-type: none"> 1. A miller is a person who grinds grain to make flour. This miller boasts, or speaks very proudly, about his daughter, saying she’s clever. This means she is smart and able to figure things out quickly. 2. Remember, thread and yarn are made by spinning plant parts or animals’ wool. Do you think the daughter can really spin gold out of straw? 3. What do you think she should do? 4. Do you think she found it strange to see this little man in the castle? Where did he come from? 5. What does it mean for someone to feel greed? 6. To succeed is to have something turn out the way you want it to. Do you think the daughter will succeed in meeting the king’s demand? 7. Do you think the daughter’s promise will cause any problems for her later? 8. Pity is a feeling of sadness for someone who is unhappy. 9. What do you think the man’s name might be? 10. To make a claim is to say that something is right or that it is yours. What is the man’s claim? 	<p>Students will listen to the read aloud. As they listen, they should make a mental or written note about the setting, problem, solution, characters and magic used in the story.</p>
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<p>3</p>	<p>Objective: After hearing a read aloud of Rumpelstiltskin, SWBAT identify significant plot elements in the story and compare and contrast these elements to those of Sleeping Beauty.</p> <p>Elements of Fairy Tales Chart (Instructional Master 1B-1, optional, attached)</p> <p>On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “Rumpelstiltskin.” (See attached) As students discuss each fairy tale element, record a brief description in each section of the chart. Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.</p> <p>Remind students that the setting of a story is the time and place a story takes place, and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of “Rumpelstiltskin”: “Once upon a time, there was a poor miller who had a beautiful daughter.” Ask students to identify the phrase that begins many fairy tales. (Once upon a time . . .) Ask students to recall what this phrase tells them about when the story takes place. (long ago) Ask students to identify where the story takes place. (king’s castle) Record this information on the chart in the row marked “Setting(s).”</p> <p>Remind students of the royal characters in “Sleeping Beauty,” and ask them to identify the royal characters in “Rumpelstiltskin.” You may wish to use the Flip Book or Media Disk to point out each character as they are identified. Remind students that fairy tales usually have magical characters, too, like the fairies in “Sleeping Beauty.” Ask students to identify the magical character in this fairy</p>	<p>In a whole class discussion setting, students will assist in filling in the anchor chart for the story on the chart paper by recalling elements from the story.</p> <p>Next, they will identify the phrase that starts fairy tells and what elements of that phrase describe the setting.</p> <p>Next, students will recall the royal characters from the story read in a previous lesson, Sleeping Beauty, with those in Rumpelstiltskin. Students will also identify fictional characters and events, like those with magic.</p> <p>Next students will discuss problems and solutions to be filled in on the chart.</p> <p>Once the chart is complete, lead students in a discussion where they can identify similarities and differences in the two fairy tales.</p>
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	<p>tale. (Rumpelstiltskin) Remind students of the elements of fantasy in “Sleeping Beauty,” and ask students to identify magical events in this fairy tale. (Rumpelstiltskin spinning gold from straw and stomping himself into the ground at the end) Record their responses on the chart.</p> <p>Ask students to describe the problems faced by the daughter. Encourage students to use temporal words (first, then, after, next, before that, finally, etc.) when giving their answers, and help as necessary do students can complete the task (The king said she had to spin gold from straw or she would die, and later she needed to find out Rumpelstiltskin’s name so he wouldn’t take her child.) Ask students how the problems were solved. (Rumpelstiltskin spun gold for her, and one of her messengers discovered his name.) Record students’ responses on the “Problem(s)” and “Solution(s)” rows of the chart.</p> <p>Finally, remind students of their discussion of the ending of “Rumpelstiltskin,” and record their responses on the chart. Once the chart is filled out, have students compare this fairy tale to the fairy tale they have already heard. You may wish to place the Elements of Fairy Tales Charts you have filled out thus far side-by-side to aid students in discussing the similarities and differences.</p>	
5	<p>Objective: After reading two fairy tales, SWBAT work with a partner to tell sequenced events from a story through an illustration, narrative and presentation.</p> <p>Use the Flip Book to show images of characters from the first two fairy tales. As you show each image, ask students to share what they remember about each character. You may wish to ask the following questions:</p> <ul style="list-style-type: none"> • How is the character dressed? • Is the character royalty? • Is this a magical character? 	<p>Students will share what they remember through a guided practice.</p> <p>Students will answer questions being picked through a cold call strategy.</p> <p>Next, in Pairs, students will choose one of the read alouds from class (Rumpelstiltskin or Sleeping Beauty), and they will work together to draw a scene from the story, including the appropriate setting and characters. As pairs, they will write 1-2 sentences for each of the following: before, during and after the scene they illustrated. Then, they will present to the class and provide</p>

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	1st Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Number bonds Addition chart Rekenrek (20 and 100 multi-colored beads) Counters Number path 5-Group cards Hide Zero cards Personal Whiteboards (1 per student) Ice cube/egg carton tray (10-slots) Lego or other objects for counting/manipulation</p>		
Lesson <small>(add as</small>	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the</i>	

needed)	<i>review.</i>	<i>focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>Lesson objective: provide students with the skills to analyze and describe embedded numbers (to 20) using 5-groups and number bonds as part of their fluency development and practice. This includes the concepts of addition and subtraction using comparison, taking away, taking apart, and using symbols to identify the components of the problem (equation). This includes taking away, taking apart, and comparing with unknowns in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard. <u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems. <u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – teacher uses “math fingers” as visual representation of the concepts. Students will call out the number they observed. 2. Application – teachers will present a simple word problem using <u>objects/symbols</u> rather than numbers (i.e. Bobby found 3 marbles outside and 2 more marbles inside his house. Draw a picture to show how many marbles Bobby has found in all.) Stress the visual representation of the numbers rather than the numbers during this lesson. Students will begin to see the various parts of numbers that make up a “whole.” 3. Concept Development – using a visual representation (such as two 10-slot ice cube tray or modified egg carton), teachers will have students place objects into the slots to demonstrate how number bonds are formed (using a 5-group concept). For example, objects will be placed into the rows of the trays to demonstrate how number bonds hide inside the total presented (i.e. 1-20) that create bonds of 5 using addition/subtraction. (1.OA.A.1). Students will answer/create visual equations that use symbols to represent the unknown (i.e. $? - 5 = 20$; $10 + ? = 20$). <u>Students will use objects, drawings, and equations to solve word problems that include situations involving adding, taking from, putting together, taking apart, and comparing with unknowns in all positions (i.e. Join Problems Include: • Start Unknown + 6 = 11 • Change unknown 5 + _ = 11 • Result/Whole Unknown 5 + 6 = _ o Separate Problems Include: • Start Unknown - 5 = 4 • Change unknown 9 - = 11 • Result/Whole Unknown 9 - 5 = o Part-Part-Whole Problems Include: • Part Unknown • Part Unknown)</u> 4. Individual Practice – students will work on completing a series

		<p>of number bond and simple word problems. Based on scaffolding needs, students may be directed on what problems to work on first. Unfinished problems may (based on teacher discretion/student needs) be assigned as homework.</p> <ol style="list-style-type: none"> 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students, working in pairs, will review the work that they have completed and make comments/observations as needed. Teachers will discuss the answers with the entire class. 6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
2	<p>Lesson objective: students will learn to reason about embedded numbers in varied configurations using number bonds.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will use “math fingers” as visual representation of their understanding of the concept. Students will then conduct a “Number bond” exercise based on a 90-second assessment period. The worksheet will be corrected and students told to remember the number they got correct so they can try to improve during the next lesson. 2. Application – teachers will present a simple word problem using objects/symbols rather than numbers (bridge exercise from previous lesson). 3. Concept development – using dot-card visual aid, students will work with number bonds using 7 as a base. This is a guided practice session during which students can work in pairs. (1.OA.A.1 focus) 4. Individual practice – students will work on completing a series of number bond and simple word problems. Based on scaffolding needs, students may be directed on what problems to work on first. Unfinished problems may (based on teacher discretion/student needs) be assigned as homework. 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students, working in pairs, will review the

		<p>work that they have completed and make comments/observations as needed. Teachers will discuss the answers with the entire class.</p> <p>6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.</p>
<p>3</p>	<p>Lesson objective: demonstrate an understanding of and describe numbers of objects using a within 5-group configurations. This lesson utilizes kinesthetic learning as a primary teaching strategy.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard. <u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems. <u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target and then begin the lesson as follows:</p> <ol style="list-style-type: none"> 1. Fluency practice using a visual aid such as a Rekenrek, 5-Group Flash Cards or Number Bond Dash. Teacher will lead students through an exercise that requires students to move the beads on their visual aid according to instructions – counting forwards and backwards by ones. Teacher will use his/her hand as a visual aid for students to follow. 2. Application problem – teacher will provide a word problem for students to solve (scaffolding: written and verbal problem provided). The word problem in this lesson is a bridge problem using the word problem from the last lesson. 3. Concept development – kinesthetic learning activity. Students will demonstrate their mastery of the material by using visual aids/objects that include sentence frames, 5-group mats, cubes, game cards, and student whiteboards. Students will respond to teacher questions/instructions by answering using the appropriate visual aid/object. 4. Check for Learning (formative): Students will work on completing the lesson problem set on their own. (Can be assigned as homework if not completed in class). 5. Student De-brief – Students answer a question posed by the teacher. This question should be a higher-order problem such as asking how adding “2” impacts the product. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
<p>4 -10</p>	<p>Lesson objective: students learn how to represent situations with number bonds, count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – this is a “sprint exercise.” Students will be

	<p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>complete a counting exercise within a given timeframe. This exercise will be graded and used as a baseline for next sprint.</p> <ol style="list-style-type: none"> 2. Application Problem – Students work through a given word problem. The word problem introduces the concept of counting beyond “5.” 3. Concept development – Students will use a bag of colored-beads and other objects, and pre-printed game cards to work with grouped items to understand number bonds for totals (i.e. 4 red blocks + 2 yellow beans is a total of 6 objects.). Students will also be introduced to the concept of zero ($6 + 0 = 6$). 4. Problem set – students will work on a teacher led set of problems using the visual/instructional aids from point #3. 5. Student de-brief – students will be asked to review a variety of number decompositions ($5 + 1$, $4 + 2$, $3 + 3$) that all result in a total of 6. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning. <p><i>Instructional Note: This lesson begins with “6” and ends with “10” utilizing the same format and lesson progression.</i></p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Summative assessments will be given at structured intervals throughout the module. Specifically, there are two planned summative assessments: mid-module and end of module. However, teachers – based on exit ticket/CFU assessments – can add additional summative assessments as needed. All summative assessments share the same characteristics: equations, word problems, or a combination.</p>

Summative Assessment Items and Scoring:

Summative One (Student Must Receive a Minimum of 3 points on each problem (12/16) to demonstrate proficiency: See matrix below)

1. There were 5 boys at Jake’s party. Some more came after basketball practice. Then, there were 9. How many boys came to Jake’s party after basketball practice?
 - a. Draw a picture to help you solve the problem.
 - b. Draw a complete number bond that goes with this story.
 - c. Write an addition sentence to match this story.
2. Write the numbers that go in the blanks.
 - a. Color all of the partners to 10 blue.

Grade Level	2	Content Area	ELA
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(2.RL.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>(2.W.3) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p><i>Greek Myths. Tell it Again! Read Aloud Anthology.</i> (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/grade-2-listening-learning-domain-4-anthology-greek-myths</p> <p><i>Greek Myths. Tell it Again! Flip Book.</i> (New York Edition ed.). (2013). Retrieved from https://www.engageny.org/resource/grade-2-listening-learning-domain-4-flip-book-greek-myths</p> <p>Galileo (ati-online.com)</p>		

<p>Lesson (add as needed)</p>	<p>Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</p>	<p>Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</p>
<p>1</p>	<p>Objective: Using existing schema SWBAT identify core principals in a myth and describe them to the class.</p> <p>Where Are We? Remind students that the myths they will hear over the next several days originated, or were created, in ancient Greece. Have students locate Greece on a world map or globe. Ask students what kind of story they are about to hear if this story is a Greek myth; that is, what kinds of characters or plots can they expect?</p> <p>What Have We Already Learned? Remind students that they heard about several Greek gods and goddesses in the previous read-aloud. Show students Flip Book images from the previous myth, “Demeter and Persephone,” and ask them to retell it. Then, using the Greek Gods Posters, have students name each of the Greek gods they heard about in the previous lesson. You may also wish to have students share facts about the Greek gods from their Greek Myths Journals. Have students share what each Greek god was supposed to be the god of. Ask: “What does it mean in Greek mythology to be the god of something?” Ask students what the ancient Greeks believed made a god or goddess different from a human being.</p> <p>⊕ Show image 4A-1: Arachne weaving Ask students what Arachne does if she is a weaver. (She weaves, or combines strands of thread or yarn in an alternating pattern in order to make cloth.) Ask them what tools she might use. (loom) Ask students to point to Greek Gods Poster 7 (Athena). Tell students this myth tells the story of an encounter between Arachne—a mortal woman—and the goddess Athena. Have students share the characteristics of</p>	<p>Students Identify the location of Greece on the world map. They will discuss the questions, what kind of story they are about to hear if this story is a Greek myth; that is, what kinds of characters or plots can they expect?, with their table partners and share out with the class.</p> <p>Students will retell the myth of “Demeter and Persephone” and will name the Greek Gods with the aide of posters around the room, sharing facts from their journals. Students will answer questions about what it means to be the God of something and what makes Gods and Goddesses different from humans, activating their background knowledge.</p> <p>Students will predict what characters in the story do and they will describe the characteristics of a myth using the Think, Pair, Share protocol.</p>

	<p>Greek myths. (They are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners.) Tell students that today’s myth is a story that was told to explain how one animal in nature was first created. Purpose for Listening Tell students to listen carefully to the read-aloud to hear which animal in nature this myth is about.</p>	
<p>2</p>	<p>Objective: After hearing a read aloud, SWBAT determine the central message, lesson or moral of the story. Read the Read Aloud to students (Below) Complete the following activities/questions/vocabulary definitions as you read aloud: 1 [Point to the loom.] 2 What is a tapestry? 3 or great works 4 or jump 5 or pleased by the attention and compliments 6 Why do you think Arachne began to get annoyed? 7 Do you think this bragging might cause a problem for Arachne? 8 Here the word lean means to rest against someone or something for support. The word lean can also mean physically thin, strong, and healthy. 9 Does this mean Arachne’s work is good or bad? 10 or parts 11 Do you recognize any of the Greek gods in Athena’s tapestry? 12 or far better 13 Were your predictions about whether her bragging would cause a problem for Arachne correct? Why or why not? 14 or harsh and firm</p> <p>After the read aloud, ask students what a moral/lesson/central idea of a story is. Define these terms on the anchor chart. Then, provide an example from another story read in class. Have students try and provide their own examples, providing guidance to help them if they are incorrect. Finally, have students individually write down what they think the central message, lesson or moral of the story is and why. Cold Call students to share what they think. Write ideas</p>	<p>Students will engage in the read aloud by defining words, answering questions, and writing character details in their journals.</p> <p>Students will brainstorm to help define moral/lesson/central idea on the anchor chart. After the teacher provides some examples, students will share out their own examples. Students will then write down what they think the moral/central idea/lesson is and why in their journal. Students will share out using the Cold Call strategy, and will justify their answers.</p> <p>Then, they will answer the two questions in their journal, in an “Ink, Pair, Share” protocol.</p>

	<p>on the anchor chart. Make students justify their answers, using facts from the text.</p> <p>Evaluative Ink Pair Share:</p> <p>8. In the read-aloud, you heard Athena say, “Everyone is born with some special gift or talent, if only he or she can figure out what it is and how to use it.” What is your special gift or talent? (Answers may vary.) Have you figured out how to use it? (Answers may vary.)</p> <p>9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]</p>							
3	<p>Objective: After hearing the read aloud, SWBAT describe the actions and importance of a main character using complete sentences and images.</p> <p>Greek Myths Journal (Instructional Master 4B-1) Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which gods and/or goddesses they heard about in today’s read-aloud. (Athena) Ask students to share any other characters they heard about in today’s read-aloud. (Arachne) Show students Instructional Master 4B-1 sample:</p> <table border="1" data-bbox="233 1159 1092 1382"> <tr> <td data-bbox="233 1159 661 1235"></td> <td data-bbox="661 1159 1092 1235"></td> </tr> <tr> <td data-bbox="233 1235 661 1312"></td> <td data-bbox="661 1235 1092 1312"></td> </tr> <tr> <td colspan="2" data-bbox="233 1312 1092 1382"></td> </tr> </table>							<p>For today’s journal entry, they should write “Arachne the Weaver” on the title blank. They should then write two to three sentences about one of the characters to help them remember who she is, what she does in today’s myth, and why she might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.</p>

<p>4</p>	<p>Objective: In cooperative groups, SWBAT retell parts of the read aloud by creating a visual tapestry of plot points in the story.</p> <p>Spin a Story Note: Before this extension, prepare five sheets of plain paper. Four of the five sheets should be of equal length and width, with the width of the fifth sheet being the combined width of two sheets. Remind students that Arachne was a weaver.</p> <p>Tell students that as a class, they are going to make a tapestry that retells the myth of Arachne the Weaver. Divide the class into five groups. Tell the class that there will be five parts to this tapestry and that each of the five groups will be responsible for drawing one part. Tell students that:</p> <p>Group One will draw the beginning scene of the myth, Groups Two through Four will draw scenes from the middle of the myth, Group Five will draw the ending scene of the myth.</p> <p>Tell students that in the next lesson they will put all of their drawings together to create a classroom tapestry of the myth “Arachne the Weaver.” As students create their illustrations, encourage them to use richer and more complex language, including, if possible, any read-aloud vocabulary.</p>	<p>Ask students to share what Arachne wove. (tapestries) Then have students share what a tapestry is. (a woven image that can be hung on walls)</p> <p>Ask students what events Group One should include. (Arachne weaving beautiful tapestries on a loom while many visitors flatter her by saying she weaves like the goddess Athena) Tell Group Two that they will draw Athena disguising herself as an old woman after she hears about Arachne’s boastful words declaring herself the best weaver in the world. Tell Group Three that they will draw a surprised Arachne, who discovers that the old woman is really-- the goddess Athena. Tell Group Four that they will depict Arachne and Athena during the weaving contest. Ask students to share what Group Five should draw. (Arachne’s tapestry and Athena’s superior tapestry in the background; Athena changing Arachne into a spider—after Arachne declares she will never weave again—so that Arachne will always continue to use her special gift.)</p>
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Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	2nd Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	100-bead Rekenrek 5-group column Dice Hide Zero cards Linking cubes Number bond Personal white boards Place value chart Quick ten (vertical line representing a unit of ten) Ten-frame cards		
Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review. (Lessons adapted from New Engage Common Core https://www.engageny.org under a Creative Commons Attribution-</i>		Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component</i>

	<i>NonCommercial-ShareAlike 3.0 Unported License.)</i>	<i>identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>Lesson objective: provide students with the skills needed to develop fluency with sums and differences with 100.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard. <u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems. <u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – teacher uses a variety of visual aids and objects to have students respond to addition and subtraction conceptualization (i.e. moving beads forwards and backwards counting to ten). 2. Application – Students will complete a “ten and some ones” sprint. (Used as baseline for skill assessment and proficiency). Students will also participate in a game using the dice: student A rolls the dice and re cords the roll in a number bond. Student B completes the number bond to form a total of “ten.” This followed with students using whiteboards to respond to teacher led number bond questions. 3. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students will respond to teacher led questions. Teachers will discuss the answers with the entire class. 4. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
2	<p>Lesson objective: students will practice on making a “next ten” and adding to a multiple of “ten.”</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain</u>: The teacher will have students use visual aids/manipulatives</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will progress through the following exercises: <ul style="list-style-type: none"> • The Value of Tens and Ones (4 minutes) • Happy Counting the Say Ten Way (10 minutes) • Sprint: Add Tens and Ones (18 minutes) • Target Practice: Within 10 (10 minutes) • Make the Next Ten (8 minutes) 2. Targeted practice – using the dice game from lesson 1, students

	<p>to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>will again progress through the number bonds up to ten. Once proficiency has been demonstrated, challenge students to move into the tens (11-19) teachers will present a simple word problem using objects/symbols rather than numbers (bridge exercise from previous lesson).</p> <ol style="list-style-type: none"> 3. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students, working in pairs, will review the work that they have completed and make comments/observations as needed. Teachers will discuss the answers with the entire class. 4. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transiting the class.
<p>3</p>	<p>Lesson objective: introduce the student to the concept of adding and subtracting like units.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target and then begin the lesson as follows:</p> <ol style="list-style-type: none"> 1. Fluency practice – sprint exercise. Timed exercise involving addition and subtraction. 2. Concept development – using personal whiteboards, students will add and subtract numbers grouped in tens (i.e. $5 + 2$, $45 + 2$, $7 - 2$, $47 - 2$). This exercise builds on the sprint exercise and is teacher led (i.e.): <ul style="list-style-type: none"> • $51 + 20$ is? • What easier problem did you use to help you solve 51 and 20? Talk to your partner. S: $5 + 2 = 7$. • $5 \text{ tens} + 2 \text{ tens} = 7 \text{ tens}$. • $50 + 20 = 70$. Repeat the same reasoning with $54 + 20$ and $58 + 20$. T: Compare $54 + 2$ to $54 + 20$. Talk to your partner. S: We start with the same number in both problems. • In one problem, we add 2 ones. In the other problem, we add 2 tens. • Adding 2 ones is not the same as adding 2 tens. 56 is much less than 74. • In one problem, we leave the ones alone, and in the other problem, we leave the tens alone. T: (Write

		<p>71 – 20.) Break apart 71 as tens and ones. S: 70 and 1. T: (Write the number bond for 71.) What is 71 – 20? S: 51. T: How did you know? S: 7 tens – 2 tens = 5 tens.</p> <ol style="list-style-type: none"> 3. Application problem – students will be given a word problem to work on using the RDW process. Students will create a problem tape diagram that will be used again in lesson 4. 4. Problem set – students work independently on the problem set exercises (combination of number and word problems). 5. Student De-brief – Students answer a question posed by the teacher as well as a review of the problem set. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
4	<p>Lesson objective: students learn how to make a number set of ten to add within 20.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage:</u> Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore:</u> Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain:</u> The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard. <u>Extend:</u> Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems. <u>Evaluate:</u> The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through a series of exercises that require them to analyze representations of two-digit numbers. <ul style="list-style-type: none"> • Draw Tens and Ones (3 minutes) • Make Ten (3 minutes) • Make the Next Ten Within 100 (4 minutes) • Take Out One (2 minutes) 2. Application Problem – Students work through a given word problem. The word problem requires the student to apply what they know and create a visual representation of the problem. (Compare this tape diagram to lesson three’s diagram.) Students will work in pair to discuss observations in patterns that they have made (teacher will prompt as necessary). 3. Problem set – students will work on a teacher led set of problems using the visual/instructional aids from point #3. 4. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 5. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson

		planning.
5-8	<p>Lesson objective: the student will be working with subtraction in terms of single-digit numbers from multiples of 10 within 100.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through a series of exercises that require them to analyze representations of subtraction. <ul style="list-style-type: none"> • One or Two Less (5 minutes) • Take from Ten (2 minutes) • Take Out Ten (3 minutes) 2. Concept Development - Subtraction of single-digit numbers from 20, 30, 40, 50, 60, 70, 80, and 90 using drawings. Students will use visual aids and create representations of the problems provided by the teacher. 3. Application Problem – Students work through a given word problem. The word problem requires the student to apply what they know and create a visual representation of the problem. 4. Problem set – students will work on a teacher led set of problems using the visual/instructional aids from point #3. 5. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning. <p>Instructional note: Lesson 5-8 use the same lesson format progressing from units of ten in even numbers (10, 20, 30, etc.) through units of ten in odd numbers (21, 33, 43, etc.)</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>The summative items are comprised of three separate assessments that assess student mastery of the module’s standards and objectives. Summative assessments will be given at the mid-point, three-quarters of the way through, and at the end-of-the-module. Students must demonstrate proficiency on the final assessment by achieving a 2 or higher per CPS grading scale.</p>

Summative Assessment Items and Scoring:

Summative One: Student must receive 12/16 points to demonstrate proficiency

1. $10 + \underline{\quad} = 14$ $8 + \underline{\quad} = 14$ $10 + \underline{\quad} = 12$ $9 + \underline{\quad} = 12$

2. $10 + \underline{\quad} = 16$ $7 + \underline{\quad} = 16$ $10 + \underline{\quad} = 13$ $9 + \underline{\quad} = 13$

3. Lisa has 2 blue beads and 9 purple beads. How many beads does Lisa have in all? Write a number sentence or statement to explain your answer.

Lisa has $\underline{\quad}$ beads in all.

4. Ben had 8 pencils and bought 5 more. How many pencils does Ben have altogether? Write a number sentence or statement to explain your answer

Scoring	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 & 2 (2.OA.2)	Student correctly answers 1 problem.	Student correctly answers 2 problems.	Student correctly answers 3 problems.	Student correctly answers all problems.
3 & 4 (2.OA.2)	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement.	Student correctly answers: 3. 11; 4. 13. However, either the number sentence or statement is incorrect or missing.	Student correctly answers 3. 11; 4. 13 & Writes the number sentence: 3. $2+9= 11$; 4. $8+5=13$ to solve.

Summative Two: Student must receive 12/16 points to demonstrate proficiency

1. Take out ten.

26 / 16 10	34	58
85	77	96

2. Solve

$10 - 1 = \underline{\quad}$	$10 - 5 = \underline{\quad}$	$10 - 2 = \underline{\quad}$
$10 - 4 = \underline{\quad}$	$10 - 7 = \underline{\quad}$	$10 - 8 = \underline{\quad}$

3. Solve.

a. $13 - 7 = \underline{\quad}$	b. $15 - 8 = \underline{\quad}$
c. $14 - 6 = \underline{\quad}$	d. $16 - 9 = \underline{\quad}$

Grade Level	3	Content Area	ELA
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(3.RI.2) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>(3.W.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p>https://www.engageny.org/resource/grade-3-ela-module-4</p> <p>Lesson Adapted from Module 4, Unit 1</p> <p>One Well: The Story of Water on Earth (one per student)</p> <ul style="list-style-type: none"> • Document camera or projector • Equity sticks • Sticky notes • Close Reading recording form (one per student) 		

	<ul style="list-style-type: none"> • Vocabulary recording form (one per student) • Power Words/Water Words anchor chart • On-Demand Informational Paragraph recording form (one per student) • Rain School Model Summary Paragraph • Three Column Criteria feedback form (one for display) • Independent Reading recording form (one per student) <p>Galileo (ati-online.com)</p>
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Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Using their existing knowledge, students will participate in a class discussion about illustrations and text comprehension.</p> <p>A. Engaging the Reader: How Do Illustrations Help You Understand the Text? (5 minutes)</p> <p>B. Gather students in the whole group area. Remind them that they began their study of water yesterday. They practiced looking closely at pictures and quotes and thinking about what they wondered and noticed. They looked through One Well: The Story of Water on Earth and heard the first section of the book on page 4.</p> <p>C. Display pages 4 and 5 of One Well on a document camera or projector. Remind students that yesterday they said illustrations are a feature of the informational book that can help them understand the text. Ask students to look at the illustration on page 5 and ask: “How does an illustration help you understand the text?” Have students turn to a</p>	<p>Students will begin by examining their knowledge from previous lessons and the previews of the anchor text. They will turn and discuss with a partner to discuss if illustrations help a person understand the text. They will answer as a class when the teacher pulls sticks randomly to assess knowledge.</p>

	<p>partner and briefly discuss. Then, pull equity sticks to have students share out with the whole group.</p> <ul style="list-style-type: none"> • Students may offer general responses, such as: “The illustration has details that help me understand a word or phrase I don’t know,” or their responses may be specific to the text, such as: “I notice that all the water is connected in the illustration. In the text it says the earth’s water is connected.” 	
2	<p>Objective: After close reading, SWBAT identify the main idea and important vocabulary words for a section of the text.</p> <p>A. Rereading on Your Own: Capturing the Gist</p> <ul style="list-style-type: none"> • Direct students’ attention to the learning targets you have posted for this lesson. Read aloud the first learning target: “I can identify the main idea of pages 4 and 5 of One Well: The Story of Water on Earth by reading the text closely.” • Underline the learning target vocabulary: identify and main idea. Ask students to think about what these words mean when you are closely reading a text. Cold call students to explain the meaning of the words in context. • Explain to students that today they are going to continue to learn about water. Remind them of the close reading work they have done so far this year. Review the close reading routines they built in previous modules: <ul style="list-style-type: none"> * Read and think on my own. * Talk with a group about the text. * Write notes or answer questions about the text. • Tell students that they will reread pages 4 and 5 on their own to find the gist. Ask them to turn and talk to remind each other of the process they have been using when reading for gist. Listen for the following, reinforcing as needed: – Read and think on your own. – Notice any key vocabulary; identify words you don’t know. – Talk with your group about what the text is mostly about. • Have students record their ideas and key vocabulary on sticky notes. 	<ol style="list-style-type: none"> 1. Students will think about the learning target and share out what they think “identify” and “main idea” mean in a close read. 2. Students will close read pages 4-5 to find the gist. Students will record their ideas and key vocabulary on sticky notes. 3. In small groups, they will compare their sticky notes and answer the following with their group members: <ul style="list-style-type: none"> * “Did you have a similar ‘gist’ for this section of the text?” * “Did you identify similar words?” 4. Next, students will fill out the Independent Reading recording form.

- Give students 5 minutes to work with pages 4 and 5 on their own. Circulate and support them as they read. Tell them they can check in with a peer if they have a question or are unsure of a word.
- Stop students after 5 minutes. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups and remind them of the criteria for a quality discussion.
- Ask students to discuss:
 - * “Did you have a similar ‘gist’ for this section of the text?”
 - * “Did you identify similar words?”
- After the discussion, distribute the Independent Reading recording form, one for each student.

Independent Reading Recording Form

Name: _____

Date: _____

Title of Book: _____

Pages Read: _____

Use this chart to keep track of what you read.

Where	Who	What

3

Objective: After reading a text, SWBAT list key details that support the main idea of the text.

B. Reading Again for Key Details

- Read aloud the next learning target: * “I can list key details in the text on pages 4–7 of One Well that support the main idea on pages 4 and 5.”
- Underline the learning target vocabulary: key details and support. Ask students to think about what these words mean when they are closely reading a text. Cold call students to explain the meaning of the words in context.
- Explain to students that first they are going to read pages 4–7 together with a partner. Remind them that their job is to read the text on their own but to check in with their partner if they get stuck on a word or have a question. Explain that they can also ask for assistance from a teacher.
- Remind students that they should gather as many facts, definitions, and details as they can to support the main idea they identified. If needed, do a brief guided practice. Invite students to share a key detail they noticed on page 4 that seemed to support their main idea. Model this step on the recording form displayed on the document camera.
- Then, give students time to read pages 4–7 on their own, writing down key details on their recording form. Remind them to use the illustrations as details to support the main idea. As you circulate, check in on students’ key details. While conferring, ask questions like: “Show me in the text where this is” or “How does this key detail support your main idea?”

Objective: Using context clues, SWBAT define and explain how key vocabulary can help you understand a text.

C. Key Vocabulary to Deepen Understanding of the Main Idea

- Gather students in the whole group area again. Give them specific praise based on what you noticed as they were reading. For example, give students specific praise about listing key details to

1. Students will describe the learning target and identify and define the key words in context.
 2. Students will read pages 4-7 on their own. They will have a partner to ask questions to if they are stuck and can ask for assistance from the teacher as well. Students will write down key details on their recording form.
 3. In a whole class, students will examine specific key words and discuss them with their partner. They will define the key words and record the word and definition on their Vocabulary recording form, using the context clues from the text and their partner to assist them as needed. Students should be prepared to share words and definitions to record on the anchor chart.
- Recording Form Samples:

Power Words/Water Words anchor chart
For Teacher Reference

Power Words	Water Words
[create list for power words here]	[create list for water words here]

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	3rd Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>3. OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>(M) 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Array</p> <p>Number bond (model used to show part–part–whole relationships)</p> <p>Place value disks (pictured at right)</p> <p>Tape diagram (a method for modeling problems)</p> <p>Personal Whiteboard</p>		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review. (Lessons adapted from New Engage Common Core https://www.engageny.org under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.)	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Lesson objective: identify and use arithmetic patterns and applying to multiplication problems.</p> <p>This lesson introduces the distributive property and the fact that $9 + 10 = 1$ as the basis for understanding multiplication.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete a multiplication pattern worksheet (multiply 8 by 6-10). Teacher will lead students through a kinesthetic learning exercise that includes breaking apart numbers into tens and ones to enhance comprehension. 2. Application – Students will be presented with a word problem involving the distributive strategy. This problem specifically reinforces the concept of the $5+n$ concept used to break apart multiplication problems. Students will display answers on their whiteboards. 3. Concept development – Students will use their whiteboards to work through $9 \times n$ problems that use the commutative property to break down multiplication problems. Students will work through 9×6, 9×7, 9×8, 9×9, and 9×10 in pairs (turn and talk) 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students will respond to teacher led questions. Teachers will discuss the answers with the entire class. 6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.

<p style="text-align: center;">2</p>	<p>Lesson objective: identifying and using arithmetic patterns and applying to multiplication problems.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example. <u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard. <u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems. <u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete a sprint exercise that is a review of prior lessons on the multiplication process. Upon completing the sprint, students will conduct a Group Counting exercise (sixes, sevens, eights, and nines). Finally, students will use their personal whiteboards to decompose multiples of 9 as selected by teachers. 2. Concept development – Using a similar strategy from the previous lesson, students will decompose multiples of 9. Students will answer teacher led question on their personal whiteboards as well as working with their partners to solve problems. Students will be looking for and identifying patterns. 3. Application problem – Students will apply what they have learned during concept development to a teacher led word problem. 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students, working in pairs, will review the work that they have completed and make comments/observations as needed. Teachers will discuss the answers with the entire class. 6. Exit ticket – Students will complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
<p style="text-align: center;">3</p>	<p>Lesson objective: continuation of the arithmetic patterns introduced during the previous lesson.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below: <u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning. <u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p>	<p>Students unpack the learning target and then begin the lesson as follows:</p> <ol style="list-style-type: none"> 1. Fluency practice – sprint exercise. Timed exercise involving addition and subtraction. 2. Concept development – using personal whiteboards, students will add and subtract numbers grouped in tens (i.e. $5 + 2$, $45 + 2$, $7 - 2$, $47 - 2$). This exercise builds on the sprint exercise and is teacher led. 3. Application problem – students will be given a word problem to work on using the RDW process. Students will create a problem

	<p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day's lesson.</p>	<p>tape diagram that will used again in lesson 4.</p> <ol style="list-style-type: none"> 4. Problem set – students work independently on the problem set exercises (combination of number and word problems). 5. Student De-brief – Students answer a question posed by the teacher as well as a review of the problem set. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
4	<p>Lesson objective: students learn how to make a number set of ten to add within 20.</p> <p>The instructional strategy used in this lesson utilizes the Five-E's Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a 'real world' example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day's lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through a series of exercises that require them to analyze representations of two-digit numbers. <ul style="list-style-type: none"> • Draw Tens and Ones (3 minutes) • Make Ten (3 minutes) • Make the Next Ten Within 100 (4 minutes) • Take Out One (2 minutes) 2. Application Problem – Students work through a given word problem. The word problem requires the student to apply what they know and create a visual representation of the problem. (Compare this tape diagram to lesson three's diagram.) Students will work in pair to discuss observations in patterns that they have made (teacher will prompt as necessary). 3. Problem set – students will work on a teacher led set of problems using the visual/instructional aids from point #3. 4. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 5. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
5-8	<p>Lesson objective: student will be work with subtraction in terms of single-digit numbers from multiples of 10 within 100.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being</p>

	<p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through a series of exercises that require them to analyze representations of subtraction. <ul style="list-style-type: none"> • One or Two Less (5 minutes) • Take from Ten (2 minutes) • Take Out Ten (3 minutes) 2. Concept Development - Subtraction of single-digit numbers from 20, 30, 40, 50, 60, 70, 80, and 90 using drawings. Students will use visual aids and create representations of the problems provided by the teacher. 3. Application Problem – Students work through a given word problem. The word problem requires the student to apply what they know and create a visual representation of the problem. 4. Problem set – students will work on a teacher led set of problems using the visual/instructional aids from point #3. 5. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning. <p>Instructional note: Lesson 5-8 use the same lesson format progressing from units of ten in even numbers (10, 20, 30, etc.) through units of ten in odd numbers (21, 33, 43, etc.)</p>
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Students will take a mid-point, three-quarters, and end-of-the-module assessment. The end-of-the-module assessment is the culminating assessment for the entire unit and best represents the student’s mastery of the standard(s). Students must achieve a passing grade of 3 (per CPS grading scale) on the final assessment to demonstrate satisfactory standards mastery.</p>

Summative Assessment Items and Scoring:

Summative One

1. Mrs. Tran plants 2 rows of 5 carrots in her garden.
 - a. Draw an array that represents Mrs. Tran’s carrots. Use an X to show each carrot.

Grade Level	4	Content Area	ELA
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(4.RI.3) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>(4.W.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>(M) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). <u>(M) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <u>(M) Provide a concluding statement or section related to the information or explanation presented.</u> 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p>https://www.engageny.org/resource/grade-4-ela-module-3a-unit-2</p> <p>Lesson Adapted from Module 3A, Unit 2</p> <p>1. Buffy Silverman, Simple Machines: Forces in Action, Do It Yourself series (New York: Heinemann, 2009), ISBN: 978-1-4329-2317-4.</p>		

	<ul style="list-style-type: none"> • Simple Machines Science journals (page 11: Inclined Plane Experiment Notes) • Sticky notes (one per student) • Simple Machines KWL anchor chart (from Lesson 1) • Simple Machines: Forces in Action pages 8–9 (cover up the text box “How Does It Work?” on the bottom of page 9) • Document camera • Equity sticks • Vocabulary Strategies anchor chart (reviewed in Unit 1, Lesson 1) • Scientific Method anchor chart <p>Galileo (ati-online.com)</p>
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Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Students will activate their background knowledge by using a KWL chart to help them make predictions and engage them in the lesson.</p> <p>A. Engaging Readers and Writers</p> <ul style="list-style-type: none"> • Remind students that in Lesson 1 they used a KWL chart to list what they already know about simple machines and what they want to learn about them. Explain that scientists ask questions about their field of study and conduct different kinds of research to find the answers to their questions. • Distribute the Simple Machines Science journals. Ask students to choose one question about simple machines they most want to learn about and then write that question on a sticky note. Ask 	<ol style="list-style-type: none"> 1. Students will look through the Simple Machines Science journals and choose one question about simple machines they want to learn about and write it on a sticky note. They will add their sticky notes to the KWL from lesson 1. 2. Students will read the learning targets, then make a prediction with a partner.

	<p>students to read their questions one at a time as they add them to the class Simple Machines KWL anchor chart. Categorize students' questions as you post them, so repeating or similar questions are clustered together.</p> <p>B. Reviewing Learning Targets</p> <ul style="list-style-type: none"> • Invite the students to read the learning targets. Ask them to turn and tell a partner what they think they'll learn today. Listen for things such as: "We're going to do an experiment," or "I think we're going to do a science experiment with simple machines." • Ask the students if there are any words or phrases that are confusing. Clarify as needed. 	
2	<p>Objective: After reading and reviewing instructions, SWBAT describe the steps of an experiment verbally to their partner.</p> <p>A. Explaining Procedures: Reading a Science Experiment</p> <ul style="list-style-type: none"> • Project Simple Machines: Forces in Action pages 8–9 with a document camera. <i>Note: Be sure to cover up the text box "How Does It Work?" on the bottom of page 9; Do not distribute the texts to the students at this point.</i> • Ask students to notice the way this informational text is organized versus other informational texts they've read this year. Use equity sticks to cold call two to three students to share out whole group what they noticed. They may say things such as: "It's not written in paragraphs. It's written like a list that's numbered," or "It has different steps to follow like directions to a game." • Explain that they will conduct a scientific experiment today. Before they actually do the experiment, students need to read the directions to understand the procedure. Explain that a procedure is a series of steps someone takes to do something, such as a cook following a recipe. • Ask the students if any of them ever helped someone cook something new and had to follow a recipe. A cook has to read the recipe to know what she or he will need to cook with (the ingredients) and then go all the way through it to find out how to 	<ol style="list-style-type: none"> 1. Students will observe the way informational text is organized and will share out to the class examples of how it differs from other texts they have read this year. 2. Students will review the materials on the instruction sheet. 3. As the teacher reads the instructions out loud, students will follow along. After step 4, students will put their finger on the step discussing the rubber band and share out with the class what those steps say. 4. Students will continue to listen and visualize as the steps are read out loud, then on step 10, students will try to determine the definition of "corresponding". They will share with the class what they think it means, using textual clues. 5. Students will discuss the following question with a partner: * "How does the bag of gravel move? Where in the text are we given this information?" 6. Students will reread the instructions again, individually and silently, for clarity and ask clarifying questions as needed. 7. Students will summarize the steps of the experiment with a partner verbally.

put it all together (steps) before beginning. Tell them they will do something similar: they will read about the scientific experiment and then do it.

- Distribute Simple Machines: Forces in Action pages 8–9 to each student. Be sure that the bottom of page 9 is hidden.
- Ask students to notice the yellow box on page 8. Explain this is a list of the materials they will need to conduct this experiment. Ask them to read this list with a partner and make sure they know what the materials are (they may not know “twist tie” and “gravel”).
- If students don’t understand the metric conversions, point out the standard units of measure also listed.
- Tell students you’ll read the text aloud as they follow along. Instruct them to try to visualize what is being described, asking them: “What is it going to look like when you conduct this experiment?” Tell them that visualizing the steps they’ll take is a good way to understand the procedure and can explain what occurs in each step.
- Read the first four steps aloud. Ask the students: “What are we supposed to do with the rubber band? Put your fingers on the step number(s) that tell us what to do.”
- Ask one or two students to share what step they’re pointing to and why. Listen for: “Step 2. We need to cut the rubber band in half,” and “Step 3. We need to tie one end to a paper clip,” and “Step 4. We need to hang rubber band from the top of a ruler until the bottom of the paper clip reaches nine centimeters.”
- Ask students to continue the process of reading silently, visualizing, and explaining each step in the procedure in the next six steps of the experiment as you read aloud. Read Steps 5 through 10.
- Focus on the word corresponding (Step 10). Ask: “What might the word corresponding mean?” Review the Vocabulary Strategies anchor chart. Encourage students to use the first strategy: “reading on in the text and infer” to figure out the meaning of corresponding. Ask one or two students to share their definitions. Listen for responses similar to: “next to.” Acknowledge that is a great inference. Explain that the root word of corresponding is

<p>correspond, which means “be equivalent or parallel.” Knowing this, the adjective corresponding describes something that is the “equivalent (the same) or parallel (similar) to another thing.” In the context of Step 10, the word corresponding describes the location of the tip of the paper clip and numbers on the ruler.</p> <ul style="list-style-type: none">• Ask students to reread Step 10 to themselves, substituting the words “next to” for “corresponding” to see if they better understand what the text says. Encourage students to add this word to the Vocabulary section of their Simple Machines Science journal if it helps them remember it. (They can do this when they finish the experiment or for homework.)• Ask students to turn and tell a partner to discuss:<ul style="list-style-type: none">* “How does the bag of gravel move? Where in the text are we given this information?”• Listen for answers such as: “Straight up and along an inclined plane.”• Ask students to reread all 10 steps silently so that they have a solid understanding of the steps they will take during the experiment.• Ask the students to describe to a partner, in their own words, how the experiment will be conducted. The partner should listen for accuracy and clarity in the explanation. Note: This oral rehearsal will help them think through the process of the experiment and support them when they document what happens during the experiment.	
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Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	4 th Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>(M) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Number lines (vertical to represent rounding up and rounding down)</p> <p>Personal white boards (one per student; see explanation on the following pages)</p> <p>Place value cards (one large set per classroom including 7 units to model place value)</p> <p>Place value chart (templates provided in lessons to insert into personal white boards)</p> <p>Place value disks (can be concrete manipulatives or pictorial drawings, such as the chip model, to represent numbers)</p> <p>Tape diagrams (drawn to model a word problem)</p>		
Lesson (add as needed)	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review. (Lessons adapted from New Engage Common Core https://www.engageny.org under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.)</i></p>	<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i></p> <p><i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>	

<p style="text-align: center;">1</p>	<p>Lesson objective: understand the concept of rounding multi-digit numbers to the thousands place using a vertical number line.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – Students will demonstrate that they can correctly display number sequences such as 352,154 based on verbal directions. Students will display answers on personal whiteboards providing an immediate check for understanding. The lesson will continue with a review of number patterns and how numbers are constructed using varied place holders. This lays the foundation for the process of rounding. The lesson will end with students working on finding the mid-point between numbers using a vertical number line. 2. Application – Students will be presented with a word problem involving finding an answer based on 1 thousand, 10 thousand, or 100 thousand more or less than a given number. 3. Concept development – Using personal whiteboards, students will begin to work on rounding four-digit numbers to the nearest thousand. The lesson will require students to use a vertical number line and respond to teacher prompts. Upon completing problem 1, the teacher will continue to present increasingly complex problems: five-and-six digit numbers rounded to the nearest thousand. 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students will respond to teacher led questions. Teachers will discuss the answers with the entire class. 6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
<p style="text-align: center;">2</p>	<p>Lesson objective: provide students with the skills necessary to round multi-digit numbers to any place value using a vertical number line.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete a sprint exercise that

	<p>Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>is a review of prior lessons on finding the midpoint (4.NBT.3) and renaming the units (4.NBT.2). Students will respond to teacher prompts using a personal whiteboard. For example, the teacher will prompt students to complete the following equation: $357,468 = \underline{\hspace{1cm}}$ ten thousands 7,468 ones; $357,468 = \underline{\hspace{1cm}}$ hundreds 6 tens 8 ones; and $357,468 = \underline{\hspace{1cm}}$ tens 8 ones.</p> <ol style="list-style-type: none"> 2. Application problem – Students will apply what they have learned during concept development to a teacher led word problem. (Answer displayed on personal whiteboard/teacher CFU) 3. Concept development – Using personal whiteboards, students will respond to teacher presented problems. Problem 1 requires students to round five and six-digit numbers to the nearest ten thousand. Problem 2 increases difficulty using six-digit numbers that will require students to round to the nearest hundred thousand. The lesson concludes with problem 3 which will have students estimating addition and subtraction by rounding (e.g. $505,341 + 193,841$). 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). Students, working in pairs, will review the work that they have completed and make comments/observations as needed. Teachers will discuss the answers with the entire class. 6. Exit ticket – Students will complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
<p style="text-align: center;">3</p>	<p>Lesson objective: students focus on using place value understanding to round multi-digit numbers to any place value.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real</p>	<p>Students unpack the learning target and then begin the lesson as follows:</p> <ol style="list-style-type: none"> 1. Fluency practice – focus on multiplying by tens (4.NBT.1) and rounding to different place values (4.NBT.3). The teacher will provide verbal prompts to students (e.g. 10×10) and have students deconstruct the problem on their personal whiteboards. The process will be repeated for 20, 30, 40 etc. until the teacher is satisfied with student understanding of the concepts. Once this exercise is complete, the teacher will have

	<p>world” example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>students round numbers to different place values. For example, using 63,941 students will use a vertical number line to round to the nearest ten thousand.</p> <ol style="list-style-type: none"> 2. Application problem – students will be given a word problem to work that involves subtraction by using the rounding process. Teacher will present the following problem for students to independently work through: 34,123 people attended a basketball game. 28,310 people attended a football game. About how many more people attended the basketball game than the football game? Round to the nearest ten thousand to find the answer. Does your answer make sense? What might be a better way to compare attendance?. 3. Concept development – using personal whiteboards, students will complete three problems that require students to find an answer without using a vertical number line. <ul style="list-style-type: none"> • Problem 1: Rounding to the nearest thousand without using a number line. • Problem 2: Rounding to the nearest ten thousand or hundred thousand without using a vertical line. • Problem 3: Rounding to any value without using a number line. (Students will work together and challenge each other to round to various places) 4. Problem set – students work independently on the problem set exercises. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems. 5. Student De-brief – Students answer a question posed by the teacher as well as a review of the problem set. Focus of the de-brief is to ensure the students have grasped the concepts of using and not using a number line to round numbers. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
4	<p>Lesson objective: use place value understanding to round multi-digit numbers to any place value using real world applications.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through two sprint

	<p>Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a “real world” example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>exercises. These exercises re timed and will be independent activities allowing for the teacher to conduct CFU and revise/scaffold learning as needed.</p> <ul style="list-style-type: none"> • Round to the Nearest 10,000 (review of previous lesson with a focus on automatizing rounding skills) • Multiply by 10 <ol style="list-style-type: none"> 2. Application Problem – Students work through a given word problem: The post office sold 204,789 stamps last week and 93,061 stamps this week. About how many more stamps did the post office sell last week than this week? Explain how you got your answer. 3. Concept Development – using a personal whiteboard, students will work through three problems that require the student to apply what they have learned to a real world situation. Problem 1 focuses on rounding one number to multiple units. In problem 2, students will using estimation to make a prediction about an answer. Finally, in problem 3 the student will work with a partner to choose a unit to round a given word problem. Discussing with their partner, the students will develop and articulate a strategy to estimate the number of chairs needed in the school. 4. Problem set – students will work on a series of word problems and equation-statements. (Assign as homework if not completed in class.) 5. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 6. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding.
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Students will take a mid-point, three-quarters, and end-of-the-module assessment. The end-of-the-module assessment is the culminating assessment for the entire unit and best represents the student’s mastery of the standard(s). Students must achieve a passing grade of 3 (per CPS grading scale) on the final assessment to demonstrate satisfactory standards mastery.</p>

Summative Assessment Items and Scoring:

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	4 th Grade	Content Area	Science
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Science to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) Strand 4 :C4 PO 2. Give examples of adaptations that allow plants and animals to survive.</p> <ul style="list-style-type: none"> • camouflage – horned lizards, coyotes • mimicry – Monarch and Viceroy butterflies • physical – cactus spines • mutualism – species of acacia that harbor ants, which repel other harmful insects <p>Strand 1: C1 PO 4. Locate information (e.g., book, article, website) related to an investigation. C4 PO 1. Communicate verbally or in writing the results of an inquiry.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This series of lessons are adapted from a cross-curricular unit developed by Expeditionary Learning and can be found here https://www.engageny.org/resource/grade-4-ela-module-2b. Some of the Content was modified to better meet AZ Science Standards (4th Grade)</p> <p>1. Christina Wilsdon, Animal Behavior: Animal Defenses (New York, NY: Chelsea House, 2009), ISBN: 978-1-60413-089-8.</p> <ul style="list-style-type: none"> • Carousel Posters • Document Camera • Markers 		

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	<ul style="list-style-type: none"> • Equity Sticks • Directions for Carousel Brainstorm (posted) • Guiding Questions Anchor Chart • Articles on Coyote, Horned Lizards, Monarch Butterfly, Cacti, Acacia and other plants and animals with natural defenses. • “Natural defense Mechanisms” KWL Chart • Close Reading Anchor Chart
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Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Students will be able to identify adaptations</p> <p>A. Reviewing Learning Targets</p> <ul style="list-style-type: none"> • Read the first learning target aloud to students: <ul style="list-style-type: none"> – “I can explain differences in defense mechanisms.” • Tell them today they will infer about natural defense <i>mechanisms</i>, the topic the class will be studying for the next few weeks. They will use pictures and text to do this. <ul style="list-style-type: none"> – Explain that the first word in the term <i>defense mechanism</i>, <i>defense</i>, means to protect yourself or keep something or someone from getting hurt. – The second word, <i>mechanism</i>, means natural reaction in response to something else, so the term <i>defense mechanism</i> means how animals react to protect themselves from harm. • Ask for a student volunteer to read the last learning target: 	<p>Students will read learning targets.</p> <p>Students will Think-Pair-Share about what it means to document research.</p> <p>Students will participate in a carousel brainstorm making inferences and creating hypotheses about defense mechanisms using text and pictures.</p> <p>Students will record their findings</p> <p>Students will conduct research about a specific animal’s defense mechanism.</p> <p>Students will classify various defense mechanisms</p>

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– “I can document my research using a research journal.”

Ask students to Think-Pair-Share about what it means to document research. Listen for responses like: “It means to record information we have learned from things we’ve read.”

B. Discovering Our Topic: Carousel Brainstorm

- Point out the **Carousel Brainstorm posters** displayed around the classroom.
- Using a **document camera**, review the posted **Directions for Carousel Brainstorm** briefly with students and remind them about expectations for group work and discussion.
- Explain that today, they will be in groups of three to four, and rotate through the Carousel Brainstorm posters to discuss the following question:
 - * “What can you infer about natural defenses can you make from the pictures and/or text on this poster?”

Remind students that inferring is when you see or read new information and take what you know from past experience or reading to come to a conclusion about the new information. It is a guess based on evidence.

Group students and indicate where each group will start.

- Distribute **markers (different colors for each group)** and ask students to begin. Give them 3 minutes to work on each chart, and then rotate. As students are writing, monitor for text-based inferences. If necessary, gently point participants to interesting comments and inferences, pushing students to cite evidence for their inferences.

At the end of 15 minutes, invite students to go back to the poster where they began and read through all of the inferences and comments on their assigned poster. Explain that they should be thinking about what they notice and wonder about what has been written on their poster.

- * Ask Students: “What patterns or themes did you notice in all of the Carousel Brainstorm posters?”

Invite each group to share out round-robin style what they noticed and wondered until all posters have been shared. Listen for responses like: “I

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noticed that many of the posters had animals on them,” or “I saw the word *defenses* repeated again and again.”

C. Preparing to Research

- Display **Guiding Questions anchor chart**. Use equity sticks to call on a student to read each question aloud.
- Invite students to focus on the first question: “How do animals’ bodies and behaviors help them *survive*?” to Think-Pair-Share. Ask:
 - * “What does survive mean?” Listen for responses like: “It means to stay alive.”
 - * “What do you think is meant by animals’ bodies and behaviors?” Listen for responses like: “Their bodies are how they physically look and are made, and their behaviors are how they act.”

Explain to students that scientists call what animals do to protect themselves and survive *natural defense mechanisms*, and in this module, they will learn about defense mechanisms of all kinds of animals.

D. Natural defense Mechanisms

- Invite students to open to page 1 in their research journals, the **Natural defense Mechanisms: KWL chart**. Explain the KWL table to students if a KWL chart has not been used yet with your class (K = what we know or think we know; prior knowledge about the topic, W = what we want to know; our questions, and L = what we learned; answers to our questions or information that confirms/refutes our prior knowledge).
- Tell students that for the next several days, the class will record their knowledge, questions, and learning using this chart. Invite the students to take several minutes to list all they already know about natural defense mechanisms in the left K column.

Use equity sticks to cold call several students to share out with the class. Record students’ comments (both accurate and inaccurate) in the K column. Tell students that during this unit, they will continue to learn about natural defense mechanisms and will be looking for evidence from different texts to either confirm or revise their current knowledge. This

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	<p>chart will grow throughout this unit as a way to document class growth in their knowledge about natural defense mechanisms.</p>	
2	<p>Objective: Students will be able to identify Mimicry and Camouflage.</p> <p>A. Reading for the Gist and Examining Visuals Place students with a partner for reading and explain that the class will continue to research natural defense mechanisms by reading an article closely for the next few lessons.</p> <ul style="list-style-type: none"> • Post and review the Close Readers Do These Things anchor chart <ul style="list-style-type: none"> – Read small chunks of text slowly and think about the gist. – Reread each passage one sentence at a time. – Underline things that you understand or know about. – Circle or underline words that you do not know. – Talk with your partners about all of your good ideas. – State the gist or message of the paragraph in the margin. – Listen to the questions. – Go back to the text to find answers to questions. – Talk with your partners about the answers you find. • Display Examining Visuals note-catcher and invite students to open it to page 3 in their Natural defenses research journals. Tell students that looking at visuals before reading a text can help them think more deeply about the text. 	<p>Students will read an article about horned lizards, coyotes, Butterflies (Monarch or Viceroy), Cacti, or Acacia annotating the text as they go.</p> <p>Students will examine the remaining visuals in the text with their partners filling out their Natural Defense Journal</p>
3	<p>Objective: Students will be able to explain Mimicry and Camouflage.</p> <p>A. A Closer Look at Words: Guided Practice</p>	<p>Explain While they read, circle words they do not know the meaning of. They should choose one word they circled and try to figure out the meaning of it.</p>

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Grade Level	5	Content Area	ELA
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(5.RI.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>(5.W.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> (M) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. (M) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.</p> <p>https://www.engageny.org/resource/grade-5-ela-module-4-unit-3-lesson-1</p> <p>Lesson Adapted from Module 4, Unit 3</p> <ul style="list-style-type: none"> • Student journals (from Units 1 and 2) • Markers (one per student) • Chart paper for 2010 Haiti earthquake concept map (one per group) • Video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–5:25) http://www.whitehouse.gov/photos-and-video/video/presidents-obama-bush-clinton-help-haiti#transcript • Computer, LCD projector, and speakers (to play the speech) • Transcript: Opening Remarks by President Obama (one per student) • Literary Summary anchor chart (begun in Unit 2, Lesson 1) 		

	<ul style="list-style-type: none"> • Second Read and Summary task card: Opening Remarks by President Obama, Chunk #1, #2, #3, #4 (one per student reading assigned chunk of text) • Lesson 1: Homework task card (one per student) <p>Galileo (ati-online.com)</p>
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Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Objective: Using their prior knowledge, SWBAT create a concept map about the disaster in Haiti.</p> <p>Engaging the Reader: 2010 Haiti Earthquake Concept Maps</p> <ul style="list-style-type: none"> • Ask students to collect their student journals and join their new predetermined group of four. • Remind students that in Unit 2 they read fictitious accounts of real natural events: the 2010 earthquake in Haiti, Hurricane Katrina in . Ask students to discuss with group members: <ul style="list-style-type: none"> * “How did reading literature about real natural disasters help you understand the impact of those events on the people and environment where they took place?” • After a moment, invite several students to share out. • Distribute markers to each student and one piece of chart paper for 2010 Haiti earthquake concept map to each group. • Ask students to put the title “2010 Haiti earthquake concept map” at the top of their chart paper. • Invite students to discuss the following with their group and record their ideas on their chart paper: <ul style="list-style-type: none"> * “What do you know about the earthquake in Haiti from your close read of <i>Eight Days</i>?” • After 5 minutes, cold call each group to share their thinking. • Tell students they will continue to add to these concept maps as they learn more about the Haiti earthquake. 	<ol style="list-style-type: none"> 1. Students will discuss the question in their group, How did reading literature about real natural disasters help you understand the impact of those events on the people and environment where they took place?”, and will share out with the rest of the class. 2. Each student will get a different color marker. On chart paper, they will begin outlining the concepts they know about the earthquake in Haiti. Groups will have 5 minutes to write what they can, and then they will share with the class. Students will add to the concept maps throughout this unit.

Objective: After listening to a speech, SWBAT describe reasoning and evidence provided in a speech.

- Explain to students that they will view and read a variety of informational texts in this unit to help them understand the role of multinational aid organizations after disasters like the earthquake in Haiti occur. They will use that knowledge for the Final Performance Task, in which they craft a speech on the best way to prioritize aid to an area struck by a hurricane.
- Introduce the video: “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (0:00–5:25), which shows President Obama’s opening remarks from a speech given just days after an earthquake destroyed much of the city of Port-au-Prince in Haiti. As they listen to the speech, ask students to pay attention to the reasons and evidence President Obama provides to support the opinion that the U.S. should provide assistance to Haiti as they try to recover from that devastating natural event.
- Use a computer, LCD projector, and speakers to play the video for the students.
- After the video, ask students to discuss in their groups:
 - * “What reasons and evidence did President Obama use as he spoke about the need for the U.S. to provide assistance to Haiti?” They need to be able to accurately quote from the text.
 - Invite members from each group to share out. Listen for ideas such as: “President Obama said relief efforts will save lives and deliver relief to avoid a bigger catastrophe; people need help because of the destruction caused, the suffering of people affected by the earthquake, families sleeping in the streets, thousands feared dead; because of our common humanity we have a responsibility to respond; it’s our responsibility to provide aid; we are united in our support of Haiti.”
- Tell students they will view and analyze these opening remarks more closely in later lessons to help them prepare for the speeches they will deliver during the Final Performance Task. Today, they will read and summarize chunks of the speech’s opening to better understand the relief efforts in Haiti after the earthquake.

1. Students will watch the video of President Obama’s speech on assistance to Haiti. They will discuss with their group about the reasons and evidence Obama used as he spoke about the need to provide assistance in Haiti. They need to

Good morning, everybody. In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what’s right. That’s what the American people have been doing in recent days with their extraordinary generosity and contributions to the Haitian people.

At this moment, we’re moving forward with one of the largest relief efforts in our history—to save lives and to deliver relief that averts an even larger catastrophe. The two leaders with me today will ensure that this is matched by a historic effort that extends beyond our government, because America has no greater resource than the strength and the compassion of the American people.

We just met in the Oval Office—an office they both know well. And I’m pleased that President George W. Bush and President Bill Clinton have agreed to lead a major fundraising effort for relief: the Clinton Bush Haiti Fund. On behalf of the American people, I want to thank both of you for returning to service and leading this urgent mission.

This is a model that works. After the terrible tsunami in Asia, President Bush turned to President Clinton and the first President Bush to lead a similar fund. That effort raised substantial resources for the victims of that disaster—money that helped save lives, deliver aid, and rebuild communities. And that’s exactly what the people of Haiti desperately need right now.

Every day that goes by, we learn more about the horrifying scope of this catastrophe—destruction and suffering that defies comprehension. Entire communities buried under mountains of concrete. Families sleeping in the streets. Injured desperate for care. Many thousands feared dead. That’s why thousands of American personnel—civilian and military—are on the scene working to distribute clean drinking water and food and medicine, and thousands of tons of emergency food supplies are arriving every day.

Opening Remarks by President Obama

It will be difficult. It is an enormous challenge to distribute this aid quickly and safely in a place that has suffered such destruction. That’s what we’re focused on now—working closely with our partners: the Haitian government, the United Nations, and many organizations and nations—friends from Argentina and France, from Dominican Republic and Brazil, and countries all around the world.

And Secretary Hillary Clinton will be in Haiti today to meet with President Préval and continue our close coordination with his government. But we also know that our longer-term effort will not be measured in days and weeks; it will be measured in months and even years. And that’s why it’s so important to enlist and sustain the support of the American people. That’s why it’s so important to have a point of coordination for all the support that extends beyond our government.

Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities. This time of suffering can and must be a time of compassion.

As the scope of the destruction became apparent, I spoke to each of these gentlemen, and they each asked the same simple question: How can I help? In the days ahead they’ll be asking everyone what they can do—individuals, corporations, NGOs, and institutions. And I urge everyone who wants to help to visit www.clintonbushhaitifund.org.

We’re fortunate to have the service of these two leaders. President Bush led America’s response to the Asian tsunami, aid, and relief that prevented even greater loss of life in the months after that disaster. And his administration’s efforts to fight against HIV/AIDS in Africa treated more than 10 million men, women, and children.

As president, Bill Clinton helped restore democracy in Haiti. As a private citizen, he has helped to save the lives of millions of people around the world. And as the United Nations special envoy to Haiti, he understands intimately the daily struggles and needs of the Haitian people. And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united. We stand united with the people of Haiti, who have shown such incredible resilience, and we will help them to recover and to rebuild.

provide quotes from the text accurately, not paraphrased, when sharing their answers.

2		<p style="text-align: right;">Transcript: Opening Remarks by President Obama</p> <p>Yesterday we witnessed a small but remarkable display of that determination—some of you may have seen it—Haitians with little more than the clothes on their back marched peacefully through a ruined neighborhood, and despite all their loss and all their suffering, they sang songs of faith and songs of hope.</p> <p>These are the people we’re called upon to help. Those are the hopes that we’re committed to answering. That’s why the three of us are standing together today. And with that, I would invite each president to say a few words. I’m going to start with President Bush.</p>
3	<p>Objective: After reading a section of an article, SWBAT become experts on the main idea of a section of text.</p> <p>A. First Read: Jigsaw Expert Groups Read for the Gist</p> <ul style="list-style-type: none"> • Distribute one copy of the Transcript: Opening Remarks by President Obama to each student. Assign each student a number 1–4. Ask them to draw a line above and below their assigned chunk of text: – <ul style="list-style-type: none"> Student 1, Chunk #1: Paragraphs 1–4, starting, “Good morning, everybody ...” and ending, “... desperately need right now.” – Student 2, Chunk #2: Paragraphs 5–7, starting, “Every day that goes by ...” and ending, “... extends beyond our government.” – Student 3, Chunk #3: Paragraphs 8–10, starting, “Here at home ...” and ending, “... 10 million men, women, and children.” – Student 4, Chunk #4: Paragraphs 11–14, starting, “As president, Bill Clinton ...” and ending, “... start with President Bush.” • Ask students to calmly and quietly join classmates who were assigned the same chunk of text to form a new “expert group”. • Tell expert groups to do the following in the next 5 minutes: <ol style="list-style-type: none"> 1. Read their assigned chunk of the opening remarks for gist. 2. Discuss what they think the gist of their chunk is. 3. On the text (next to their chunk), jot the gist in the margin. 4. Highlight 3 quotes which accurately support their gist. • Circulate to support as needed. • Cold call members from each expert group to share out the gist of their chunk whole class. Listen for: – “The gist of Chunk #1 is the American people need to come together to provide assistance to the people of Haiti.” – “The gist of Chunk #2 is the scope of this catastrophe makes it challenging to deliver aid to the people of Haiti quickly; we need to work closely with other countries to provide aid.” – “The gist of Chunk #3 is Presidents Bush and Clinton are working together to help the American people do their part to support the people of Haiti.” – “The gist of Chunk #4 is we need to stand united to help rebuild Haiti. 	<ol style="list-style-type: none"> 1. Students will identify which chunk of text they will read in their groups. They will remake groups based on who is reading the same chunk of text as them. 2. Students will read the text and will write down the “gist” (main idea) in the margin of their text, discussing with their new group to make sure everyone agrees on the main idea. 3. Groups will each share out the gist of their sections—students should write down the “gists” from other groups. 4. Then, Highlight 3 quotes which accurately support their gist. 5. Share out the gist. Provide an accurate quote from the text when explaining their gist.

	<p>Ask students to provide evidence from the text to support their claim. Correct students to be sure they are quoting the text accurately, not paraphrasing. Also, encourage students to link their opinions to the reasoning, using words like specifically and consequently.</p>	
<p>4</p>	<p>Objective: After reading a text, SWBAT write a summary of a text.</p> <p>B. Second Read: Jigsaw Expert Groups Summarize</p> <ul style="list-style-type: none"> • Tell students to remain in their expert groups. • Remind students of the literary summaries they wrote in Unit 2. Explain that they will now write a summary of an informational text instead. They should include the following: <ul style="list-style-type: none"> – “We include the title of the text; WHO is the name of the author of the text, or in the case of a speech, the name of the person speaking, the names of other people mentioned in the text. – “For WHAT, we write about the topic of the text, main idea, important quotes or details from the text.” – “For WHEN, we write the date the text was written, or time period referred to in the text.” – “For WHERE, we write the name of the area, location discussed in the article.” • As students share out, record their ideas on the Literary Summary chart in a different color to indicate new criteria for summarizing informational rather than literary text. If students don’t mention the above criteria, add them to the anchor chart. • Distribute the Second Read and Summary task card: Opening Remarks by President Obama, chunk #1, #2, #3 or #4 to each student. Remind them that their group is only responsible for their assigned chunk. If they worked on chunk 1 before, they will only work on chunk 1 again. • Orient students to the tops of their task cards, #1, #2, #3 or #4. Ask them to quickly read through the “Key Vocabulary” and “Previous Vocabulary.” Point out that the previous vocabulary is from Units 1 and 2; they will work with these words later in the lesson. • Ask students to read the directions aloud in their groups. Give them 8–10 minutes to complete all five steps with their group members. Circulate to offer support as needed. 	<p>Students will complete the following task cards according to their groups. Chunk 1</p> <p style="text-align: right;">Second Read and Summary Task Card: Opening Remarks by President Obama, Chunk #1</p> <hr/> <p>Name: _____</p> <hr/> <p>Date: _____</p> <p>Key vocabulary: <i>contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild</i></p> <p>Previous vocabulary: <i>generosity, resources, victims, disaster</i></p> <ol style="list-style-type: none"> 1. Read the first chunk of the opening remarks, Paragraphs 1–4, starting, “Good morning, everybody ...” and ending, “... desperately need right now.” 2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context. 3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti. 4. Share the quotes/details you underlined with group members. 5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #2

Name: _____

Date: _____

Key vocabulary: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Previous vocabulary: *supplies, destruction, support*

1. Read the second chunk of the opening remarks, Paragraphs 5–7, starting, “Every day that goes by ...” and ending, “... extends beyond our government.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.

5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in

Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #3

Name: _____

Date: _____

Key vocabulary: *responding, scenes, common, scope, service, aid, relief, efforts*

Previous vocabulary: *devastation, destruction, disaster*

1. Read the third chunk of the opening remarks, Paragraphs 8–10, starting, “Here at home ...” and ending, “... 10 million men, women, and children.”
2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.
3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.
4. Share the quotes/details you underlined with group members.
5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	5 th Grade	Content Area	Mathematics
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	As project based learning is a key feature in the school's mission, students will apply knowledge gained in Mathematics to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students, and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>(M) 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Number lines (a variety of templates, including a large one for the back wall of the classroom)</p> <p>Place value charts (at least one per student for an insert in their personal board)</p> <p>Place value disks</p>		
Lesson (add as needed)	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review. (Lessons adapted from New Engage Common Core https://www.engageny.org under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.)</i></p>		<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i></p> <p><i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>

<p>1</p>	<p>Lesson objective: understand the concept of dividing decimals by single-digit whole numbers involving easily identifiable multiples using place value understanding and relate to a written method.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students will be guided through the process of unpacking the learning target (goal) for the lesson which provides them with the opportunity to conceptualize and understand what they will be learning. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – Students will complete a “subtracting decimals” sprint. This timed sprint is designed to help students with building automaticity in subtracting decimals mentally. Upon completing the sprint, students will complete various problems (whiteboards) after being prompted by teacher: <ol style="list-style-type: none"> a. Find the Product (series of problems: 4×3.21, 9×2, 9×0.1, 9×0.03, 9×2.13, 4.012×4, and 5×3.237.) b. Compare Decimal Fractions: Materials: (S) Personal white board. (Note: This review fluency helps solidify student understanding of place value in the decimal system): T: (Write 13.78 13.86.) On your personal white boards, compare the numbers using the greater than, less than, or equal sign. S: (Write $13.78 < 13.86$.) ; Repeat the process and procedure for 0.78 78100 , 439.3 4.39, 5.08 fifty-eight tenths, thirty-five and 9 thousandths 4 tens. 2. Application – Students will be presented with a word problem that requires them to apply what they have already learned. Specifically, students will be required to explain why they placed the decimal where they did in their answer. 3. Concept development – Using personal whiteboards, students will begin to work on dividing decimals by deconstructing prompted decimal division problems. Students will complete 9 problems working with elbow partners and teacher input. 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). 6. Exit ticket – have students complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
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<p style="text-align: center;">2</p>	<p>Lesson objective: provide students with the skills necessary to divide decimals with a remainder using place value understanding and relate to a written method.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency practice – students will complete three exercises designed to solidify their understanding of multiplying by 10, 100, and 1,000a in the decimal system. The exercises are as follows and are teacher prompted: <ul style="list-style-type: none"> • Multiply and Divide by Exponents 5.NBT.2 • Round to Different Place Values 5.NBT.4 • Find the Quotient 5.NBT.5 2. Application problem – Students will apply what they have learned during concept development to a word problem: A bag of potato chips contains 0.96 grams of sodium. If the bag is split into 8 equal servings, how many grams of sodium will each serving contain? Extension: What other ways can the bag be divided into equal servings so that the amount of sodium in each serving has two digits to the right of the decimal and the digits are greater than zero in the tenths and hundredths place? 3. Concept development – Using personal whiteboards, students will respond to teacher presented problems. During problem 1, the teacher will work through the equations ($6.72 \div 3$; $5.16 \div 4$) using value disks. During problem 2, students will work with a partner: Partner A will draw the place value disks, and Partner B will record all steps using the standard algorithm. Students will compare answers and methods used to arrive at the answer. Problem 3 will require students to work independently to solve the equations using the standard algorithm. 4. Problem Set – Students work independently on the problem set. (Assigned as homework if not completed in class.) 5. Student de-brief – have students reflect on the learning target and what they learned (use a simple check-for-understanding such as “fist-to-five”). 6. Exit ticket – Students will complete a teacher provided problem as means to assess student understanding. Teachers will collect the exit ticket prior to releasing/transitioning the class.
<p style="text-align: center;">3</p>	<p>Lesson objective: students focus on dividing decimals using place value understanding, including remainders in the smallest unit.</p>	<p>Students unpack the learning target and then begin the lesson as follows:</p>

	<p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p> <p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<ol style="list-style-type: none"> 1. Fluency practice – students will complete a sprint: Multiply by Exponents (5.NBT.2). This Sprint helps students build automaticity in multiplying decimals by 10^1, 10^2, 10^3, and 10^4. Upon completing the sprint, students will conduct a “find the Quotient” exercise (same as previous lesson). Students will display answers on personal whiteboards. 2. Application problem – students will be given a multi-step word problem to work that involves multiplying decimal numbers by single-digit whole numbers, subtraction of decimal numbers, and division of decimal numbers. Students will work independently. <ul style="list-style-type: none"> • Concept development – using personal whiteboards, students will complete six problems that require students to find an answer using a specified methodology: Problem 1 -2: solve using a place value chart and drawing the place value disks. Problem 3-4: working with a partner, solve two equations using a turn-and-talk approach. Partner A will use place value disks while Partner B will use the standard algorithm. (Switch roles for second problem) Problem 5-6: students will independently solve $7.7 \div 4$ and $.84 \div 4$. 3. Problem set – students work independently on the problem set exercises. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems. 4. Student De-brief – Students answer a question posed by the teacher as well as a review of the problem set. Focus of the de-brief is to ensure the students have grasped the concepts of dividing decimals. 5. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding and next day lesson planning.
<p style="text-align: center;">4</p>	<p>Lesson objective: students apply what they have learned to solve word problems using decimal operations.</p> <p>The instructional strategy used in this lesson utilizes the Five-E’s Instructional Model as outlined below:</p> <p><u>Engage</u>: Using a hands-on method, the teacher will get the students excited about the topic and curious about what they are learning.</p>	<p>Students unpack the learning target (goal) for the lesson providing them with the opportunity to conceptualize and understand what it being learned. The structure of the lesson follows the following format:</p> <ol style="list-style-type: none"> 1. Fluency Practice – students will progress through two sprint exercises similar to the previous lesson. (This is a repeat exercise used to assess and solidify skills prior to the end of the unit summative assessment.)

	<p><u>Explore</u>: Using a word problem, the teacher will provide the student with an opportunity to apply what they already know to a ‘real world’ example.</p> <p><u>Explain</u>: The teacher will have students use visual aids/manipulatives to aid in the understanding of the topic. The teacher will guide the student through a structured, hands-on problem that illustrates the standard.</p> <p><u>Extend</u>: Students will be provided with an opportunity to apply what they have learned by solving structured problems including word problems.</p> <p><u>Evaluate</u>: The teacher will conduct a de-briefing of the lesson and have students complete an Exit Ticket which will be used to assess student understanding and adjust/modify the next day’s lesson.</p>	<ol style="list-style-type: none"> 2. Application Problem – Students will work independently through a given word problem: Jesse and three friends buy snacks for a hike. They buy trail mix for \$5.42, apples for \$2.55, and granola bars for \$3.39. If the four friends split the cost of the snacks equally, how much should each friend pay? 3. Concept Development – using a personal whiteboard, students will work through three problems that require the student to apply what they have learned to a real world situation. Students should be encouraged to use a variety of methods to solve the problems. 4. Student De-brief – reflection and review of student answers to problems as well as teacher led questioning. Clear-up misconceptions and/or misunderstanding. 5. Exit Ticket – Students complete the Exit Ticket question and turn it in for teacher review of understanding. 6. Homework – students will be given a review worksheet that helps prepare them for the end-of-the-unit summative assessment.
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Students will take a mid-point, three-quarters, and end-of-the-module assessment. Students must achieve a score a minimum of “3” points for each assessed standard as shown on the summatives to demonstrate satisfactory standards mastery. (This requirement is designed to demonstrate student mastery of the assessed standard and is shown as <u>Step 3</u> in the attached scoring rubrics)</p>

Summative Assessment Items and Scoring:

Summative One

1. Multiply or divide using any method. a. 1.5×32 b. 1.5×0.32 c. $12 \div 0.03$ d. $1.2 \div 0.3$ e. 12.8×3 4 f. $102.4 \div 3.2$
2. Model the number 8.88 on the place value chart.
 - a. Use words, numbers, and your model to explain why each of the digits has a different value. Be sure to use “ten times as large” and “one tenth as large” in your explanation.
 - b. Multiply 8.88×10^4 . Explain the shift of the digits and the change in the value of each digit.
 - c. Divide the product from (b) by 10^2 . Explain the shift of the digits and the change in the value of each digit.
3. Express the missing divisor using a power of 10. Explain your reasoning using a place value model. a. $5.2 \div \underline{\hspace{2cm}} = 0.052$ b. $7,650 \div \underline{\hspace{2cm}} = 7.65$

4. Sarah says that $26 \div 8$ equals $14 \div 4$ because both are “3 R2.” Show her mistake using decimal division.

Assessment Task Item and Standards Assessed	STEP 1 Little evidence of reasoning without a correct answer in written form. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer in written form. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer in written form. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer in written form. (4 Points)
1 (5.NBT.7)	The student has two or fewer correct answers.	The student has three correct answers.	The student has four correct answers.	The student correctly answers all six items: a. 48 b. 0.48 c. 400 d. 4 e. 9.6 or 384 40 or any equivalent fraction f. 32
2 (5.NBT.1/5.NBT.2/ 5.NBT.7)	Student answers none or one part correctly. Student is unable to explain using appropriate words, numbers, and a model his/her answer as noted in instructions.	Student answers two parts correctly and is able to explain using appropriate words, numbers, and a model as noted in instructions for two parts of the question	Student is able to answer all parts correctly but is unable to explain using appropriate words, numbers, and a model his/her strategy in all parts of the question.	Student accurately models 8.88 on the place value chart and correctly explains his/her reasoning using appropriate words, numbers, and a model to explain why each digit has a different value.
3 (5.NBT.1/ 5.NBT.2 5.NBT.7)	Student is unable to express the divisors as powers of 10 either as multiples of 10 or as exponents and produces a place value chart with errors.	Student either shows the divisors as powers of 10 (as multiples of 10 or exponents) or uses correct reasoning on the place value chart.	Student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents and uses correct reasoning on the place value chart for either Part (a) or Part (b).	Student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents. Student also shows correct reasoning on the place value chart for both Part (a) and Part (b). a. 100 and/or 102 b. 1000 and/or 103
4 (5.NBT.7)	Student is unable to perform the decimal division necessary to show non-equivalence of quotients.	Student is able to perform the division necessary to produce the whole number portion of the quotient but is unable to continue dividing the decimal places to show non-equivalence of quotients.	Student is able to explain the nonequivalence of the quotients but with errors in the division calculation.	Student divides accurately and shows the non-equivalence of the quotients. $26 \div 8 = 3.25$ $14 \div 4 = 3.5$

Summative Two

- Use an area model to explain the product of 4.6 and 3. Write the product in standard form, word form, and expanded form.
- Draw a model similar to the one pictured below for Parts (b), (c), and (d). Find the sum of the partial products to evaluate each expression.

a. 7×3.12 3 ones + 1 tenth + 2 hundredths

7 x 3 ones	7 x 1 tenth	7 x 2 hundredths
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7 _____ + _____ + 0.14 = _____ ; b. 6×4.25 ; c. 3 copies of 4.65 ; d. 4 times as much as 20.075

3. Miles incorrectly gave the product of 7×2.6 as 14.42. Use a place value chart or an area model to help Miles understand his mistake.

4. Mrs. Zamir wants to buy 8 protractors and some erasers for her classroom. She has \$30. If protractors cost \$2.65 each, how much will Mrs. Zamir have left to buy erasers?

Assessment Task Item and Standards Assessed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 (5.NBT.7)	Student is unable to use the area model to find the product.	Student attempts to use an area model to multiply but does so inaccurately. Student attempts to write either the word or expanded form of an inaccurate product.	Student uses the area model to multiply but does not find the correct product. The student accurately produces a word and expanded form of an inaccurate product.	Student correctly: <ul style="list-style-type: none"> • Draws an area model. • Shows work to find the product of 13.8. • Accurately expresses the product in both word and expanded form.
2 (5.NBT.2/5.NBT.7)	Student answers none or one part correctly; model is not drawn.	Student answers two parts correctly; model is drawn incorrectly.	Student is able to answer all parts correctly but is unable to draw a model.	Student is able to answer all parts correctly and draw an appropriate model
3 -4 (5.NBT.7)	Student is unable to identify any answers for the word problem	Student is able to develop a model or use a value chart but unable to solve the problem correctly	Student is able to correctly solve the problem but unable to draw a model or use a value chart (or vice-versa)	Student is able to correctly solve the problem and draw a model or use a value chart.

Summative Three

- The following equations involve different quantities and use different operations, yet produce the same result. Use a place value chart and words to explain why this is true.: $4.13 \times 10^3 = 4130$ $413,000 \div 10^2 = 4130$
- Solve. Use words, numbers, or pictures to explain how your answers to Parts (a) and (b) are related. a. $25 \times 30 =$ _____ b. $2.5 \times 30 =$ _____
tenths $\times 30 =$ _____
- Jeanne makes hair bows to sell at the craft fair. Each bow requires 1.5 yards of ribbon. a. At the fabric store, ribbon is sold by the foot. If Jeanne wants to make 84 bows, how many feet of ribbon must she buy? Show all your work. b. If the ribbon costs 10¢ per foot, what is the total cost of the ribbon in dollars? Explain your reasoning, including how you decided where to place the decimal. c. A manufacturer is making 1,000 times as many bows as Jeanne to sell in stores nationwide. Write an expression using exponents to show how many yards of ribbon the manufacturer will need. Do not calculate the total.
- Dr. Mann mixed 10.357 g of chemical A, 12.062 g of chemical B, and 7.506 g of chemical C to make 5 doses of medicine.
 - About how much medicine did he make in grams? Estimate the amount of each chemical by rounding to the nearest tenth of a gram before finding the sum. Show all your thinking;
 - Find the actual amount of medicine mixed by Dr. Mann. What is the difference between your estimate and the actual amount?
 - How many grams are in one dose of medicine? Explain your strategy for solving this problem;
 - Round the weight of one dose to the nearest gram.

Assessment Task Item and Standards Assessed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)

1 (5.NBT.1/5.NBT.2/5.NBT.7)	Student is unable to provide a correct response.	Student attempts but is not able to accurately draw the place value chart or explain reasoning fully.	Student correctly draws the place value chart but does not show full reasoning or explains reasoning fully or the place value chart does not match the reasoning.	Student correctly draws the place value chart showing movement of digits & Explains the movement of units to the left for multiplication and the movement of units to the right for division.
2 (5.NBT.1/5.NBT.2/5.NBT.7)	Student is unable to correctly multiply either Part (a) or (b) and makes no attempt to explain the relationship between products.	Student is able to multiply either Part (a) or (b) correctly but makes no attempt to explain the relationship between the products.	Student is able to correctly multiply both Parts (a) and (b) and provides some explanation of the relationship between the products.	Student correctly multiplies both parts of the task and provides a complete explanation of the relationship between the products using words, numbers, or pictures. a. 750 b. 75
3 (5.OA.1 5.OA.2 5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.7 5.MD.1)	Student uses incorrect reasoning in most parts of the task and is unable to correctly convert, calculate, and/or write an accurate expression.	Student uses incorrect reasoning in most parts of the task and is unable to correctly convert, calculate, and/or write an accurate expression.	Student uses correct reasoning but makes calculation errors on part of the task or writes an incorrect expression.	Student uses correct reasoning, correctly calculates all parts of the task, and writes a correct expression. a. 378 ft b. \$37.80 c. $84 \times 1.5 \times 103$ or $84 \times 103 \times 1.5$
4 (5.NBT.1/5.NBT.2/5.NBT.3a/5.NBT.3b/5.NBT.4/5.NBT.7/5.MD.1)	The student answers none or one part correctly but does not explain his/her reasoning for any part of the question.	The student answers two of the three parts correctly and is able to explain his/her reasoning for those correctly answered parts.	The student is able to answer all parts correctly and is able to explain his/her strategy for parts (a) and (b) but is unable to fully explain the strategy in Part (c) OR does not adequately explain his/her reasoning for all three parts of the problem.	The student correctly: a. Estimates 10.357 g to 10.4 g, 12.062 g to 12.1 g, and 7.506 g as 7.5 g; finds the sum 30 g; shows work or model. b. Finds the sum 29.925 g and the difference 0.075 g. c. Finds the quotient 5.985 g and explains accurately the strategy used. d. Rounds 5.985 g to 6 g.

		<p style="text-align: right;">Second Read and Summary Task Card: Opening Remarks by President Obama, Chunk #4</p> <hr/> <p>Name: _____</p> <p>Date: _____</p> <p>Key vocabulary: <i>restore, united, resilience, recover, rebuild, display, despite, committed</i></p> <p>Previous vocabulary: <i>loss, suffering, hope(s)</i></p> <ol style="list-style-type: none"> 1. Read the fourth chunk of the opening remarks, Paragraphs 11–14, starting, “As president, Bill Clinton ...” and ending, “... start with President Bush.” 2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context. 3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti. 4. Share the quotes/details you underlined with group members. 5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).
5	<p>Objective: After writing their summaries, SWBAT debrief their reading and add ideas to their concept maps.</p> <p>A. Debrief in Regular Small Groups</p> <ul style="list-style-type: none"> • Ask students to take 3–4 minutes to debrief in their regular small groups. • Ask students to each name one thing they learned about the 2010 Haiti earthquake from their chunk of text and their partner’s summary in their groups. • Each group member should add one idea to the group’s 2010 Haiti earthquake concept map. • As time allows, cold call students to share out what they added to their concept map. 	<p>In their original groups, students will,</p> <ol style="list-style-type: none"> 1. Trade summary paragraphs with another member of your small group (who read a different chunk of the text). 2. Quickly read through your partner’s summary paragraph. 3. Think about one piece of information from your partner’s summary that your group could add to your 2010 Haiti earthquake concept map. <p>Next, they will add an idea to their concept maps.</p>

6	<p>Objective: After reading a text, SWBAT use evidence from the text to support their opinion.</p> <ul style="list-style-type: none"> • Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed. • Remind students that they have created organizational structures during assessments in previous modules. Ask students to consider the following: <ul style="list-style-type: none"> * “What are examples of organizational structures you have used before?” * “How have those organizational structures (graphic organizers) helped you group ideas logically?” • Cold call 2-3 students to share out. Listen for suggestions like: – “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.” – “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.” 	<p>After hearing the prompt, students will consider organizational structures from previous lessons.</p>
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1: Students will complete the following task card, making sure to quote the text accurately when finding the similarities and differences between the chunks of text. Students will be scored based on the rubric provided and must score a “3” in each category to demonstrate mastery.

Lesson 1: Homework Task Card

Name: _____

Date: _____

1. Reread the entire transcript of President Obama’s opening remarks to someone at home, or out loud to yourself in front of a mirror.
2. In your journal, record *one similarity* between the four chunks of President Obama’s opening remarks and *one difference* between the four chunks.
3. Add and define vocabulary from the chunk of the speech you read today in your journal glossary.

Chunk #1: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

Chunk #2: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Chunk #3: *responding, scenes, common, scope, service, aid, relief, efforts*

Chunk #4: *restore, united, resilience, recover, rebuild, display, despite, committee*

	4	3	2	1
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Similarity	Student lists and defines more than one similarity between the two paragraphs, supported by evidence.	Student lists at least one similarity between the two paragraphs, supported by evidence.	Students lists one similarity, but does not support with evidence	Student does not list a similarity.
Difference	Student lists and defines more than one difference between the two paragraphs, supported by evidence.	Student lists at least one difference between the two paragraphs, supported by evidence.	Students lists one difference, but does not support with evidence	Student does not list a difference.
Conventions	Student has no conventions errors in their writing.	Student has no more than 3 grammar, spelling or other conventions mistakes in their writing.	Student has no more than 5 grammar, spelling or other conventions mistakes in their writing.	Student has more than 5 grammar, spelling or other conventions mistakes in their writing.
Structure and Content	Structure and content of the essay is exceptionally accurate, appropriate and uses many details and facts to help the reader understand.	Structure and content of the essay is accurate, appropriate and uses details and facts to help the reader understand.	Structure and content of the essay uses details and facts to help the reader understand, but can be confusing in one-two places. .	Structure and content of the essay attempts to use details and facts to help the reader understand, but can be confusing in multiple places
Accurate Quote		Claims explicitly from the text, or inferences drawn, are supported evidence. Evidence is accurately quoted.	Claims explicitly from the text, or inferences drawn, are supported by at least 2 quotes however, they are not accurate or are mostly paraphrased.	Evidence provided is vague, inaccurate, or entirely paraphrased.

Summative 2: Students will write in their journals their conclusion to the experiment, adding details to compare their results to the results of the author. They will be evaluated on the rubric below. Students must score a 3 in each category to demonstrate mastery:

“Hurricane Herman Strikes Mexico”

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico, early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one-million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area’s water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.

Prompt: Using evidence from the article “Hurricane Herman Strikes Mexico”, as well as your background knowledge about natural disasters, to explain why the people of Mexico need aid. Use complete sentences and key vocabulary in your response.

	4	3	2	1
Organizational Structure		Creates an outline/graphic organizer to record a topic sentence opinion statement, reasons, evidence, and conclusion.	Creates an outline or graphic organizer, but is lacking one or more of the following: record a topic sentence, opinion statement, reasons, evidence and conclusion.	Creates an outline or graphic organizer, but is missing over half of the following: record a topic sentence, opinion statement, reasons, evidence and conclusion.
Topic Introduction	Topic is clear and logical. Engages the reader.	Clearly introduces the topic.	Topic is somewhat unclear.	Topic introduction is unrelated or not provided.
Opinion	States a clear opinion about the need to prioritize aid following a natural disaster that includes multiple judgement words (best, most, worst, etc)	States a clear opinion about the need to prioritize aid following a natural disaster that includes a judgement word (best, most, worst, etc)	Opinion about the need is unclear, but a judgment word is included.	Opinion about the need is unclear and does not include a judgment.
Reasoning	Opinions are expertly linked to valued reasoning using multiple words, phrases and/or clauses such as consequently, specifically	Opinions are linked to valued reasoning using a word, phrase and/or clauses such as consequently, specifically.	Opinion and reasons are present, however some are not linked clearly.	Writing does not link opinions and reasons.

Key and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from all units in this module, and includes appropriate vocabulary from previous modules.	Includes the accurate use of many key and previous vocabulary terms from all units in this module.	Includes the accurate use of many key and previous vocabulary terms mostly from this unit.	Includes very few key and previous vocabulary terms, or terms are used inaccurately.
Conclusion		Provides a clear, summative conclusion regarding the opinion provided.	Conclusion is somewhat unclear.	Conclusion is unclear or not included.

Summative 3: Galileo examination, each question is worth 1 point each, for a total of 5 points. Students must score a total of 4 correct out of 5 to demonstrate mastery. Answers are indicated in bold.

"A Tsunami"

A tsunami (pronounced soo-nahm-ee) is a series of huge waves. Tsunamis occur after an undersea disturbance, such as an earthquake or volcanic eruption. Tsunami is from the Japanese word for harbor wave. The waves may travel in the open sea as fast as 450 miles per hour. As the big waves approach shallow waters along the coast, they grow to a great height. Tsunami waves can be 100 feet tall when they smash into the shore. The risk of tsunamis is one reason why people should not live by the ocean. Hawaii is the state at greatest risk for a tsunami. They get about one a year, with a damaging tsunami happening about every seven years. Alaska is also at high risk. California, Oregon, and Washington experience a damaging tsunami about every 18 years.

1. Which statement is quoted accurately from the text??

- a) **Tsunami is from the Japanese word for harbor wave.**
- b) Hawaii has a damaging tsunami each year.
- c) Earthquakes and volcanoes on land can cause a tsunami.
- d) Tsunamis are usually 100 feet tall.

2. What conclusion can you draw from this text?

- a) **Western states with coastlines are in danger of tsunamis.**
- b) Eastern states that are islands are in danger of tsunamis.
- c) Tsunamis are more dangerous than other natural disasters.
- d) Tsunamis have higher sustained winds than do hurricanes

2a. Which statement is accurately quoted to support this conclusion?

- a) "Tsunami waves can be 100 feet and extremely dangerous"
- b) "The winds may travel in the open sea as fast as 450 miles per hour"
- c) **"California, Oregon, and Washington experience a damaging tsunami about every 18 years."**
- d) "Hawaii is an island at risk for a tsunami."

3. What does the author suggest, but not state, about tsunamis?

- a) Some tsunamis can be very tall.
- b) **Some tsunamis do not cause much damage.**
- c) Some tsunamis can move very fast.
- d) Some tsunamis are caused by earthquakes.

3a. Which statement is accurately quoted to support this inference?

- a) "The waves may travel in the open sea as fast as 4500 miles per hour"
- b) "Tsunami waves can be well over 100 feet tall when they smash into the shore"

c) “California, Oregon, and Washington experience a damaging tsunami each year.”

d) **“They get about one a year, with a damaging tsunami happening about every seven years.”**

	<ul style="list-style-type: none"> Place student with a reading partner and ask them to get out their copies of the articles from yesterday. Explain While they read, circle words they do not know the meaning of. They should choose one word they circled and try to figure out the meaning of it. Invite students to turn and talk, asking: <ul style="list-style-type: none"> * “What words did you circle that you didn’t know the meaning of?” Use equity sticks to call on students to share some words. List these words on the board. Students may identify: <i>survive, predator, defense, mimic, trait, reproduce, avoid, elude, marauders, impersonating, impenetrable, array, possess, and offspring.</i> Invite students to open to the Natural Defense Mechanisms glossary (pages 24–26 of their Natural defense research journals) and tell students that they will build their own glossary to keep track of the words they learn related to natural defenses. Explain to students that they will add words to the glossary in their research journals throughout the module, and will refer back to it during class discussions and when they plan and write the performance task. Explain that they will find the word they are defining in the glossary, then write the definition, then write the vocabulary strategy they used to determine the meaning of that word, and then draw a quick sketch or diagram showing what that word means. Point out the words <i>defenses/defense mechanisms</i> and <i>venom</i> as completed examples in the glossary. 	<p>Students will create a glossary of terms related to natural defense mechanisms which include diagrams for each term</p>
<p>4</p>	<p>Objective: Students will be able to give examples of Mimicry (Monarch and Viceroy Butterflies), Camouflage (Horned Lizards and Coyotes.), Physical adaptation (Cactus Spines), and Mutualism (Acacia Ants)</p> <p>A. A Closer Look at Words: Partner Practice</p> <ul style="list-style-type: none"> Tell students that you are going to reread two more sections in “animal defenses” and a short passage about defenses in plants, and ask them to 	<p>Students will use available resources to identify: Camouflage, Mimicry, Elude, Impersonate, Mutualism, and Physical Adaptation. Students will identify examples of each.</p>

[Type here]

	<p>circle challenging words. After each section, they will work with their partner to practice using the vocabulary strategies for determining the meaning of some of the words. Then, as a class they will record some of the words into the glossary.</p> <ul style="list-style-type: none"> • Review the directions posted in advance of the lesson with students: <ol style="list-style-type: none"> 1. Write each of the assigned words on a sticky note. 2. With your partners, reread the section and locate each of the words. 3. Use the vocabulary strategies to determine the meaning of each word and record it on a sticky note. 4. Reread the text with your partners. 5. Discuss the following question: How does understanding these words help you understand the text? • Clarify the directions as needed. <p>Distribute sticky notes (six per pair of students). Ask students to write the following words on each of their sticky notes: Camouflage, Mimicry, Elude, Impersonate, Mutualism, Physical Adaptation</p> <ul style="list-style-type: none"> • Give students 10 minutes to work on determining the meaning of the words. Circulate and support pairs as needed. 	
<p>S.A.</p>	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	

Summative Assessment Items and Scoring:

[Type here]

Summative 1: Multiple Choice Quiz on vocabulary throughout lesson set. 4 of 5 points indicates mastery: 1 point each (Answers 1.d 2.a 3.b 4.b 5.a)

1. Everything around an animal, including its predators, is part of an animal's
a. Camouflage b. Mimicry c. Shelter d. Habitat e. Adaptation
2. Some animals stay very still around predators, because they use _____, which helps them hide from the predator.
a. Camouflage b. Mimicry c. Shelter d. Habitat e. Adaptation
3. Some animals are able to escape from an attack by looking like another animal or object. This is called _____.
a. Camouflage b. Mimicry c. Shelter d. Habitat e. Adaptation
4. Cactus spines are an example of _____ .
a. Camouflage b. Physical Adaptation c. Habitat d. Symbiotic e. Chemical Defense
5. Which of the following examples is an example of mutualism as a natural defense?
a. The Acacia tree produces an enzyme which enslaves ants and the ants scare off other predators b. Remoras that attach themselves to the bottom of the shark forming a symbiotic relationship c. both and b

Summative 2: Students will match the correct definition with the corresponding vocabulary term relating to natural defenses.4 of 5 points indicates mastery. 1 point each. (Answers 1.B 2. D 3.E 4. A 5.C)

Word Bank: (A) Defense Mechanism (B) Mimicry (C) mutualism (D)habitat (E) physical adaptation

Definitions:

1. defense of looking like another animal
2. a place where an animal lives
3. A part of an animal or plant's body that helps it survive
4. traits or behaviors that protect animals
5. symbiosis that is beneficial to both organisms involved.

Summative 3: Students will read the following paragraph and identify various adaptations by filling in the blank. 1 point for each blank, 3 points or higher indicated mastery. (Answers Blank 1 = Camouflage, Blank 2 = Mimicry, Blank 3 = Physical, Blank 4 = Mutualism)

Within the world of wildlife, it is truly "survival of the fittest." Survival of the fittest actually means survival of those able to adapt to their surroundings. To survive in a very competitive prey-predator environment, many plants and animals must be adapted to defend themselves—and they do this in a great variety of ways. Some Animals may be colored to blend in with their habitat. Some also use counter-shading to make it difficult for other animals to judge their size and shape and to increase the difficulty of picking out an individual. This type of coloring adaptation is called Blank 1 . Some animals use Blank 2 —they resemble same part of the animal's environment or a different animal such as a toad that looks like a fallen leaf, or the viceroy butterfly which is colored like the toxic monarch butterfly. Some plants and animals have "weapons." A porcupine's quills or the spines of a cactus are examples of Blank 3 adaptations that help them survive. Other plants and animals sometimes work together to ensure their survival. In Central America, ants act as bodyguards for acacia trees, defending them from weeds and hungry animals in exchange a place to live and food to eat in a relationship called Blank 4 .

[Type here]

Summative One: Student Must Receive 9/12 points to demonstrate proficiency (See matrix below)

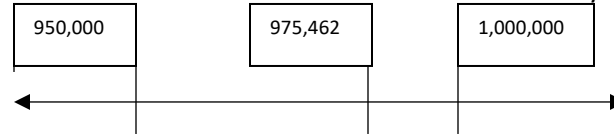
1. a. Arrange the following numbers in order from least to greatest:
 504,054 4,450 505,045 44,500
 b. Use the words ten times to tell how you ordered the two smallest numbers using words, pictures, or numbers.
2. Compare using $>$, $<$, or $=$. Write your answer inside the circle.
 a. 1 hundred thousand 10,000 b. 200 thousands 4 hundreds 204,000 c. 7 hundreds + 4 thousands + 27 ones 6 thousands + 4 hundreds
 d. 1,000,000 10 hundred thousands
3. The football stadium at Louisiana State University (LSU) has a seating capacity of 92,542.
 a. According to the 2010 census, the population of San Jose, CA, was approximately ten times the amount of people that LSU's stadium can seat. What was the population of San Jose in 2010?
 b. Write the seating capacity of the LSU stadium in words and in expanded form.
 c. Draw two separate number lines to round the LSU stadium's seating capacity to the nearest ten thousand and to the nearest thousand.
 d. Compare the stadium's seating rounded to the nearest ten thousand and the seating rounded to the nearest thousand using $>$, $<$, or $=$.
 e. Which estimate (rounding to the nearest ten thousand or nearest thousand) is more accurate? Use words and numbers to explain.

A Progression Toward Mastery				
Assessment Task Item and Standards Assessed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 4.NBT.1	The student arranged two numbers and provided no clear explanation for Part (b).	The student arranged two numbers in order or arranged the least and greatest numbers correctly. The student provided some explanation of <i>ten times</i> .	The student arranged three or four numbers correctly but was unable to articulate the relationship of the two smallest numbers using the words <i>ten times</i> .	The student correctly: -Arranged the numbers in the following order: 4,450; 44,500; 504,054; 505,045. -Used the words <i>ten times</i> to describe the relationship between 4,450 and 44,500.
2 4.NBT.2	The student correctly answered one problem.	The student correctly answered two problems.	The student correctly answered three problems.	The student correctly answered all four problems: a. $>$; b. $<$; c. $<$; d. $=$
3 4.NBT.1 4.NBT.2 4.NBT.3	The student correctly answered one part or was able to answer some parts with partial accuracy.	The student correctly answered two of the five parts.	The student correctly answered three or four of the five parts but was unable to reason in Part (e).	The student correctly answered all five problems: a. 925,420; b. $90,000 + 2,000 + 500 + 40 + 2$. Ninety-two thousand, five hundred forty-two; c. Draws two number lines showing the number rounded to 90,000 and 93,000; d. $90,000 < 93,000$; e. Explains rounding to the nearest thousand is more accurate because rounding to a smaller unit gives a more accurate estimate, so the difference will be closer to the exact number.

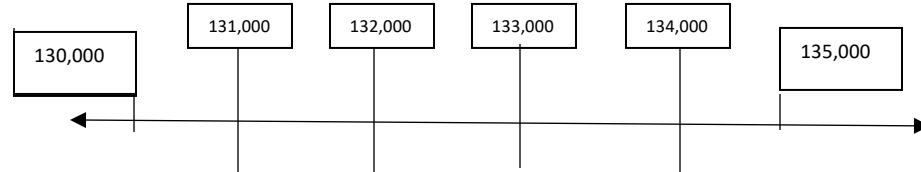
Summative Two: Student Must Receive 12/16 points to demonstrate proficiency (See matrix below)

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

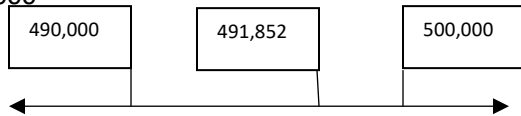
- 1.
2. 53,000 rounded to the nearest ten thousand is _____. Draw a number line to show your work. Answer: 50,000
3. 975,462 songs were downloaded in one day. Round this number to the nearest hundred thousand to estimate how many songs were downloaded in one day. Use a number line to show your work. Answer: 1,000,000



4. This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work. $13_ ,644 \approx 130,000$
Answer: The missing digit is in the thousands place and can be 0-4
 And still round to 130,000



5. 491,852 people went to the water park in the month of July. Round this number to the nearest hundred thousand to estimate how many people went to the park. Use a number line to show your work.
Answer: 500,000



Assessment Task Item and Standards Assessed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
Questions 1 – 4 (4.NBT.3)	The student was unable to round the number correctly or draw a correct number line.	The student was able to round the number correctly but unable to draw a number line.	The student was able to draw a line diagram correctly OR solve the problem correctly but not both.	The student correctly rounded the number and created a correct number line.

Summative Three: Student Must Receive 9/12 points to demonstrate proficiency (See matrix below)

1. Compare the values of each 7 in the number 771,548. Use a picture, numbers, or words to explain.
2. Compare using $>$, $<$, or $=$. Write your answer inside the circle.
 - a. 234 thousands + 7 ten thousands 241,000
 - b. 4 hundred thousands – 2 thousands 200,000
 - c. 1 million 4 hundred thousands + 6 hundred thousands
 - d. 709 thousands – 1 hundred thousand 708 thousands

3. Norfolk, VA, has a population of 242,628 people. Baltimore, MD, has 376,865 more people than Norfolk. Charleston, SC, has 496,804 less people than Baltimore.
- What is the total population of all three cities? Draw a tape diagram to model the word problem. Then, solve the problem.
 - Round to the nearest hundred thousand to check the reasonableness of your answer for the population of Charleston, SC.
 - Record each city's population in numbers, in words, and in expanded form.
 - Compare the population of Norfolk and Charleston using $>$, $<$, or $=$.
 - Eddie lives in Fredericksburg, VA, which has a population of 24,286. He says that Norfolk's population is about 10 times as large as Fredericksburg's population. Explain Eddie's thinking.

Assessment Task Item and Standards Addressed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 4.NBT.1	The student provides limited reasoning about the relationship of the values of the 7s.	The student can reason about the relationship between the values of the 7s but does not show a supporting picture or numbers.	The student is able to reason about the relationship of the 7s, but her reasoning does not fully support her picture or numbers.	The student correctly reasons the 7 in the hundred thousands place is 10 times the value of the 7 in the ten thousands place, using a picture, numbers, or words to explain.
2 4.NBT.2; 4.NBT.4	The student correctly answers less than two of the four parts.	The student correctly answers two of the four parts.	The student correctly answers three of the four parts.	The student correctly answers all four parts: a. $>$; b. $>$; c. $=$; d. $<$
3 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.OA.3	The student correctly answers less than two of the five parts.	The student correctly answers two of the five parts.	The student answers four or five of the five parts correctly but with only some reasoning in Parts (b) and (e). OR The student answers three or four of the parts correctly with solid reasoning for all parts.	The student correctly answers all five parts: a. 984,810; b. Population of Baltimore is about 600,000. The population of Charleston 100,000. Therefore, 122,689 is a reasonable answer; c. Charleston, SC: One hundred twenty-two thousand, six hundred eighty-nine. $100,000 + 20,000 + 2,000 + 600 + 80 + 9$. Baltimore, MD: Six hundred nineteen thousand, four hundred ninety-three. $600,000 + 10,000 + 9,000 + 400 + 90 + 3$. Norfolk, VA: Two hundred forty-two thousand, six hundred twenty-eight. $200,000 + 40,000 + 2,000 + 600 + 20 + 8$; d. Norfolk: $242,628 >$ Charleston, 122,689; e. Eddie is correct to think that Norfolk's population is about 10 times that of Fredericksburg's.

Objective: In cooperative groups, SWBAT conduct a science experiment by following specific instructions in a text.

B. Rereading Scientific Text while Conducting an Experiment

- For the experiment, group students in groups of four to five. Ask them to turn to page 11 in their Science journal. Explain that scientists often use the Scientific Method to guide them through experiments. Draw students’ attention to the Scientific Method anchor chart. Explain that the first thing they need to do as scientists is create a question that must be answered by conducting the experiment. Tell them that the question for this experiment is: “How can the inclined plane help make work easier?”
- Explain that according to the Scientific Method, the next thing they need to do as scientists is form a hypothesis for what they think will happen. Remind them that a hypothesis is an educated guess about what will happen in an experiment based on research. Remind them they have already conducted some research about simple machines when they read pages 4 and 5 in Simple Machines: Forces in Action, in Unit 1. Encourage students to think about the reading they have already done that would help them form a hypothesis. Ask the small experiment groups to discuss what a possible hypothesis might be and to write it in their Science journal.
- Invite the students to document the materials needed for the experiment in the Science journals and then begin the experiment. Tell them to make sure they record their observations after Steps 8 and 10.
- Remind students to keep the bottom of page 9 covered. • Give students 10 minutes to conduct the experiment.
- Circulate and assist as needed. When students have procedural questions, push them back into the text to see if they can answer their own question:
 - * “Where might you look for that answer?”
 - * “What does the text tell you?”
- Listen for students talking about the amount of effort it takes to lift the bag of gravel. Give students specific positive feedback

3

The Scientific Method Anchor Chart

The Scientific Method
The Scientific Method is the process scientists go through as they ask and answer scientific questions. They do this by making observations and doing experiments.
Step 1: Ask a question
The first step is to form a question that can be answered. Good questions start with question words: <i>How, What, When, Who, Which, Why, or Where?</i> For example: “Which simple machine is the best one to help with this task?” “How many objects can be moved with a particular kind of simple machine?”
Step 2: Form a hypothesis
A hypothesis is an educated guess about the result of an experiment based on what you already know about a topic from reading and research. These can be worded like: “I think _____ will happen because _____.”
Step 3: Test your hypothesis by conducting an experiment
Scientists need to be careful observers of what happens during the experiment. Think about/read the steps to the experiment. “First _____. Next _____. Then _____.”
Step 4: Analyze the data and draw a conclusion
This is where scientists look at the results of the experiment. What happened in the experiment? Look to see if the question developed in Step 1 was answered.

1. Students will use the scientific method anchor chart (above) to assist them in the steps of the process. They will formulate a hypothesis in their groups to answer the question, “How can the inclined plane help make work easier?”, and they will write these possible hypotheses in their journals.
2. Students will conduct the experiment per the instructions, referring to the text as needed to assist them in the process.

	<p>when you hear them using scientific vocabulary in their discussions, and encourage them to use this vocabulary as they write down their observations. They may make observations such as: “It takes less effort to lift a bag of gravel up an inclined plane because the rubber band didn’t stretch very far,” or “The rubber band stretched longer when I lifted the bad of gravel straight up. This showed me that it took a lot of effort to lift the bag that way.”</p>	
<p>4</p>	<p>Objective: After completing and experiment, SWBAT write a conclusion in which they explain their results and compare them to the results of the author.</p> <p>C. Writing a Conclusion</p> <ul style="list-style-type: none"> • Provide a model of a concluding statement to all students, and project it on the board. • Explain that after scientists conduct an experiment, they synthesize their findings by writing a conclusion statement. • Explain that findings are what they noticed happened as they conducted the experiment. This statement explains the main idea of what happened during the experiment and what they learned from it. In addition, they need to include supporting facts and details from the experiment to support their claim. <i>Ask students to find at least 3 supporting details in the concluding statement that supports the conclusion of the experiment made. Highlight the main idea and underline 3 supporting details. Share with a peer, and then group share using cold call. Review student answers and annotate the projected sample conclusion appropriately.</i> 	<ol style="list-style-type: none"> 1. Review what a conclusion statement is. Read the sample concluding statement provided by the teacher 2. Highlight the main idea. Underline 3 supporting details. Share with a peer, then be prepared to share with the class. 3. Make a list of possible vocabulary words from the experiment that could be used in their concluding statement.

<ul style="list-style-type: none"> • Explain that the language provided must be clear and precise. Have students review vocabulary from the experiment and make a list in their journal of possible words they can use in their concluding statement. • Help students connect to previous learning by explaining that a conclusion statement is similar to other types of synthesis statements they've written this year. In Module 2, they read texts about a trade and synthesized their learning in short gist statements. A conclusion statement in a science experiment asks the scientist to synthesize what they have learned about a topic through conducting a hands-on science experiment and discussions with their partners. 	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1: Answer the following questions about the experiment you will be conducting today. You must answer in complete sentences and submit your work to your teacher prior to the start of the experiment. **Each question is worth 5 points, students must score a total of 15 points out of 20 possible to show mastery.** Acceptable answers are indicated in parenthesis and italics next to each question.

1. How is the text structured? Why? **(5 points awarded for correct answer)** *(Step by step or chronologically; you must complete steps in the proper order for the experiment to work correctly.)*
2. Summarize the steps of the experiment. **(5 points awarded for correct answer)** *(answers will vary, but should summarize the basic outline of the experiment)*
3. What concepts will be tested in this experiment? **(5 points awarded for correct answer)** *(to determine the amount of effort it takes to move gravel across various planes)*
4. What do you think will happen as a result of the experiment? What evidence in the text can you cite to support your claim? **(5 points awarded for correct answer)** *(Answers vary, but must be reasonable and well thought out—this can be the basis of their hypothesis for the experiment.)*

Summative 2: Students will write their conclusion to the experiment.

- a. Point students to the last section of page 11 in their Science journals. Students will write a conclusion to their experiment, making sure to use precise language and vocabulary when explaining. They should also incorporate sufficient details when they are providing evidence of their conclusion. Overall, they are creating a concluding statement for their experiment. Once complete, give them the results from the author. Students will add a section that explains why their experiment came out the same or was different from the author's own conclusion.

They will be evaluated on the rubric below and must achieve a score of 3 in each category to demonstrate mastery:

	4	3	2	1
Details	Student incorporates exemplary detail from the experiment in their concluding statement.	Student incorporates sufficient detail from the experiment in their concluding statement.	Concluding statement needs more details to be clear.	Concluding statement lacks details, is vague and unclear.
Accuracy		Students concluding statement accurately depicts the result of the experiment.		Students concluding statement does not accurately depict the result of the experiment.
Evidence from Experiment	Students includes exemplary evidence from the experiment to support the results provided in the statement.	Students includes evidence from the experiment to support the results provided in the statement.	Student uses some evidence to help support the results, but needs more to be clear.	Student does not use evidence from the experiment in their concluding statement.
Word Choice	Students word choice is technical, but goes above and beyond their grade level and the vocabulary of the unit.	Student uses technical word choice in their concluding statement as learned from the reading in class.	Student attempts to use vocabulary from the lesson, but does not execute the vocabulary appropriately.	Student uses basic vocabulary and does not attempt to use new lesson specific vocabulary in the statement.
Comparison to Author	Students provides ample reasoning, evidence, and detail when comparing	Students provides sufficient reasoning, evidence, and detail when	Student attempts to compare to the author, but does not provide any	Student does not compare the individual results to that of the author.

	individual results to that of the author	comparing individual results to that of the author.	comparison or details about either experiment.	
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Summative 3: Galileo examination, each question is worth 1 point for a total of 6 points possible. Students must score a 5/6 in order to demonstrate mastery. Correct answers are indicated in bold.

"Whooping Cranes"

Many people may never have heard of the whooping crane. Let us introduce you to one of the most beautiful birds in the United States. Whooping cranes are white with black tips on their wings. They also have red on their head. These wading birds are also the biggest in this nation. They grow over five feet tall. The distance from the tip of one wing to the other can be over seven feet. They spend most of their time in marshes, swamps, and shallow water. This is where their food lives. They love to eat crabs, frogs, and little fish. The whooping cranes live about 25 years. They got their name from the sound they make. They make a loud “whooping” call that you can hear a long way away. It is the most exciting of all birdcalls.

The whooping crane is also one of the rarest birds in the United States. In fact, almost all of them have died out. Sixty years ago, there were only 15 whooping cranes left. When farmers drained marshes, the whooping cranes lost many of their homes. The birds began to die. In the 1930s, some people got together to save the few cranes that were left. They worked with Canada to protect the whooping cranes’ summer home. They also got the United States to protect the birds’ winter home on the Texas coast. Today, the number of whooping cranes in the wild has grown to nearly 200.

1. When did people get together to save the cranes?
 - a. 1910s
 - b. 1930s**
 - c. 1950s
 - d. 1970s
2. How long can whooping cranes live?
 - a. about 15 years
 - b. about 25 years**
 - c. about 60 years
 - d. about 200 years
3. What is the effect of people trying to save the whooping crane?
 - a. The whooping crane began to die.

- b. The number of whooping cranes has increased.**
 - c. The whooping crane lost its home.
 - d. The number of whooping cranes has decreased.
- 4. Why did some people get together in the 1930s to save the whooping cranes?
 - a. because whooping cranes make the most exciting of all birdcalls
 - b. because many people have never heard of the whooping crane
 - c. because sixty years ago there were only 15 whooping cranes left**
 - d. because they wanted to protect the Texas coast and Canada
- 5. What causes the whooping crane to spend its time in marshes and swamps
 - a. It likes the warm water.
 - b. It is the biggest wading bird in the nation.
 - c. It finds its food there.**
 - d. It makes a loud and exciting whooping sound.
- 6. Which information is presented first in this text?
 - a. why people do not know about whooping cranes
 - b. what whooping cranes look like**
 - c. what food whooping cranes eat
 - d. why whooping cranes are losing their homes

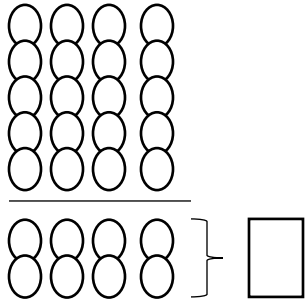
- b. Mrs. Tran adds 3 more rows of 5 carrots to her garden. Use circles to show her new carrots on the array in Part (a). Fill in the blanks below to show how she added the five rows. Write a sentence to explain your thinking
 _____ fives + _____ fives = _____ fives.
- c. Find the total number of carrots Mrs. Tran planted.
- d. Write a multiplication sentence to describe the array representing the total number of carrots Mrs. Tran planted.
2. Mrs. Tran picks 15 tomatoes from her garden. She puts 5 tomatoes in each bag.
- a. Draw Mrs. Tran's bags of tomatoes.
- b. Write a multiplication sentence that describes your drawing in Part (a).
3. Mrs. Tran plants 12 sunflowers in her garden. She plants them in 3 rows.
- a. Fill in the blanks below to make a true division sentence. What does the answer represent? _____ ÷ _____ = _____
- b. Mrs. Tran adds 2 more identical rows of sunflowers to her 3 original rows. Draw an array to show how many flowers she has now.
- c. Mrs. Tran figured out how many flowers she planted. Her work is shown in the box below. Would Mrs. Tran get the same result if she multiplied 5 × 4? Explain why or why not.

$(3 \times 4) + (2 \times 4) = 12 + 8$ $= 20$

Assessment Task Item and Standards Addressed	STEP 1 Little evidence of reasoning without a correct answer. (1Point)	STEP 2 Evidence of some reasoning without a correct answer. (2Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 (3.OA.1/3.OA.2/3.OA.6)	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student answers at least three questions correctly.	Student answers every question, accurately completes the equation in Part (b). Writes $5 \times 5 = 25$ in Part (d).
2 (3.OA.1)	Student is unable to answer either question correctly.	Student may or may not answer one question correctly.	Student answers at least one question correctly. .	Student correctly represents 3 groups, each with a value of 5. ■ Writes $5 \times 3 = 15$ or $3 \times 5 = 15$.
3 (3.OA.1/3.OA.5)	Student is unable to answer any question correctly	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly writes $12 \div 3 = 4$, writes an explanation that includes the distributive property

Summative Two

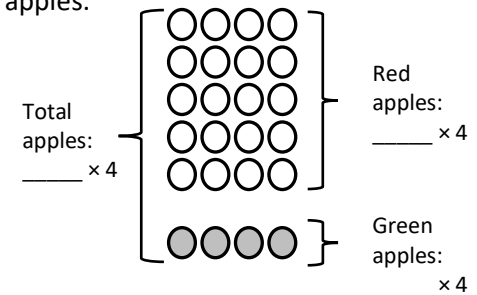
- Mr. Thomas organizes 16 binders into stacks of 4. How many stacks does he make? Draw and label a number bond to solve.
- The chef uses 28 avocados to make 4 batches of guacamole. How many avocados are in 2 batches of guacamole? Draw and label a tape diagram to solve.
- Destiny says, "I can use 5×4 to find the answer to 7×4 ." Use the array below to explain Destiny's strategy using words and numbers.



Assessment Task Item and Standards Addressed	STEP 1 Little evidence of reasoning without a correct answer. (1Point)	STEP 2 Evidence of some reasoning without a correct answer. (2Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1-3 (3.OA.1/3.OA.5)	Student is unable to answer any question correctly	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly solves the question and writes explanation that includes the distributive property

Summative Three

1. Mr. Lewis arranges all the desks in his classroom into 6 equal groups of 4. How many desks are in his classroom? Show a picture and multiplication sentence in your work.
 - a. What does the product in your multiplication sentence represent?
 - b. Fill in the blanks below to complete a related division sentence.
 $\underline{\hspace{2cm}} \div 4 = \underline{\hspace{2cm}}$
 - c. What does the quotient in Part (b) represent?
2. Draw an array that shows 9 rows of 2. Write a multiplication sentence to represent the array, and circle the factor that represents the number of rows.
 - a. Draw another array that shows 2 rows of 9. Write a different multiplication sentence, and circle the factor that represents the size of the row.
 - b. Explain the relationship between the two arrays using number sentences and words.
2. Ms. Park buys a tray of apples for a class party. There are 5 rows of 4 red apples. There is 1 row of 4 green apples.
 - a. The picture shows Ms. Park’s apples. Fill in the blanks to complete the expressions.



- b. Fill in the unknowns in the equation below to match the picture of the apples in Part (a).
Use the break apart and distribute strategy to find the total number of apples Ms. Park bought.

$$\underline{\quad} \times 4 = \underline{\quad} \times 4 + \underline{\quad} \times 4$$

Ms. Park bought apples.

- c. Lilly brings 8 green apples for the class party. Show Lilly's green apples on the picture in Part (a).
Then, fill in the unknowns in the equation below to match the new picture. Solve to find the total number of apples.

$$\underline{\quad} \times 4 = \underline{\quad} \times 4 + \underline{\quad} \times 4$$

There are apples in all.

3. Mr. Myer's class plays a game. The class earns 5 points each time they answer a question correctly. The class earns 50 points playing the game on Monday.
- How many questions did the class answer correctly? Show a picture and division sentence in your work.
 - Mr. Myer uses the equation $5 \times \underline{\quad} = 50$ to find how many questions the class answered correctly. Is his method correct? Why or why not?
 - The class answered 7 questions correctly on Tuesday. What is the total number of points the class earned on both days?

Assessment Task Item and Standards Addressed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 (3.OA.1/3.OA.2/3.OA.3/3.OA.4)	Student is unable to answer any question correctly.	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly draws a picture, calculates the total number of desks, 24 & writes a multiplication sentence ($6 \times 4 = 24$ or $4 \times 6 = 24$).
2 (3.OA.3/3.OA.5)	Student is unable to answer any question correctly.	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly draws an array/writes a multiplication sentence ($9 \times 2 = 18$ or $2 \times 9 = 18$), and circles 9.
3 (3.OA.3/3.OA.5)	Student is unable to answer any question correctly.	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly fills in the blanks to complete the expressions in Part (a). (Total apples: 6×4 , red apples: 5×4 , and green apples: 1×4 .)
4 (3.OA.3/3.OA.6/3.OA.8)	Student is unable to answer any question correctly.	Student answers at least one question correctly.	Student answers at least two questions correctly.	Student correctly draws a picture, and writes a division sentence and calculates the number of questions ($50 \div 5 = 10$).

support the main idea. “I noticed _____ used [name key detail] from the illustration to help him/her understand how the earth’s water is connected.”

- Direct students to the next learning target:
 - “I can use words in the text to help me understand the main idea.” Ask students to turn and talk to a partner about the target: “How does knowing what a word means help you understand the main idea?”
 - Cold call students to share their thinking with the whole class.
- Display the Vocabulary recording form. Explain to students that when you were reading the text, you found some words that you thought were important to know because they would help you understand the main idea.
- Point out the Power Words/Water Words anchor chart to students. Explain that they are going to learn a lot of words about water—water words—but there are also words in the text that they might see in other books and are important to know—power words. These are also words that they can figure out using context clues from the text. Tell the class that you will record these words in the appropriate categories on the anchor chart throughout the unit.
- Tell students that the words you chose happen to all be in one sentence. Read the sentence aloud: “All water on Earth is connected, so there is just one source of water—one global well—from which we all draw our water.”
- Use the first bolded word, source, as guided practice if needed. Invite students to talk in pairs about the meaning of the word. Guide them to the correct definition and write it on the recording form. Then, release students to work on their own. Ask them to continue working with their partner if they need support.
- Tell students to use their text to help them figure out the words. Say: “Be sure to use the text on page 4 to help you think about the meaning of each word. The sentences around this sentence might help you figure out the words’ meaning.”
- As the class works, circulate and ask specific questions. If students are unsure of a word, reread the sentence aloud and do a

Vocabulary Recording Form

Learning target:

I can determine the meaning of unknown words using context clues.

“All water on Earth is connected, so there is just one **source** of water—one **global well**—from which we all **draw** our water.”

Word	What I think it means	How I figured it out
source		
global		
well		
draw		

	<p>brief think-aloud to use the context clues to figure out the word. • A think-aloud could sound like: “Hmm, global. That sounds like a word I know: globe. I know that this word means ‘the world’ or ‘earth.’ That makes me think that this word means ‘all over the world.’”</p> <p>• Once students have completed the form, gather students in the whole group area. Use equity sticks to invite them to share words they found and what the meaning is; clear up misconceptions as needed. As students share, add the words to the appropriate category on your Power Words/Water Words anchor chart.</p>	
4	<p>Objective: After close reading a text, SWBAT write an informational paragraph to explain where water is on earth.</p> <p>A. On-Demand Informational Paragraph: Where Is Water on Earth?</p> <p>• Tell students that the work they have done over the past two lessons is about where water is on earth. Have students share the main idea they identified. An example of what you might say could be: “I heard _____ share with _____ that the main idea of the text is that the earth’s water is connected. _____, what was a key detail that supported your main idea?”</p> <p>• Display the Writing Prompt recording form and read the prompt for Summative 2 aloud: “Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details from the text to support your writing.”. Tell students that they will use these instructions/prompt to write their own practice paragraph, however it will be about a familiar topic.</p> <p>• Underline the sentence: “Use specific facts, definitions, and details from the text to support your writing.” Explain that this means they need to use evidence from the text on pages 4–7 and the information they gathered on their Close Reading recording form for their summative, so they need to be familiar with those details.</p>	<ol style="list-style-type: none"> 1. Students will share the main idea they identified in the text. 2. Students will review what goes in an informative paragraph and will examine a model to remind them of what a summary paragraph looks like. 3. They will review anchor charts in a guided review to help them remember that a summary paragraph should not just examine and explain the topic, but should do so by providing an introduction, facts/ supporting details, link ideas with transition words, and provide a conclusion. They will “Think, Pair, Share” to provide examples of linking words to the class. 4. When teacher displays the sample paragraph, students will use their own copy and individually they will quickly annotate to show the introduction (underline), supporting facts, details and definitions (bracket) and the conclusion (box). Teacher will cold call students to share with the class their results. Next, they will pick a criteria from the feedback from (below) to decide what they will work on.

• **Then, tell students that an informational paragraph is a summary and that they wrote a summary in the last module. Review the anchor charts from that module, and have students review linking and transition words by completing a “Think Pair Share” Protocol.**

• Display and read aloud the Rain School Model Summary Paragraph to remind students of what a summary paragraph looks like. Hand out a copy to each student. They will quickly annotate to show the introduction (underline), supporting facts, details and definitions (bracket) and the conclusion (box). **Cold call students to identify the introduction, facts, definitions and/or details, and the conclusion.**

• Explain that even though this summary and the one they wrote was about fiction, the criteria for writing an informational summary are similar. **Review the term criteria anchor chart and the requirements that make something good- paragraphs should include an introduction of the topic, use facts, definitions and details to explain the topic, with transition words to link ideas, and then provide a conclusion that provides a sense of closure on the topic.**

• Display the Three Column Criteria feedback form (below). Ask students to read each learning target with a partner and identify one target they feel confident with and one they want to work on today. Remind them that these learning targets should look familiar because they used the same ones while writing their summaries about “Peter Pan” in Module 3. They should give a thumbs-up to signal when they are ready. Cold call students to share.

• **Give students time to write their practice paragraphs. Students will choose a topic from the module and write a paragraph in which they examine their topic and explain it clearly. Remind them that based on the review, it should have an introduction, supporting facts and details, link ideas with transitions, and a concluding statement.** Circulate and provide support as needed.

Rain School Model Summary Paragraph
(For Teacher Reference)

Rain School is a powerful story about Thomas, a boy who lives in the country of Chad. Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building. His teacher says that building the school will be the children’s first lesson. He and the other children help to build the schoolhouse from mud and grass. Then they get to learn how to read and write with their wonderful teacher. At the end of the school year big rains come, and they totally wash the school building away. Thomas and the other children are sad. The teacher tells the children that they will rebuild the school again next year. It was interesting to read about a school so far away. Thomas’s school is like our school, since kids learn to read and write, but also very different from our school.

Summative Assessment Items and Scoring: Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1:

Students will clear their desks. They will answer the questions in complete sentences and fill in each box as completely as possible based on what they read today. Students must score an 11 out of a possible 15 points to demonstrate mastery.

Close Reading Recording Form

Learning Targets:

- I can identify the main idea of pages 4-5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4-7 of *One Well* that support the main idea on pages 4-5.

Part 1: Main Idea and Key Details

- Text title and page numbers: *One Well: The Story of Water on Earth* (pages 4-7)
- Topic:

Main idea of the text on page 4:
Key details from the text that help me understand the main idea:
Key details from the illustrations that help me understand the main idea:

Points will be awarded based on accuracy. Identifying the appropriate main idea: 3 points. Listing the key details from the text: 3 points. Listing details from illustrations: 3 points.

In addition, students will answer the following question (6 points)

How do the details you listed support the main idea of the text? Explain clearly, writing at least 2-3 sentences.

Summative 2:

Students will write a paragraph on the paper provided and will be graded based on the rubric shown below. “Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details from the text to support your writing.” Students must score in the “3” category to show mastery.

Rubric:

	4	3	2	1
Content and Analysis	The essay expertly conveys ideas and information clearly and accurately to support the analysis of the topic and text.	The essay conveys ideas and information clearly and accurately to support the analysis of the topic and text.	The essay attempts to convey ideas and information clearly and accurately to support the analysis of the topic and text.	The essay conveys ideas and information in a confusing or inaccurate manner, does not support the analysis of the topic and text.
Command of Evidence	The essay presents more than 3 facts, definitions, or details from the provided text to support analysis and development of the topic.	The essay presents at least 3 facts, definitions, or details from the provided text to support analysis and development of the topic.	The essay presents less than 3 facts, definitions, or details from the provided text to support analysis and development of the topic.	The essay presents no 3 facts, definitions, or details from the provided text to support analysis and development of the topic.
Organization		The essay logically organizes complex ideas, concepts and information using formal style and precise language. It uses linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.		The essay is not logically organized, is informal, or uses imprecise language. It does not use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
Control of Conventions	The essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, with no mistakes.	The essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, with no more than 3 mistakes.	The essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, with no more than 5 mistakes.	The essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, with more than 5 mistakes.

Introduction	The essay provides an introduction that groups related information clearly identifies the topic and engages the reader. It provides extra details and illustrations to help further aid comprehension.	The essay provides an introduction that groups related information and clearly identifies the topic and engages the reader.	The essay provides an introduction that identifies the topic, but it needs development to be more clear or engaging	The essay lacks an appropriate introduction.
Conclusion	The essay provides an exemplary concluding statement that provides a sense of closure to the topic discussed, summarizes the main details, and leaves the reader engaged.	The essay provides a concluding statement that provides a sense of closure to the topic discussed.	The essay provides a concluding statement, but it needs more development to provide appropriate closure.	The essay lacks an appropriate conclusion

Summative 3: Galileo test: Students will read the prompt, and then select the best answer (1 point per question). Answers are indicated in bold. Students must score a 4 out of 5 points possible to demonstrate mastery.

“Staying Well”

No one enjoys being sick. You don’t feel well. You might have a fever. You cannot go outside to play. If there was an easy way to keep from getting sick, would you use it? There is an easy way: One action that will help you to stay well is to wash your hands often.

Why should you wash your hands? Washing your hands is the best way to keep germs from spreading. Some germs cause illnesses such as colds and the flu. People pick up germs by touching things that have germs on them. Nearly everything has germs! That is why it is important to wash your hands often.

What happens if you don’t wash your hands? Because we touch so many surfaces that have germs, we usually have germs on our hands. If we touch our eyes, nose, or mouth with germy hands, we transfer the germs. This is a common way to get sick. You can also spread germs simply by touching another surface, or by touching a person. Many germs are harmless, but a few can make you very sick.

When should you wash your hands? There are certain times during the day when you should always wash your hands. Wash your hands after each time you use the rest room. Wash your hands before you eat a meal or touch food. Wash your hands after playing outside. You should also wash your hands after being around someone who is sick. Wash your hands after touching an animal, too.

How should you wash your hands? It is important to wash your hands with warm water. Using only cold water may not get rid of all the germs. After you wet your hands, lather them up with soap. Wash both sides of your hands. Be sure to wash around your fingernails. That is one place germs may gather. You must lather the soap for 10 or 15 seconds. One way to be sure you are washing your hands for long enough is to sing the first verse

of “Mary Had a Little Lamb” as you are washing. If you sing slowly, you only need to sing it once. If you sing quickly, continue to wash your hands while you sing the verse twice.

Within a few weeks, washing your hands will be something you do without thinking about it. You will remember to do it more often. Teach your friends about how to wash their hands, too. If you all stay well, then you can play together.

1. Which is the best summary of this text?
 - a) **Washing the germs off your hands can help keep you healthy. Be sure to wash your hands often, especially before you eat and after you have been around a sick person. Use warm water, lather up your hands with soap, and do not forget your fingernails.**
 - b) There are germs all around you. Germs can get on your hands from touching things or people. Then, if you touch your eyes or mouth or nose, you can get germs in your body. There, germs can make you sick! Then you will have to stay in bed instead of playing with your friends.
 - c) You should wash your hands every day whenever you eat or touch something that has germs on it. Soon, you will be able to wash your hands without thinking about it. You will be able to sing songs while you wash, which will make washing your hands more fun.
 - d) The correct way to wash your hands is to run water over your hands until they are wet. Then, lather them up with soap and keep rubbing them for 10 or 15 seconds. It is important to scrub around your fingernails. Then, rinse your hands and dry them. This will keep you well.
2. Which sentence explains why you should use warm water to wash your hands
 - a) "It is important to wash your hands with warm water."
 - b) **"Using only cold water may not get rid of all the germs."**
 - c) "Be sure to wash around your fingernails."
 - d) "You must lather the soap for 10 or 15 seconds."
3. Which sentence or sentences does the author use to convince the reader that not getting sick is simple?
 - a) **"There is an easy way: One action that will help you to stay well is to wash your hands often."**
 - b) "...we usually have germs on our hands."
 - c) "That is one place germs may gather."
 - d) "Using only cold water may not get rid of all the germs. After you wet your hands, lather them up...."
4. Which detail explains why you should wash your hands often?
 - a) "That is why it is important to wash your hands often."
 - b) **"Because we touch so many surfaces that have germs, we usually have germs on our hands."**
 - c) "Wash your hands before you eat a meal or touch food."
 - d) "One way to be sure you are washing your hands for long enough is to sing the first verse of 'Mary Had a Little Lamb' as you are washing."
5. What is the main idea of this text?
 - a) It is not fun to be sick.
 - b) **Washing your hands will help you stay healthy.**
 - c) You should wash your hands when they are dirty.
 - d) People often get sick.

e. $42 - 7 = \underline{\quad}$	f. $54 - 6 = \underline{\quad}$
g. $71 - 5 = \underline{\quad}$	h. $92 - 9 = \underline{\quad}$

4. **Emma has 16 markers. She gave Jack some. Seven markers are left. How many markers did Emma give Jack?** Write a number sentence or statement to answer.

Question (Standard)	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1-3 (2.OA.2)	Student correctly answers 1–2 problems.	Student correctly answers 3–4 problems.	Student correctly answers 5 problems.	Student correctly answers all problems.
3 (2.OA.1)	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement. OR Student correctly solves but is unable to write both a correct statement and number sentence.	Student correctly answers 9. However, either the number sentence or statement is incorrect or missing.	Student correctly: a. Answers 9 markers. b. Writes the number sentence $16 - 9 = 7$ OR $9 + 7 = 16$ to solve. c. Writes a complete statement to answer how many markers Emma gave to Jack.

Summative Three: Student must receive 12/16 points to demonstrate proficiency

- Solve: a. $18 + 4 = \underline{\quad}$ b. $48 - 6 = \underline{\quad}$ c. $15 - 8 = \underline{\quad}$ d. $8 + 65 = \underline{\quad}$ e. $66 + 30 = \underline{\quad}$ f. $83 - 9 = \underline{\quad}$
- Write a number sentence and statement to answer the sticker questions below. Include a math drawing if you like.
 - Trevor’s mom gave him 6 stickers to start his collection. He received 25 more for his birthday. How many stickers does Trevor have now?
 - James has 40 stickers and gives away 7. How many stickers does James have now?
- Solve: a. $13 - 7 = \underline{\quad}$ b. $29 + 6 = \underline{\quad}$ c. $42 + 5 = \underline{\quad}$ d. $36 + 60 = \underline{\quad}$ e. $80 - 8 = \underline{\quad}$ f. $85 - 60 = \underline{\quad}$
- Tammy gave 7 markers to Sam. She started with 42 markers. How many markers does Tammy have now? Write a number sentence and statement to answer. Include a math drawing if you like.

Question (Standard)	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 (2.OA.2)	Student correctly answers 1–2 problems.	Student correctly answers 3–4 problems.	Student correctly answers 5 problems.	Student correctly answers all problems.
2 (2.OA.2)	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement. OR Student correctly solves but is unable to write both a correct statement and number sentence.	For parts (a) and (b), student correctly answers 31 and 33. However, either the number sentence or statement is incorrect or missing.	a. Student correctly answers 31 stickers and writes the number sentence $25 + 6$ or $6 + 25$ to solve. b. Student correctly answers 33 stickers and writes the number sentence $40 - 7$ to solve.
3 (2.OA.2)	Student correctly answers 1–2 problems.	Student correctly answers 3–4 problems.	Student correctly answers 5 problems.	Student correctly answers: a. 6 b. 35 c. 47 d. 96 e. 72 f. 25 The correct answer is evidence of solid reasoning. However, use student work to determine whether a student is working at Level 1, 2, or 3.
4 (2.OA.1)	Student incorrectly solves and does not include a reasonable number sentence or statement.	Student incorrectly solves but includes both a reasonable number sentence and statement. OR Student correctly solves but is unable to write both a correct statement and number sentence.	Student correctly answers 35. However, either the number sentence or statement is incorrect or missing.	Student correctly: a. Answers 35 markers. b. Writes the number sentence $42 - 7 = 35$ or $7 + 35 = 42$ to solve. c. Writes a complete statement to answer how many markers Tammy has now.

5	<p>Once the tapestry is complete, students will write rewrite the myth based on the tapestries. Monitor and assist students as needed. They will need to describe actions, thoughts, and feelings, plus use temporal words to signal event order, and provide a sense of closure in their writing.</p> <p>Review the temporal words with the class using a ‘Think, Pair, Share’ strategy Write words on the board. Ask students what closure means. How do some stories show closure (i.e. And they lived happily ever after- or by restating the problem and solution, discussing how the end solves an issue, talking about the characters feelings, etc.)</p> <p>Then, explain the Peer Review Protocol. They will trade their writing with a peer, who will give kind, helpful and specific feedback. In a guided practice, use the rubric for summative one to guide students through a review their writing and provide justification for their scores. Then, they will use their peer feedback and rubrics to revise their entry.</p>	<p>Once the tapestry is complete, students will write rewrite the myth based on the tapestries. They will need to describe actions, thoughts, and feelings, plus use temporal words to signal event order, and provide a sense of closure in their writing.</p> <p>Guided by their teacher, students will ‘think pair share’ with their shoulder partner regarding temporal words. Then, they will brain storm as a class what are ways to end a story without leaving the reader hanging. How can they tie up all the loose ends?</p> <p>Then, they will trade their writing with a peer, who will give kind, helpful and specific feedback. In a guided practice, use the rubric for summative one to have students review their writing and provide justification for their scores. Then, they will use their peer feedback and rubrics to revise their entry.</p>
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Read Aloud:

Arachne the Weaver

⊕ Show image 4A-1: Arachne weaving

Long ago, there lived among the Greeks a young woman named Arachne [uh-RAK-nee], who was a very gifted weaver. A weaver weaves or spins threads or yarns together to make cloth. Arachne wove upon a wooden frame called a loom. 1 She did not just weave solid colors; she wove tapestries, wonderful woven pictures that people would hang on their walls as art. 2 People came from distant lands to see these masterpieces 3 in Arachne’s studio. A visitor might comment, “This is amazing! Why, look at the leaves on this tree. They look so real that you almost expect them to move in the breeze. And this deer in the meadow looks as if he is going to turn and bound 4 away.” The visitors would tell Arachne, “You are the finest weaver in all the world!” But then they would add, “Except, of course, for the goddess Athena, who invented weaving!” Athena was actually the goddess of all handicrafts, not just weaving. At first, when people compared Arachne’s work to that of Athena’s, Arachne was flattered. 5 But as years passed, she began to get annoyed. She would say, “I’m sure Athena is very talented, but look, did you see this one over here?” 6 As still more years passed, whenever people compared her to the goddess, Arachne would angrily say, “I don’t care if Athena invented weaving. I think I am the best weaver in the world!” 7

⊕ Show image 4A-2: Athena transformed into an old woman

Word of this eventually reached the ears of the goddess Athena on Mount Olympus. She decided to visit Arachne’s studio to learn if Arachne was truly saying such things. However, Athena did not want Arachne to recognize her, so with her magic, Athena changed her own appearance from a

beautiful, athletic young woman. Now, with a wave of her hand and a puff of smoke, gone was the young woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around. 8 Of course, inside that body was still the goddess Athena, but no one would have recognized her. In this disguise she went to visit Arachne, commenting, “Your work is extraordinary, my dear. 9 I am certain that you are the finest weaver in the world—except, of course, for the goddess Athena.” Hearing this, Arachne, thinking she spoke to a bent, old woman, angrily exclaimed, “I am sick of hearing about Athena. I say that I am the best weaver in the world!”

⊕ **Show image 4A-3: Arachne challenging**

Athena Well, there was a puff of smoke, and when it blew away, who did Arachne see standing there with her but the beautiful goddess Athena. Arachne was afraid of what the goddess might do to her, but she took a deep breath and said, “I meant what I said. I am prepared to prove that I am the best. I have two wooden looms for weaving. You use one, and I shall use the other. Let us see once and for all who is the best.”

⊕ **Show image 4A-4: Athena and Arachne in a weaving contest**

So the goddess and the young woman chose their colors and started to weave. When at last they stopped, Arachne grinned, for she truly believed she had won. She pointed out all the wonderful features 10 of her work to the goddess. “Look,” she said, “see how real the stream looks tumbling down this hillside, and how the water reflects the colors of the sunlight, as real water would do. And if you move over here to look, the colors actually change, the way real sunlight would change.” At last she turned to see Athena’s tapestry.

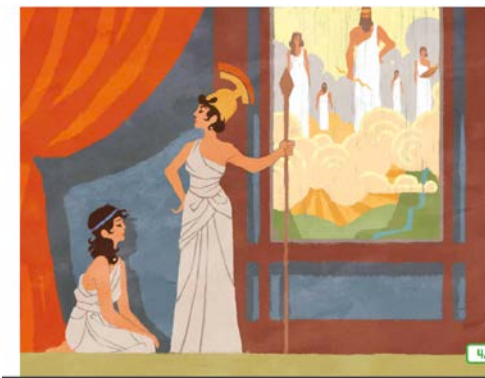
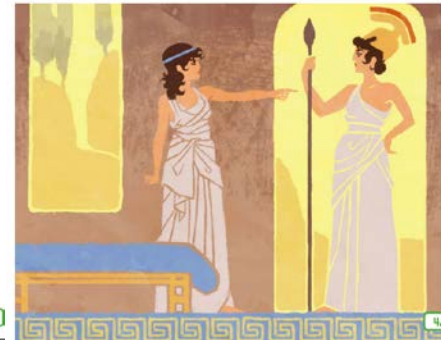
⊕ **Show image 4A-5: Arachne overcome by grief at the sight of Athena’s superior tapestry**

Arachne saw at once that the work of the goddess was even finer than her own. Athena had woven a stream, but hers seemed to ripple and move. She had woven clouds that appeared to float lightly in the sky, and above it all she had woven the gods in all of their majesty. Upset and embarrassed, Arachne turned and ran from the room. Athena caught up with her, asking, “Where are you going?” Arachne exclaimed, “I thought I was the best, but you are superior; 12 and no matter how long and hard I work at it, I will never be as good as you are. I shall never weave again.” 13 Then Athena grew stern. 14 “Everyone is born with some special gift or talent, if only he or she can figure out what it is and how to use it. You must not waste this skill of yours. We shall see to it that you shall weave again.”

⊕ **Show image 4A-6: Athena changing Arachne into a spider**

She reached out and touched Arachne’s shoulder with the tip of one finger. Instantly, Arachne began to change shape. She grew smaller and smaller, and her body rounder and rounder. Her legs and arms grew longer and thinner until, after about five minutes, Arachne had turned into the very first spider in the world. Today we call all the members of the spider family arachnids [uh-RAK-nids], and that is why some people say all spiders are the children of Arachne the Weaver.

Accompanying Images:



Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1: Students will answer in complete sentences. Students will be scored based on the points values for each questions in the parenthesis. Answers are in italics after each question. Students must score at least 13 points out of 15 points possible to demonstrate mastery.

1. Evaluative (2 points awarded for correct answer) What animal in nature is this Greek myth about? (*spiders, arachnids*) Do you think there were arachnids in ancient Greece? Why or why not? (*Yes, because the ancient Greeks told stories about them.*)

2. Evaluative (2 points awarded for correct answer) According to this myth, who created the very first spider in the world? (*the goddess Athena*) Do you think that is really how the very first spider was created, or is this story fiction? (*This story is fiction.*)

3. Inferential (3 points awarded for correct answer) Who are the main characters in this myth? (*Arachne and Athena*) Which of these characters is a god or goddess? (*Athena*) How do you know? (*She has special powers and lives on Mount Olympus.*)

4. Evaluative (2 points awarded for correct answer) Imagine you are Arachne. How would you have felt if people always compared your work to Athena's? Would you have been flattered? (*Answers may vary, but should be in complete sentences and answer both questions completely.*)

⊕ Show image 4A-5: Arachne overcome by grief at the sight of Athena's superior tapestry

5. Inferential (1 point awarded for correct answer) How does Arachne feel when she sees Athena's superior work? (*She is upset and embarrassed and refuses to weave again.*)

⊕ Show image 4A-6: Athena changing Arachne into a spider

6. Inferential (2 points awarded for correct answer) How does this story conclude, or end? (*with Athena turning Arachne into a spider*) Why does Athena turn Arachne into a spider and not some other kind of animal? (*Because Arachne was a weaver and spiders weave webs. Athena wanted to ensure that Arachne would continue to weave.*)

7. Evaluative (3 points awarded for correct answer) Do you think there are lessons to be learned from this myth? If so, what are they? (*Answers may vary.*)

Summative 2: On a clean sheet of paper, retell one of the myths we have read in class so far. Be sure to include important details to describe how the characters interact and feel. In addition, use linking words (such as first, next, then, finally) and finalize your summary with the moral or main point from the story that people were meant to learn. You should also include a relevant illustration of a character or event from the story. You will be graded based on the rubric below, and must score in the 3 level to demonstrate mastery:

	4	3	2	1
<i>Beginning</i>	<i>Student starts the retelling with creativity and gives a unique description of the characters and setting.</i>	<i>Student accurately starts the retelling with a description of the setting and characters.</i>	<i>Student fails to tell about an important character or does not give enough background information.</i>	<i>Student does not give any information about the</i>
<i>Middle</i>	<i>Students thoroughly and vividly explains the events of the story.</i>	<i>Students can explain the key plot points with details about the actions and events.</i>	<i>Student includes most major plot points, but may miss 1-2.</i>	<i>Student does not include many important plot points in the retelling of the story.</i>
<i>End</i>	<i>Student ends the story by creatively retelling the moral of the story.</i>	<i>Student ends the retelling by stating the moral of the story.</i>	<i>Student attempts to tell us the moral of the story.</i>	<i>Student does not tell the moral of the story.</i>
<i>Linking Words</i>	<i>Student uses a large variety of unique linking words throughout the retelling.</i>	<i>Student uses appropriate transition works (First, second, then, next, finally, etc.) to retell the story.</i>	<i>Student uses 1-2 linking words in the retelling.</i>	<i>Student does not use linking words correctly in the retelling</i>

<i>Character Details</i>	<i>Students thoroughly and vividly describes the characters of the story.</i>	<i>Student effectively describes the characters in enough accurate detail that it is clear who they are talking about, even without the character identified by name.</i>	<i>Students description is accurate, but the reader needs an identifier or more detail to get a clear picture of the characters.</i>	<i>Student’s characters lack detail and description.</i>
<i>Sequence of Events</i>		<i>Student retells the events of the story in the proper order.</i>		<i>Students retells the events out of order.</i>
<i>Illustration</i>	<i>Students illustration is thorough, unique and richly detailed.</i>	<i>Student includes a relevant and detailed illustration about an important character and event in the story.</i>	<i>Students illustration lacks clear details about the character/event.</i>	<i>Students illustration is unclear or not included.</i>

*Summative 3: Students will read the story and answer the questions. Answers are indicated in bold. Each question is worth 1 point each, for a total of 4 points. Students must answer 3 questions correctly out of 4 possible to demonstrate mastery. Correct answers are indicated in **bold**.*

“Pink Walls”

Mary sat in the chair. She looked around the room. The walls were pink. The curtains were white and lacy. Little brown bears danced across the wall. “What a horrible room,” Mary thought. “I hate this new house.”

Mary’s mom found her in the new room. “What’s wrong, Mary?” her mom asked.

“I want my old room,” Mary said. “I want blue walls. I hate lace and bears!”

Mary’s mom smiled. “We can fix that,” she said.

Mary and her mom went to the store. They bought blue paint. They bought brushes. And Mary painted her very own room blue.

Select the best answer for each question (1 point each).

1. What did Mary do before she looked around the room?]
 - a) She talked to her mom.
 - b) She went to the store.
 - c) **She sat in the chair.**
 - d) She bought blue paint.
2. Look at this list of events. Which answer lists the events in the correct order?
 1. Mary and her mom paint her room blue.
 2. Mary thinks to herself that she hates her new house.
 3. Mary tells her mom that she wants blue walls.

4. Mary's mom takes her to the store to buy paint.
- a) 4, 1, 3, 2
 - b) 2, 3, 4, 1**
 - c) 2, 4, 1, 3
 - d) 1, 2, 3, 4
3. Which happens last in this story?
- a) **Mary paints her room.**
 - b) Mary and her mom go shopping.
 - c) Mary's mom finds her in the room.
 - d) Mary sits in a chair.
4. What is a message, or theme, in this story?
- a) Blue walls are better than pink walls.
 - b) You can change things you do not like.**
 - c) It is better to live in an old room than a new room.
 - d) If you cry hard enough, you can get what you want.

b. Color all of the +1 facts yellow.

c. Color all of the +2 facts red.

$3 + 7 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$\underline{\quad} = 1 + 4$

$\underline{\quad} = 7 + 2$

$5 + 1 = \underline{\quad}$

$\underline{\quad} = 8 + 1$

$9 + 1 = \underline{\quad}$

$\underline{\quad} = 2 + 6$

3. Look at the party picture!



a. Write at least two different addition sentences using 3, 6, and 9 that describe the party picture.

b. How are these number sentences the same? Explain using pictures and numbers.

4. Monica says that when the unknown is 4, it makes this number sentence true: $5 + 3 = \underline{\quad} + 4$. Terry says she is wrong. He says 8 makes the number sentence true.

a. Who is correct? Explain your thinking using pictures, words, or numbers.

b. Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong again. Explain who is correct, using pictures, numbers, or words.

A Progression Toward Mastery: Student Must Receive a Minimum of 3 points on each problem (12/16) to demonstrate proficiency				
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1.1.OA.1 1.OA.5 1.OA.8	The student is unable to represent the problem with pictures or is disorganized with the symbols, digits, and structure and writes an inaccurate number bond and number sentence.	The student draws an incorrect picture with an equation and number bond that may or may not match the incorrect picture.	The student draws and solves the problem correctly (4 more boys came to the party) but is unable to write an addition equation or number bond to match the problem.	The student correctly Draws a picture to solve the <i>add to with change unknown</i> problem and determines that 4 more boys came to the party. Makes a number bond with 9, 5, and 4. Writes an addition equation ($9 = 5 + \underline{\quad}$, $5 + \underline{\quad} = 9$, etc.).
2 1.OA.6	The student is unable to add as evidenced by unanswered problems. The student colors boxes at random with little understanding of partners to 10, +1, and +2.	The student makes several calculation or category coloring errors. The student makes no accommodation for 9 + 1.	The student answers most addition problems correctly and makes some category coloring errors (up to two calculation or color errors combined.) The student makes no accommodation for 9 + 1 or makes an accommodation for 9 + 1 with calculation or category coloring errors.	The student correctly <input checked="" type="checkbox"/> Answers all addition problems. <input checked="" type="checkbox"/> Colors all equations in accordance to the problem type categories. <input checked="" type="checkbox"/> Makes an accommodation for 9 + 1 as it fits two categories.

3 1.OA.3 1.OA.6	The student writes two incorrect number sentences. OR The student is disorganized with the symbols, digits, and structure, and writes an inaccurate equation.	The student writes one correct number sentence and thus cannot explain the similarities between two equations.	The student writes two correct and unique addition equations using 3, 6, and 9, but is unable to cite the commutative property in her own words to explain how the equations are same.	The student clearly <input checked="" type="checkbox"/> Writes two correct and unique addition equations that use 3, 6, and 9 ($9 = 6 + 3$, or $3 + 6 = 9$, or $9 = 3 + 6$, etc.). Demonstrates with pictures, numbers, and words how the number sentences are the same.
4 1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.7 1.OA.8	The student cannot explain any of the three scenarios clearly using equations, pictures, or words. The student cannot solve the <i>take apart with addend unknown</i> problem correctly.	The student explains one of the three scenarios clearly and thoroughly using equations, pictures, or words. The student solves the <i>take apart with addend unknown</i> problem incorrectly (something other than 3 carrots were in her lunch box).	The student explains two of the three scenarios clearly and thoroughly using equations, pictures, and/or words. The student solves the <i>take apart with addend unknown</i> problem correctly and determines that 3 carrots were in her lunch box.	The student clearly and thoroughly <input checked="" type="checkbox"/> Explains all three scenarios using equations, pictures, and/or words. <input checked="" type="checkbox"/> Solves the <i>take apart with addend unknown</i> problem correctly and determines that 3 carrots were

c. Next, Monica tells Terry $8 = 8$. Terry says she is wrong one more time. Explain who is correct, using

pictures, numbers, or words.

d. Terry decided to give 8 carrot sticks to his friend Monica. Monica put 5 carrot sticks on her plate and some more in her lunch box. How many carrot sticks did Monica put in her lunch box?

Summative Two (Student Must Receive a 7/10 to demonstrate proficiency: See matrix below)

Use the number path to help you solve.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- 1. $5 - 4 = \underline{\quad}$ $4 + \underline{\quad} = 5$
- 2. $5 - 1 = \underline{\quad}$ $1 + \underline{\quad} = 5$
- 3. $7 - 5 = \underline{\quad}$ $5 + \underline{\quad} = 7$
- 4. $10 - 6 = \underline{\quad}$ $6 + \underline{\quad} = 10$
- 5. $9 - 3 = \underline{\quad}$ $3 + \underline{\quad} = 9$

Focus: **1.OA.1, 1.OA.4, 1.OA.5**
 Answer Key and Scoring:
 1. 1;1 (1 point for each correct answer; 2 possible points)
 2. 4;4 (1 point for each correct answer; 2 possible points)
 3. 2;2 (1 point for each correct answer; 2 possible points)
 4. 4;4 (1 point for each correct answer; 2 possible points)
 5. 6;6 (1 point for each correct answer; 2 possible points)

Summative Three (Student Must Receive a Minimum of 3 points on each problem (12/16) to demonstrate proficiency: See matrix below)

- 1. There are 9 ducks swimming along in a line. There are 2 grown-up ducks, and the rest are babies. How many of the ducks are babies?
 - a. Explain your thinking using pictures, numbers, or words.
 - b. Write a number sentence that shows how you solved the problem.
- 2. Jennifer says you can use addition to solve subtraction.

She says to solve $9 - 6 =$, just add $9 + 6$. *Explain how Jennifer is right **and** wrong using words, pictures, and numbers.*

3. Jeremy is confused about this problem: $= 10 - 8$. Be his teacher. Write two addition number sentences that might help him understand and solve it. Explain to Jeremy using words, pictures, or numbers, too.

4. At the park, there are 6 friends playing baseball. Some more friends come. Now, there are 10 friends playing.

a. How many friends come to play with the first 6 friends? Explain your thinking using a math drawing, numbers, and words.

b. Write an addition sentence and a subtraction sentence to match the story.

c. Write the addition sentence you found when solving the problem, and use the same 3 numbers to write 3 more number sentences

A Progression Toward Mastery: Student Must Receive a Minimum of 3 points on each problem (12/16) to demonstrate proficiency				
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 1.OA.1; 1.OA.4 ; 1.OA.6 ;1.OA.8	The student demonstrates a limited ability to both explain his thinking and answer accurately.	The student demonstrates a beginning concept of how to solve an <i>unknown</i> relationship.	The student correctly solves the relationship problem and writes a corresponding equation but cannot explain his thinking in pictures, words, or numbers.	The student correctly solves the <i>relationship</i> problem and determines that 7 ducks are babies.
2 1.OA.4 ;1.OA.5 ;1.OA.7 ;1.OA.8	The student shows little evidence of understanding how addition and subtraction differ or is unable to complete the task.	The student shows evidence of beginning to understand how addition and subtraction differ	The student identifies that Jennifer is incorrect but cannot fully support the claim or explain his thinking clearly.	The student correctly identifies that addition can be used to solve a subtraction problem but incorrect in using $9+6$
3 1.OA.5 ;1.OA.4 1.OA.7 ;1.OA.8	The student demonstrates little to no understanding of the concept of the connection between addition and subtraction and is unable to explain her thinking.	The student demonstrates a beginning understanding of the connection between addition and subtraction but does not answer accurately.	The student correctly writes two accurate equations using 8, 2, and 10 but is unable to explain her thinking. accurate equations.	The student correctly writes two accurate addition equations using 8, 2, and 10. & Explains her thinking
4 1.OA.1 ; 1.OA.3 1.OA.4 ;1.OA.6 1.OA.7 ; 1.OA.8/1.OA.5	The student shows very little understanding of how to solve the add to with change unknown problem and cannot write corresponding equations.	The student shows a beginning understanding of how to solve the add to with change unknown problem, but lacks reasoning or equation writing skills.	The student writes addition and subtraction equations correctly and clearly explains his thinking, but does not answer	The student clearly solves the problem, determines that 4 friends came to play, and explains his thinking.

<ul style="list-style-type: none"> • Would you expect to find this character in a story other than a fairy tale? • In what setting might you find this character? <p>As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.</p> <p>Working with their shoulder partner, students will choose a part of one of the read alouds (Rumpelstiltskin or Sleeping Beauty), and they will work together to draw a scene from the story, including the appropriate setting and characters. Then, they will each write 1-2 sentences telling what happened before the picture, then during the picture, then after the picture, using temporal words when indicating the sequence the event took place. Teacher will monitor and assist each pair as needed,</p> <p>Students will share their illustrations and sentences with the class. The class will provide feed kind, specific, and helpful feedback to each pair, who will then revise their images and submit to the teacher for review.</p> <p>Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”</p>	<p>feedback to their peers. Finally, they will revise and submit their final draft.</p> <p>Then, they will turn to their table partner/neighbor and share one questions they could ask to clarify instructions.</p>
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Read Aloud: (Accompanying Images found on page 9)

Show image 2A-1: Miller before the king

Once upon a time, there was a poor miller who had a beautiful daughter. She was so beautiful and clever that he could not help boasting about her. (1) One day, the miller happened to come before the king, and to impress the king, he began boasting about his daughter. And before he knew it, he found himself saying that his daughter was so amazing and so wonderful, why, she could even spin gold out of straw! “That,” said the king, “is a talent worth having. Bring your daughter to me, and let us see what she can do.” (2)

Show image 2A-2: Girl being shown to a straw-filled room

When the girl was brought to the palace, the king led her to a room that was almost full of straw. He pointed to a spinning wheel and said, “Get to work. You must spin this straw into gold by early morning . . . or else!” The poor miller’s daughter. Of course she could not spin straw into gold! What could she do? She could think of nothing, and in the end she sat down and began to cry. (3)

Show image 2A-3: Rumpelstiltskin appears

And that’s when, all of a sudden, ka-lick, the door opened, and in walked a little man. “Good evening, miller’s daughter,” he said. “Why are you crying?” “Because,” she answered, “I must spin all this straw into gold before morning, and I don’t know how.” (4) Then the little man came close to her and whispered, “What will you give me if I spin it for you?” “Why, I, I’ll give you my necklace,” she stammered.

Show image 2A-4: Rumpelstiltskin spinning

The little man took the necklace, stood at the spinning wheel, and whirr, whirr, whirr, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived at sunrise, he was amazed. But the sight of all that gold made the greed for more grow in him. (5) So the king took the miller’s daughter to a larger room, filled with yet more straw, and told her that she must spin all this into gold in one night. Again the girl did not know what to do and sat down to cry, when, ka-lick, the door opened and in walked the little man.

Show image 2A-5: Girl giving up her ring

“Crying again, I see,” he said. “So, I suppose you have to spin all this into gold, too. What will you give me if I do it for you?” “The ring from my finger,” answered the girl. So the little man took the ring, stood at the spinning wheel, and whirr, whirr, whir, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived, he was overjoyed at the sight, but hungry for still more gold. So he took the miller’s daughter to an even larger room filled with straw and said, “Spin all this in one night, and if you succeed—well then, you shall be my wife.” (6)

Show image 2A-6: Rumpelstiltskin demands the girl’s first-born child

The king had hardly left the room when, ka-lick, the door opened and in came the little man asking, “What will you give me if I spin all this straw for you one more time?” “I have nothing left to give,” the girl answered sadly. “Then promise me this,” said the little man. “Promise me that when you are queen, you will give me your first child.” The miller’s daughter thought there was really very little chance that she would ever be queen, and so she promised, and the little man set to work at once. (7) By morning the gold was piled so high that it reached the ceiling. When the king arrived, he was pleased to see all the gold he wanted. He married the miller’s daughter and made her queen.

Show image 2A-7: Rumpelstiltskin comes to claim the queen’s baby

In a year’s time the king and queen had a fine little baby. She thought no more about the little man or her promise to him. Then one day, as she sat alone in her room rocking her baby, ka-lick, the door opened, and in walked the little man who said, “Now it is time for you to give me what you promised me.” The queen, filled with fear, held her baby tightly. “Please,” she said, “I will give you all the riches of the kingdom, only leave me my child.” But the little man said, “No, I would rather have a living being than all the treasures in the world.” Then the queen began to weep and wail, and the little man felt pity for her. (8) “Okay, okay, I will give you this one chance,” he said. “In three days, if you can guess my name, then you may keep your child.” And then he was gone as quickly as he had come.

Show image 2A-8: Queen thinking and sending out messengers

The queen lay awake all night thinking of all the names she had ever heard. She sent a messenger to ride through the land and collect all the names that could be found. And when the little man came the next day, she tried all that she had been able to think of: Alexander, Balthazar, Casper, Doolittle, Eggleston, Ferdinand, and many more. But after each, the little man only said, “That is not my name.”

Show image 2A-9: Queen guessing

The next day the queen sent servants all around the kingdom to find the most unusual names, and when the little man came, she tried them. “Are you called Sheepshanks? Roast-Ribs? Snickerdoodle? Groucho? Winklehopper?” But after each, the little man only said, “That is not my name.”

Show image 2A-10: Rumpelstiltskin by the fire

On the third and last day, the queen was worried sick. She held her child tight and wondered what to do, when ka-lick, the door opened and in walked—no, not the little man, but the messenger the queen had sent in search of names. He bowed to the queen and said, “My lady, as I passed through the woods last night, I came to a high hill, and near it was a little house, and outside the house a fi re was burning, and around the fi re danced a funny little man, and as he hopped up and down he sang: “Today I brew, tomorrow I bake, And then the fair queen’s child I’ll take. And no one can deny my claim, For Rumpelstiltskin is my name.” (10)

Show image 2A-11: Queen guessing successfully

The messenger left, and almost as soon as he had gone the little man arrived. The queen greeted him by asking, “Is your name Jack?” “That is not my name.” “Then are you called Harry?” “That is not my name.” “Then perhaps,” said the queen, “your name is—Rumpelstiltskin!” “No! No! Who told you that?” cried the little man. And in his anger, he stamped with his right foot so hard that it went into the ground right up to his waist. Then he stamped his other foot, and he went deep into the ground way over his head. And the queen and her child never feared him again.

Images for use above (located in the Think Aloud! Flip Book, shown small here as samples, will be larger for students)



1B-1

Name _____

Directions: After you listen to the fairy tale, draw and/or write the elements of the fairy tale on the chart.

Fairy Tale Title:	
Setting(s)	
Fairy tale characters	
Fantasy/ magic	
Problem(s)	
Solution(s)	
Ending	

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative 1: Students will answer either on paper or out loud to the teacher and will be graded based on the points in parenthesis below. Answers are italicized This summative is worth 14 points, as indicated in bold parenthesis below, and students must get a score of at least 10 points out of 14 points possible to show mastery.

1. **Literal (1 point awarded for correct answer)** How does this fairy tale begin? (*A miller is boasting about his daughter to the king; the fairy tale begins with the words “Once upon a time . . . ”*)
2. **Literal (1 point awarded for correct answer)** What talent does the father boast that his clever daughter has? (*the ability to spin gold from straw*)
3. **Inferential (2 points awarded for correct answer)** What problem does the miller’s boasting make for his daughter? (*The king says she has to spin gold for him “or else.”*)
4. **Literal (1 point awarded for correct answer)** When the daughter is crying because she cannot spin gold from straw, who comes into the room? (*a little man*)
5. **Inferential (2 points awarded for correct answer)** What does the daughter promise the little man each night he spins gold for her? (*her necklace, her ring, and her first child*)
6. **Evaluative (3 points awarded for correct answer)** Do you think the daughter made a good decision to promise her first child to the little man? (*Answers may vary.*)
7. **Literal (1 point awarded for correct answer)** When the little man goes to see the queen to make his claim for the child, the queen starts to cry and he feels pity for her. He then gives her a chance to get out of her promise. What does the queen have to do in order to keep her child? (*guess the little man’s name in three days*)
8. **Evaluative (3 points awarded for correct answer)** How does this fairy tale end? (*The queen guesses Rumpelstiltskin’s name, and he is so angry that he stomps himself into the ground.*) Is it a happy ending for the queen? (*yes*)

Summative 2: Ask students to choose their favorite fairy tale character to illustrate. The picture should include an appropriate setting for the character. Have students dictate or write a few sentences describing the character and explaining why it is their favorite. Grades will be based on the following rubric and students must receive a score of 3 on the rubric to demonstrate mastery:

	4	3	2	1
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Description of Character	The character’s image and description are high quality and exceptionally enhanced.	Sentence and picture complement each other and demonstrate understanding of details from the story.	Character description may be lacking in enough details.	Character description in unclear.
Description of Setting	Setting is truly high quality work and is publishable.	Setting is colorful. The description is accurate for the story and where the character would be located.	Setting may be unclear for the character without further explanation.	Setting is unclear or incorrect for the character.
Explanation	Explanation is in multiple sentences and the reasoning and details go beyond the requirements of the project.	Student can provide reasoning and detail in their explanation of why the character is their favorite and which setting they chose for that character	Student lacks reasoning or detail in 1-2 places for their explanation.	Student cannot articulate why they picked the character or why the setting is appropriate.
Accuracy		Description and image about both the character and setting are accurate and true to the story.	1-2 details may be inaccurate based on the story.	Many details are inaccurate.
Details	Image and description provide many extra details that enhance the image.	Image and description include enough details to paint a picture in the mind of the reader.	Image and description may be lacking 1-2 details or in unclear in 1-2 instances	Image and description are missing many details.

Summative 3: (Summative is from Galileo) Read the short story and then answer the questions that follow (Each question is worth 1 point, students must score 4/5 correct to demonstrate mastery). Correct answers are indicated in **bold**.

“How Bear Lost His Tail”

A long time ago, Bear had a long, beautiful, bushy tail of which he was very proud. He loved to wave it around so the other animals would notice it. One of the animals who did was Fox, who of course has a long, beautiful, bushy tail of his own. Now Fox loved playing tricks on the other animals. He was pretty good at it, too. One morning, after Bear swished his tail in Fox’s face one too many times, Fox decided to put him in his place. He made a quick stop at the lake and then went in search of Bear. Fox was carrying a mess of fish over his shoulder when he found Bear. “Where’d you get all those fish?” asked Bear, licking his lips. He hadn’t eaten any fish since he’d woken up from his winter sleep. “I caught them,” said Fox. He had really stolen them from a fisherman down at the lake. “What do you mean?” said Bear. “The lake is still frozen!” “Ah,” said Fox. “I have a special way of fishing.” Now Bear loved fish more than anything. He begged Fox to show him how he caught the fish. “I’ll show you the trick,” said

Fox, laughing to himself. He led Bear to the lake where a fisherman had cut a hole in the ice. “Now only animals with fine long tails like ours can fish this way,” he told Bear. “Sit over the hole and let your tail down into the water.” “Isn’t my tail going to get very cold?” asked Bear. “Who said it was going to be easy?” said Fox. “You want fish, don’t you?” Of course Bear did, so he sat on the edge of the hole and let his tail hang into the icy water. It was very cold. “Now this may take a long time, so you have to be patient,” Fox told Bear. “If your tail starts hurting, that’s a good sign. It means the fish are biting. I’ll come back in a little while and help you up.” “Thanks, buddy!” said Bear. “See you soon!” Bear sat and waited. Sure enough, his tail began hurting. Then it began hurting a lot. He told himself the fish would be worth it. Bear sat so long he stopped feeling his tail at all. Soon, he fell asleep. Unbeknownst to him, the lake slowly froze around his long, bushy tail. The next morning, Fox went down to the lake. He was delighted to see Bear still sitting where he had left him. He took a deep breath and yelled, “Bear! Get up! You have caught your fish!” Bear woke up with a start, forgetting where he was, and jumped into the air. He heard a terrible CRACK! Fox laughed and pointed at Bear’s tail, which had broken off in the ice. Bear roared loudly and took off after Fox. This is why bears have short tails and no love of foxes.

1. When does this story take place?
 - a. **Spring**
 - b. Summer
 - c. Fall
 - d. Winter
2. Which word best describes Bear at the end of the story?
 - a. **Angry**
 - b. Tired
 - c. Frightened
 - d. Sad
3. Which word best describes Fox?
 - a. Unhappy
 - b. Friendly
 - c. **Tricky**
 - d. Sorry
4. Write down a word or sentence that describes the bear.
5. Write down a word or sentence that describes the fox

Summative 3 Answer Key

1. A
2. A
3. C
4. Varies, possible answers include proud, hungry, gullible, etc.
5. Varies, possible answers include mean, tricky, bully, sly, etc.