

- Disseminate information on current research and educational trends to schools
- Communicate and co-map curriculum aligned with district expectations, standards and assessment tools

Cincinnati Public Schools

Cincinnati, Ohio, 1993-2000

Professional Development Facilitator, 1999 – 2000: Responsibilities included holding high standards for math and science by modeling best practices and coaching of public school instructors.

- Provide extensive professional development opportunities to K-8th grade math and science teachers
- Provided research and test data analysis for instructors and administrators to inform school decisions and instruction where no system previously existed
- Participated and co-wrote district science curriculum and selected appropriate district science support resources

Elementary and Middle School Math and Science Teacher, 1993 – 1999: Responsibilities included instruction in general elementary math, algebra I, and grade level science instruction. In addition to classroom instruction, became active student advocate and mentor, and curriculum team leader.

- Successfully authored two grade level team grants, providing curricular and fieldwork resources
- Served as chair of School Improvement Team and Grade Level Leader
- Piloted and publicly shared assessment for and of learning structured embedded in math portfolio system

**National Center for Research Resources, National Institute of Health – Division of Cardiology
Cincinnati, Ohio, 1994-1995**

Program Developer, Implementation Coordinator: Responsibilities included project design, implementation and oversight of cardio health initiative. Project development included responding to a request for proposals and year long curriculum design aligned with district standards

- Designed and implemented year long integrated cardio health curriculum, including resource binders piloted in three public school classrooms
- Developed and implemented a data driven, on-going assessment process and end of year interview accountability system for participating instructors

Education, Training and Accomplishments

- Credit hours toward Masters of Science in Education Administration and Supervision of Schools, University of Cincinnati, Cincinnati, Ohio
- Bachelors of Science in Elementary Education – June 1993
University of Cincinnati, Cincinnati, Ohio
- Bachelors of Interdisciplinary Studies – June 1989
Western Program – Miami University, Oxford, Ohio
- Certified Coach for Educational Equity – July 2003
BayCES University, Oakland, CA
- Certified SchoolNet, EduQuest trainer – March 1996
Cincinnati Public Schools, Cincinnati, Ohio
- Scholastic, Inc. publication – Winter 1996
- Frances A. Kemp Scholarship Recipient – 1992
- Josephine F. and Justin A. Rollman Scholarship Recipient - 1992



The Children's Guild Ltd. – DC Campus Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

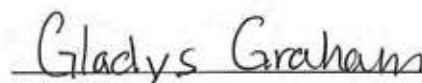
Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
 - Golf Classic
 - Cabaret for Kids


Founding Board Member Signature

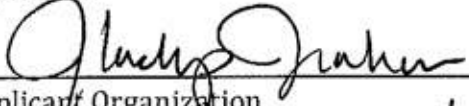

Print Name

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Chief Academic & Evaluation Officer
Applicant Organization The Children's Guild	Date Submitted 2-27-14

Explanation to Questions 6 and 12

Gladys Graham

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established one other charter schools in the state of Maryland.

Founding Member Personal Interest Statement

Gladys Graham

My interest in being one of the founders of The Children's Guild, Ltd., DC Public Charter School stems from over 20 years of experience working in the field of education, serving children. I have had the opportunity to be an agent of change and a life time learner throughout my work experience. As a leader with the disposition to challenge the status quo, my life's work has been transformational. From my experience as a teacher, to coaching teachers toward implementing engaging and inspirational instructional practices, to leading a regional staff and cluster of schools toward creating a learning environment where students and adults take responsibility for their own learning, I believe I can be a successful founding member of a charter school. My experiences have afforded me the opportunity to hone my knowledge about effective instructional, curricular and assessment practices and skills in facilitating implementation that focuses on improving student performance.

An old proverb states, "A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world." (Marzono, 2005) Through my relationship with The Children's Guild (TCG), first as the Regional Director for Expeditionary Learning partnering with the Monarch Academy Public Charter School, Glen Burnie Campus, as the Chief Academic and Evaluation Officer of Charter Schools at The Children's Guild and most recently as the Chief Project Based Learning Officer, I have been actively involved in the founding, opening and operation of the both the Glen Burnie and Baltimore City Campuses. This relationship has provided an opportunity to reflect on and internalize the vision of our charter schools; the ability to articulate that vision and a set of coordinated actions that help realize the vision in collaboration with school leadership charged to steward the implementation of the school's mission, is the work I engage in daily.

In my role, I am committed to the successful operation of and development of a purposeful community at The Children's Guild, Ltd., DC Public Charter School.



Gladys Graham
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Frank J. Kros, MSW, JD

OBJECTIVE

To improve the quality of out-of-home care for children in the United States by providing relevant, meaningful and practical training on child development, behavior and resilience.

SUMMARY OF QUALIFICATIONS

- Passionate, energetic and inspirational executive with more than 20 years of experience in some of the nation's most outstanding child-serving and child-advocacy organizations. Demonstrated skills in managing all aspects of complex, multi-service, nonprofit agencies for children and families. Especially skilled at conceptualizing, creating and implementing innovative approaches to service delivery, staff development and agency branding.
- Exceptional child advocate with seven years experience in child and juvenile law. Politically savvy, contractually astute and possessing excellent advocacy and negotiation skills. Substantial experience in assessing legal risk and opportunity, skilled at proffering sound legal advice and vested with highly-persuasive oral and written communication skills.
- Expertise in the evaluation and redesign of program infrastructures, staffing patterns and resource allocation to enhance efficiency without sacrificing quality. Skilled at assessing, selecting, motivating and arranging diverse talent to maximize desired outcomes while sustaining a culture of life-long learning, continual exploration of new ideas and commitment to teamwork.
- Uniquely gifted public speaker, trainer and change agent. Nationally-recognized speaking skills, extraordinarily effective teaching ability and excellent motivational skills. Through leadership in The Upside Down Organization, I have been hired in 44 states and 4 foreign countries to deliver presentations on Transformation Education and brain-based learning.
- Visionary leader with significant experience in strategic planning, quality improvement and organizational alignment. Strong commitment to improving services to children on local, state and national level. Co-author of the book *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *Creating the Upside Down*

Organization: Transforming Group Care (2009) that propose fundamental changes in the organization and management of child-serving agencies.

PROFESSIONAL EXPERIENCE

**The Children's Guild, Inc., Baltimore, MD. 2000-present;
President of The Upside Down Organization, Executive Vice President,
Director of The National At Risk Education Network, Vice President of
Programs, Consultant**

**San Pasqual Academy, Escondido, CA.
2001-2002; Director**

- Prepared for and opened one-of-a-kind residential center-high school for Foster Youth while serving as a Children's Guild consultant.

**Luce, Forward, Hamilton & Scripps, San Diego, CA.
1993-2000; Attorney (Family Law)**

- Licensed by the State Bar of California 1993
- Judicial Intern, United States Court of Appeal, Seventh Circuit.

**Children's Square, USA, Council Bluffs, IA.
1985-1991; Vice President, Director of Residential Services and
Therapeutic Foster Care, Residential Supervisor, Youth Life Educator**

**Douglas County Juvenile Court, Omaha, NE.
1984-1985; Child Abuse Service Officer**

**Father Flanagan's Boys Home, Boys Town, NE.
1982-1984; Family Teacher**

EDUCATION

Juris Doctor (*magna cum laude*), Notre Dame Law School; South Bend, IN

- National Champion, National Trial Competition (1993)
- George A. Speigelberg Award, Best Oral Argument, National Trial Competition by American College of Trial Lawyers
- University of Notre Dame Edward F. Barrett Award for Trial Advocacy
- University of Notre Dame Dean David T. Link Award for Social Justice

Master of Social Work, University of Nebraska-Omaha; Omaha, NE

Bachelor of Arts (Psychology), Creighton University; Omaha, NE



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Founding Board Member Signature

Print Name


FRANK KROS

Conflict of Interest Form

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Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title EVP
Applicant Organization TIFE CHILDREN'S GUILD	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Frank Kros

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Founding Member Personal Interest Statement

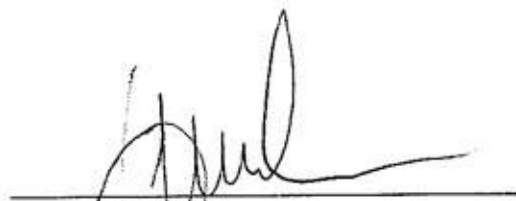
Frank J. Kros, MSW, JD

I first came to Washington, D.C. in 1990. I was an adult by then, but being raised in the Midwest, had an image of our nation's capitol as the "Land of Oz". To some extent, my actual experience in the district 24 years ago confirmed my image of Washington as the "Emerald City". I was awed by the U.S. Capitol, the Mall, the Lincoln Monument and, of course, the White House. Then I crossed the Anacostia River.

To this day I remember the deep confusion, disillusionment and anger I felt at seeing "the real D.C." Here in the capitol of the world's greatest nation were large swaths of poverty, unemployment, homelessness, truancy, and hopelessness. It was stunning!

My interest in The Children's Guild, Ltd., DC Public Charter School is to make a contribution to correcting the social injustice faced by children in many parts of the district. If the American dream is not achievable in Washington, D.C., where can it be achieved?

While many interventions are needed, access to high-quality education is a critical factor—a necessity—if children are to have a genuine opportunity to first have a dream and then to achieve that dream. Educational inequity by real estate is real. By providing an educational option through The Children's Guild, Ltd., DC Public Charter School, I believe we offer parents and students a genuine, high-quality choice. As an officer of The Children's Guild since 2000, I have witnessed the growth of thousands of students in our nonpublic and charter schools through Transformation Education. In my work as President of The Upside Down Organization, I have also witnessed Transformation Education impact students and families in California, New Mexico and even Singapore. I am excited about providing a Transformation Education school in the district because I know it will provide students and families a genuine choice in obtaining the quality of education necessary to achieve their dreams.

A handwritten signature in black ink, appearing to read 'Frank J. Kros', written over a horizontal line.

Frank J. Kros
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

ANDREW L. ROSS Ph.D., LCSW-C

BACKGROUND SUMMARY Seasoned executive experienced in group care, special education, child welfare, family services, group and mental health settings. Extensive involvement with not-for-profit boards, community based services, governmental contracting, educational programming, residential services, public relations, fundraising, advocacy and organizational development.

WORK EXPERIENCE

<u>THE CHILDREN'S GUILD, INC.</u> , Baltimore, MD President & CEO	1994-Present
<u>FAMILY SERVICE OF PHILADELPHIA</u> , Philadelphia, PA Executive Director	1993-1994
<u>Dartmouth Hospital</u> , Dayton, OH Director of Residential Treatment	1992-1993
<u>CHILDREN'S SQUARE U.S.A.</u> , Council Bluffs, IA President and CEO	1981-1992
<u>BELLEFAIRE - JCB</u> , Cleveland, OH Director of Residential Treatment (1975-1981) Director of Day Treatment Program (1970-1975)	1970-1981
<u>ST. PAUL HOME FOR CHILDREN</u> , Greenville, PA Social Worker	1966-1970

EDUCATION

Ph.D., Case Western Reserve University, School of Applied Social Sciences-1981
Cleveland, OH

Concentration: Management and Organizational Development

MSSA., Case Western Reserve University, School of Applied Social Sciences-1969
Cleveland, OH

Concentration: Group Work

B.A., Psychology-1966
Thiel College, Greenville, PA

ACTIVITIES: COMMUNITY AND PROFESSIONAL

Board of Directors

National Commission Accrediting Special Education Services (Current)
Towsontowne Rotary Club – Past Chair, International Committee (Current)
Trustee Brown Memorial Presbyterian Church (Current)
Towsontowne Rotary Club – President (Past)
Council Bluffs Chamber of Commerce (Past)
Political Action For Candidate Election – NASW Maryland Chapter (Past)
National Association of Homes and Services for Children (Past)
Coalition of Family and Children's Services (Past)
Human Services Council (President) (Past)
Child Abuse Prevention (Iowa Chapter) (Past)
Iowa Council of Residential Centers (Treasurer) (Past)
Rotary Foundation (President) (Past)

Advisory Board

Editorial Board, Caring Journal (Past)
University of Iowa Child Health Specialty Clinic, Southwest (Chair) (Past)
Family Services Domestic Violence Board (Past)
Omaha/Council Bluffs Metropolitan Planning Board (Past)
Loess Hills Area Education Agency (Past)
Domestic Violence Coalition (Chair) (Past)
Governor's Council for Children Youth & Families (Rates Commission) (Past)

Publications and Research

Co-authored Guide (primary author) *Reinventing Group Care: A guide for transformational living* (2009)
Established Institute for Transformation Education (2006)
Co-authored book (primary author) - *The Upside Down Organization: Transforming Staff to Save Troubled Children* (2005).
Production Management of children's book – *If I Were President* (2004)
Created and Designed book for elementary teachers - *Jazzing Up Instruction* (2001)
Published fifteen journal articles on group care
Authored and conducted national study on staff selection - 1982.
Authored and conducted national study on child care turnover – 1980.

Honors

Innovator of the Year 2011
Nominated for selection as Ashoka Fellow
Selected as one of ten most mannered men in America (1989)
Selected to participate in Leadership Philadelphia sponsored by Greater Philadelphia Chamber of Commerce (1993)
Numerous workshops and addresses at professional conferences and meetings.
Recipient of National Mental Health Grant to pursue Doctoral Studies (1978)



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Andrew J. Ross
Founding Board Member Signature

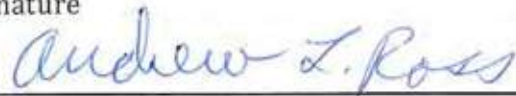

2/28/14
Print Name

Conflict of Interest Form

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Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	X	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	X	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature 	Title President & CEO
Applicant Organization 	Date Submitted 3/1/14

Explanation to Questions 6 and 12

Andrew Ross

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

Andrew L. Ross, Ph.D., LCSW-C

My interest in being one of the founders of The Children's Guild, Ltd., DC Public Charter School stems from my training in social work and my full time involvement with neglected, delinquent, and emotionally disturbed children for over 45 years. One of the primary goals of the social work profession is to help people become self determining and to promote social justice. School systems across the country have produced many schools that cannot teach. The result is decaying neighborhoods, children who lack opportunity to participate in the American Dream, and who are likely to be doomed to be economically disadvantaged throughout their adulthood. Therefore, I view the opportunity to establish a charter school in DC as another opportunity to help promote social justice and provide economic opportunity to the children of the District.

Social justice and economic opportunity is 50% of what motivates me. The other 50% emanates from my work with children who are learning disabled and come from dysfunctional family situations. My experience is that these children do experience the love of learning when presented with lessons in the way they can learn best. Given the success that The Children's Guild has had in educating these students over the years I'm very much interested in deploying many of the techniques used in our special education schools in this public school to motivate and accelerate learning. Therefore, the freedom provided by the DC Public Charter Board to innovate and be accountable for academic results, is a major motivator for my interest in establishing a charter school.

I believe I can be a successful founder of a charter school because I have excellent management and leadership skills resulting from being a CEO of several organizations over the past thirty years. In addition I have an innovative spirit, a great deal of energy and passion for this work, and I am willing to dedicate the long hours necessary to assure the success of the school. I also bring to the table the experience of launching two charter schools and preparing for the launch of two others. Last, but not least, I am associated with an organization that has a very strong management team to assist me in marketing and launching The Children's Guild, Ltd., DC Public Charter School successfully.

My role in the establishment and operation of the charter school will be to serve as its Chief Executive Officer. I see my role as being focused on assuring that the school's board of directors and the principal receive everything they need to successfully educate the students. Also by serving as CEO I am able to assure that the educational and management philosophy, as well as, the instructional approach of the school is deployed with fidelity.



Andrew L. Ross

Founding Board Member of The Children's Guild, Ltd., DC Public Charter School

Kelly L. Spanoghe, Ed.S.

EDUCATION:

Education Specialist – Ed.S.

George Washington University, Washington, D.C.

Transition Special Educator Program

Masters Degree – MA

George Washington University, Washington, D.C.

Seriously Emotionally Disturbed Adolescent Program

Bachelor of Science –BS, Elementary/Special Education

University of Maryland College Park, Maryland

CERTIFICATION:

Maryland State Department of Education, Advanced Professional Certificate

Special Education/Elementary Education, Administrator 1

WORK EXPERIENCE:

- 4/09- Present **The Children's Guild: Vice President of Educational Services**
Responsibilities include oversight of all the nonpublic special education programs, presentations for The Upside Down Organization, student support of Monarch Charter Schools, after school programs and group home tutoring programs.
- 8/96 – 4/09 **The Children's Guild, Anne Arundel County: Director of Education**
Responsibilities include oversight of a nonpublic special education school for emotionally disturbed and autistic students.
- 9/91-6/96 **Glendale Elementary Intensity V SED – Anne Arundel County Assistant Principal**
Responsibilities included: oversight of the daily operations of a public level V special education program and collaboration with the principal of the elementary school.
- 8/90 – 6/91 **Robert Goddard Middle School – Prince George's County Transition Teacher**
Responsibilities included: develop and implement a program for at-risk elementary and middle school students.
- 2/84 – 6/90 **North Forestville Elementary Level V SED – Prince George's County Special Education Teacher – emotionally disturbed special education students**

AWARDS / RECOGNITIONS:

- 2008 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2007 The Chesapeake Cup – Anne Arundel County Public Library System
- 2007 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2006 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2005 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2004 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2003 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
- 2003 National Leadership Award
- 2002 Maryland Character Education School of the Year



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- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
 - Golf Classic
 - Cabaret for Kids


Founding Board Member Signature


Print Name

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature <i>Kelly Spanaghe</i>	Title <i>Vice President of Educ. Serv.</i>
Applicant Organization <i>The Children's Guild</i>	Date Submitted <i>2/21/14</i>

Explanation to Questions 6 and 12

Kelly Spanoghe

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Founding Member's Personal Statement

Kelly Spanoghe, MA Ed.S.

I have always had a great love of school and have known I wanted to be a teacher from the time I experienced Kindergarten. I loved lining up my dolls as if they were students in the class, reading them a story and teaching them how to make their letters. That love of school has never left me and it pains me deeply to see children who are frustrated by school and rarely experience the fun, challenge, sense of achievement and gratification that comes from learning.

I have always been a very competitive person. I like to compete by challenging myself to be as good as I can be. What could be a greater personal challenge than focusing one's career on bringing the fun, challenge, sense of achievement and gratification of school to children who find school difficult due to challenges in their life that result in their not being emotionally available to learn, have learning disabilities, autism, and or developmental disabilities. So I dedicated my career to special education to assist me in wrestling with the conundrums of motivating a school phobic to come to school, an emotionally disturbed child to cooperate or make learning accessible to a student with autism.

Therefore, I view the opportunity to create a school with a culture that welcomes all learners; is designed to deliver instruction in a way children best learn; and to train teachers to do this is a logical extension of what I have been doing as a special education teacher, principal and administrator for the past 30 years. My interest in The Children's Guild DC Public Charter School is to use my talent, know how, experience and passion to provide educational opportunity for the children of Washington, DC. I also have a great interest in helping to develop the capacity of other educators in the District to better serve students with special needs and to create a school that can assist them in observing how this can be done.

My focus at the school will be to help deploy the schools model put forth in the charter application, and to oversee the diagnostic and evaluation component of the school. I will also play a key role in providing staff development for the school's faculty and helping to expand other charter schools' capacity to serve students with special education needs in the District.



Kelly Spanoghe

Founding Board Member

The Children's Guild, Ltd., DC Public Charter School

RESUME

Claire L. Turberville

Experience:

June 1996 to Present

Employed with The Children's Guild, Inc. as Vice President of Special Projects

Summary

Corporate Officer responsible for risk management, facilities and property operations, capital projects, environmental design, and agency hospitality for the corporate office, 3 campuses serving severely emotionally disturbed children, youth and families in Maryland and three therapeutic group homes in Baltimore and one charter school. During the course of employment I have also had over site of admissions, campus operations and human resources for The Children's Guild.

October 1991 to 1996

Employed with The National Aquarium in Baltimore as Manager of Volunteer Services.

Summary

Responsible for the coordination and management of the Aquarium's Volunteer Program.

Duties include:

- Supervision of over 25 volunteer and paid staff managers.
- Supervision of over 570 volunteer staff members.
- Responsibility for the overall design, coordination, ongoing recruitment.

August 1983 - September 1991

Employed with Parent and Child, Savannah, Georgia.

Summary

Parent and Child Development Services was a multi-faceted child-care agency providing a variety of residential and community based programs. During 8 years of employment with Parent and Child I was program director for four adolescent residential programs and at the end of service held the position of Director of Staff Development.

April 1982 - March 1983

Program Coordinator - Brewer Porch Children's Center Shelter Care Unit, associated with the University of Alabama, Tuscaloosa, Alabama.

1979-1982- Shelby County Attention Facility Child Care worker and part time instructor at Montevallo University and the University of Alabama in Birmingham, Alabama

August 1976-1979 - Instructor, Jacksonville State University, College of Criminal Justice, Jacksonville, Alabama

EDUCATION:

Livingston University

BS Degree June 1974

Master of Criminal Justice

University of Alabama December 1975



The Children's Guild Ltd. – DC Campus Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
 - Golf Classic
 - Cabaret for Kids



Founding Board Member Signature




Print Name

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		<input checked="" type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		<input checked="" type="checkbox"/>
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	<input checked="" type="checkbox"/>	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		<input checked="" type="checkbox"/>
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		<input checked="" type="checkbox"/>
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		<input checked="" type="checkbox"/>
10	Do you currently serve as a member of the board of any public charter school?		<input checked="" type="checkbox"/>
11	Do you currently serve as a public official?		<input checked="" type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input checked="" type="checkbox"/>	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input checked="" type="checkbox"/>

Signature 	Title VP Special Projects
Applicant Organization The Children's Guild Limited	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Claire Turberville

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

Claire Turberville, Masters in Criminal Justice

I am interested in being part of a school reform effort that changes the delivery of education from one developed during the industrial revolution to one that addresses the needs of non-traditional learners. The Transformation Education philosophy is rooted in the belief that culture is the most powerful force in changing student behavior by working with the adults to change their mindset about how children learn. The Children's Guild, Ltd., DC Public Charter School will provide an opportunity for the children of the district to have additional quality school choice options.

I bring over thirty years of expertise in risk management, emergency response, building operations and school support services such as food services, and transportation to the charter school community. I was instrumental in researching and writing the plan of operation portion for several of our other charter schools, including health, safety and federal/MSDE requirements. If granted the charter, it will be my role as Vice President of Special Projects to secure a building, have oversight and coordination of all renovation, and seek occupancy permits and building permits for opening. I will be supporting school leadership on all pre opening tasks.

Once the school has opened, I will work collaboratively with school leadership to maintain and sustain the environment; participate in the development of sound emergency response procedures and support equipment and building maintenance. It will also be part of my responsibility to work with contracted vendors for equipments and supplies. I will serve as liaison with DCPS for the food services contract. Over the course of the management agreement, I will provide oversight and coordination with all building, service and operations expectations.

A handwritten signature in blue ink, reading "Claire Turberville", is written over a horizontal line.

Claire Turberville

Founding Board Member

The Children's Guild, Ltd., DC Public Charter School

Appendix, Section G


Conflict of Interest

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		
3	Did or will you or your spouse lease or sell property to the proposed charter school?		
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		
7	Did you or your spouse provide any start-up funds to the proposed charter school?		
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		
10	Do you currently serve as a member of the board of any public charter school?		
11	Do you currently serve as a public official?		
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		


Signature 	Title member
Applicant Organization Children's Guild	Date Submitted 3/24/14

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Vice President for Educational Services
Applicant Organization Children's Guild	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Duane Arbogast

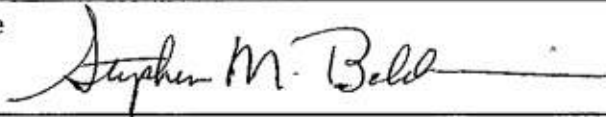
Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title EVP + CFO
Applicant Organization The Children's Guild	Date Submitted 2/27/14

Explanation to Questions 6 and 12

Steve Baldwin

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.


Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title Chief Academic & Evaluation Officer
Applicant Organization The Children's Guild	Date Submitted 2-27-14

Explanation to Questions 6 and 12

Gladys Graham

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.


Question 12: I have established one other charter schools in the state of Maryland.

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title EVP
Applicant Organization THE CHILDREN'S GUILD	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Frank Kros

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form
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and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	X	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	X	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature <i>Andrew L. Ross</i>	Title <i>President & CEO</i>
Applicant Organization <i>The Children's Guild</i>	Date Submitted <i>3/1/14</i>

Explanation to Questions 6 and 12

Andrew Ross

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

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Conflict of Interest Form

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	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	✓	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature <i>Kelly Spanghe</i>	Title <i>Vice President of Educ. Serv.</i>
Applicant Organization <i>The Children's Guild</i>	Date Submitted <i>2/21/14</i>

Explanation to Questions 6 and 12

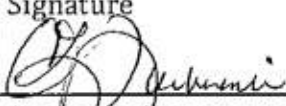
Kelly Spanoghe

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		<input checked="" type="checkbox"/>
3	Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		<input checked="" type="checkbox"/>
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	<input checked="" type="checkbox"/>	
7	Did you or your spouse provide any start-up funds to the proposed charter school?		<input checked="" type="checkbox"/>
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		<input checked="" type="checkbox"/>
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		<input checked="" type="checkbox"/>
10	Do you currently serve as a member of the board of any public charter school?		<input checked="" type="checkbox"/>
11	Do you currently serve as a public official?		<input checked="" type="checkbox"/>
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	<input checked="" type="checkbox"/>	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input checked="" type="checkbox"/>

Signature 	Title VP Special Projects
Applicant Organization The Children's Guild Limited	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Claire Turberville

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Appendix, Section H

Demographic Analysis

Demographic Analysis Form

Name of Proposed School The Children's Guild District of Columbia Public Charter School

Proposed Location 5600 E. Capitol, NE, Washington, DC 20019

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	TOTAL
Year 1	X	X	25	25	25	25	50	75	75	75	75						450
Year 2	X	X	25				25	25									75
Year 3			25				25	25									75
Year 4			25				25	25									75
Year 5			25				25	25									75
Year 6			25				25	25									75
Year 7			25				25	25									75
Year 8			25				25	25									75
Capacity			25				25	25									75

Anticipated Student Demographics

	Ethnicity		Race				Students with Disabilities				English Language Learners	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1	14	436	436	14	0	0	98	86	32	54	27	369
Year 2	14	436	436	14	0	0	98	86	32	54	27	369
Year 3	14	436	436	14	0	0	98	86	32	54	27	369
Year 4	14	436	436	14	0	0	98	86	32	54	27	369
Year 5	14	436	436	14	0	0	98	86	32	54	27	369

H. Demographic Analysis

As indicated in both sections A and B of this application, students in Ward 7 perform below the reading level in both reading and math as compared to assessments of their peers nationally.

There are about 15 public schools and 8 charter schools in Ward 7. Of the 8 charter schools Children's Guild DC Campus is the only K-8 school. The K-8 student range will be attractive to parents as they can send siblings to the school until they are ready to attend high school. Given the 60 year reputation of The Children's Guild for providing quality services to disadvantaged children, its expertise in serving economically disadvantaged students, its half day professional development sessions every week, its reputation for operating schools with a positive school climate, teacher salaries equivalent to the DC Public Schools and The Children's Guild's ability to recruit teachers nationally, as well as locally, assures the recruitment of highly qualified teachers. In addition given that the school will be in a newly renovated school building with an enriched and enhanced physical environment that is a Children's Guild trademark both students and teachers will be drawn to the school's physical environment.

There are several key strategies related to student recruitment. First of all The Children's Guild will recruit all over the District for students with special needs. We want to become known as a destination school available to students throughout DC. We will emphasize that our school is designed for both learners with individualized needs and to provide a rigorous academic program through our Project Based Learning approach. The enriched environment of the school will speak volumes to parents about both our values, expectations for teachers and students and our school climate. In the three charters we have established we have created waiting list that more than doubles our enrollment capability. We expect to get most of our regular education population target of 40% from students in Wards 7 and 8 and to draw from schools across the District for our target population of 60% special education population. We will heavily market our special education capabilities to schools outside of Ward 7 while we will market both our special education and academic rigor to Ward 7. In summary, we are speaking of emphasis on regular education in Wards 7 and 8, and emphasis on special education in Wards 1 through 6. However, we will not exclude talking about our regular or special education in any of the Wards.

Our justification of locating in Ward 7 is because we realize there is a real need for quality education in Ward 7 and we have a tentative arrangement with the Maya Angelou School and the See Forever Foundation to lease the portion of their school that has been vacated due to the closing of their middle school.

The model of a school based on TEACCH structures, Transformation Education and Project Based Learning will be successful because it is truly designed for both students who need an individualized approach to learning, that learns best through experience and that has rigorous academic standards. Also given that many of the children come from a poverty background it is important to have an organization that is creating a school with a holistic approach to the student. Also The Children's Guild is partnering with MATRIX, an organization in Detroit, that

has a very successful research based program designed to train social work staff on how to break down the silos in government, education, health care and in not-for-profit organizations to assure families from poverty environments get their needs met. This training will also be provided to social workers at CGDC. The enriched environment of the school will speak volumes to parents about our values, expectations for teachers and students and our school climate. In the three charters we have established we have created waiting list that are equal or higher than our enrollment capability.

Appendix, Section I

Required Documents

Articles of Incorporation

Bylaws

Conflict of Interest – See Sections F and G

Board of Directors Job Description

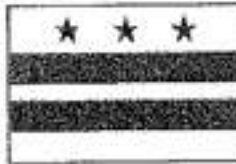
Code of Ethics

Discipline Policy

Management Agreement

Organizational Chart

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CHILDREN'S GUILD, THE, LTD.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:44 PM



Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: yD9xV1Pe

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this **CERTIFICATE OF TRADE NAME REGISTRATION** is hereby issued to:

CHILDREN'S GUILD, THE, LTD.

Trade Name: CHILDREN'S GUILD D.C. CAMPUS, THE

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:38 PM



Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: sf2d2yhh

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

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CHILDREN'S GUILD, THE, LTD.

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IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:38 PM.

Business and Professional Licensing Administration



Handwritten signature of Patricia E. Grays.

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: sf2d2yhh

Reset Form

Print Form



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

COPY

TN-1 Trade Name Registration Form, Version 2, July 2010.

Use this form to register your trade name. If entity (corporation - sole proprietor) will own the trade name, said entity must be in good standing before filing this form.

ENTITY TYPE: All entities Initial Trade Name Registration FILING FEE: Refer to Corporate Fee Schedule posted online.

Pursuant to the provisions of the Code of Laws for the District of Columbia and the OMNIBUS REGULATORY REFORM ACT OF 1996, the undersigned company, partnership or individual hereby applies for a Certificate of Trade Name and for that purpose submits the following statement:

1. Name of individual or entity, using the trade name:
The Children's Guild, Ltd.

2. Business phone number /Em ail:
410-444-3800

3. Proposed Trade Name: (Prohibited words - The true and real name of persons conducting the business, the words "corporation," "incorporated," "partnership," "limited," or any variation. Sexually explicit words or terms are also forbidden.)
The Children's Guild D.C. Campus

4. Type of Entity:

☐ Sole Proprietor ☒ Corporation ☐ Limited Liability Company

☐ Limited Liability Partnership ☐ Limited Partnership ☐ General Partnership

☐ Other: Please, specify _____

5. FEIN number:
Pending

6. Full legal name of person submitting this form:
Stephen M. Baldwin

7. Complete Business Address:
6802 McClean Blvd., Baltimore MD 21234

Questions 8 & 9 intended only for corporations, partnerships and limited liability companies.
Question 9 intended only for sole-proprietors, located outside the District of Columbia.

8. Name and street address of authorized official (business owner for sole-proprietors):

TITLE	NAME	ADDRESS
Secretary/Treasurer	Stephen M. Baldwin	6802 McClean Blvd., Baltimore MD 21234

9. Name and address of registered agent in the District of Columbia:

Corporation Service Company, 1090 Vermont Avenue, N.W., Washington, D.C. 20005

10. Select individual executing this form:

☐ Business Owner (for sole-proprietors)

☒ Authorized Person (for other entity types)

11. Signature:

Stephen M. Baldwin

If you sign this application, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

For Office Use Only

Trade Name Registration Number
Corporate File Number

DCRA Corp. Div.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92030
Washington, DC 20009
Phone: (202) 442-4403

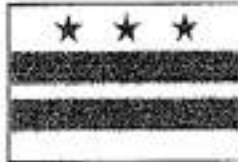
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Please check dora.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

CHILDREN'S GUILD, THE, LTD.

Effective Date: 2/28/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:18 PM



Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: WJUi06Ka

COPY

**ARTICLES OF INCORPORATION
of
THE CHILDREN'S GUILD, LTD.**

To the Department of Consumer
and Regulatory Affairs
District of Columbia

The undersigned acting as incorporator for the purpose of organizing a corporation pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010, as the same may be amended or supplemented (hereinafter referred to as the "Act"), does hereby adopt the following Articles of Incorporation:

FIRST: The name of the corporation (hereinafter referred to as the "Corporation") is The Children's Guild, Ltd.

SECOND: The duration of the Corporation shall be perpetual.

THIRD: The Corporation is hereby organized for the following purposes:

1. To operate a public charter school in the District of Columbia; and
2. To have and to exercise any other powers conferred upon corporations organized pursuant to the provisions of the Act; provided, however, that

a. The Corporation is organized and shall be operated exclusively as a nonprofit charitable organization for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and the Regulations thereunder, as they now exist or as they may hereafter be amended (hereinafter collectively referred to as the "Code"), including, for such purposes, the making of distributions to organizations exempt from federal income tax under Section 501(c)(3) of the Code; and

b. During any period that the Corporation is deemed to be a private foundation as described in Section 509(a) of the Code, the Corporation:

(i) shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

(ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

(iii) shall not retain any excess business holdings as defined in Section 4943(a) of the Code;

(iv) shall not make any investments in such manner as

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DCRA Corp. Div.

FEB 20 2014

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to subject it to tax under Section 4944 of the Code; and

(v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

c. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

FOURTH: The address, including street and number, of the initial registered agent of the Corporation in the District of Columbia is such address is 1090 Vermont Avenue N.W., Washington, D.C. 20005 and the name of the Corporation's initial registered agent at such address is Corporation Service Company.

FIFTH: The business and affairs of the Corporation shall be managed under the direction of its Board of Directors. The number of directors constituting the initial Board of Directors of the Corporation is eight (8). The name of each of the persons who are to serve as the initial directors of the Corporation until their successors be elected and qualify are as follows:

Andrew L. Ross
Stephen M. Baldwin
A. Duane Arbogast
Frank Kros
Kelly Spanoghe
Gladys Graham
Claire Turberville
Paris Adon

Directors shall be elected by the existing Directors for such terms as the Bylaws may provide. The number of Directors may be increased or decreased in the manner provided in the Bylaws but shall never be less than three or more than fifteen.

SIXTH: The Corporation shall have no members within the meaning of the Act.

SEVENTH: Other lawful provisions for the conduct and regulation of the business and affairs of the Corporation, for its voluntary dissolution, or for limiting, defining or regulating the powers of the Corporation or its directors are as follows:

1. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, employees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes in Section 501(c)(3) of the Code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the

Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

2. Upon the dissolution of the Corporation, and after paying or making provision for the payment of all of the liabilities of the Corporation, all assets of the Corporation shall be transferred, as is provided in the Bylaws, to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

3. The personal liability of the officers and directors of the Corporation is hereby eliminated to the fullest extent permitted by law and by the provisions of the Act.

4. To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than \$200,000 per individual claim and \$500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

EIGHTH: These Articles of Incorporation may be amended from time to time in any and as many respects as may be desired; provided: (i) that the Articles of Incorporation as amended may contain only such provisions as might be lawfully contained in original Articles of Incorporation; (ii) that any amendments to these Articles of Incorporation be adopted at a duly called meeting of the Board of Directors of the Corporation by no less than a majority of the directors in office; (iii) and that any such amendments are made in the manner and pursuant to the procedures prescribed by the Act.

NINTH: The name and the address, including street and number, of the incorporator is as follows:

NAME

ADDRESS

Andrew L. Ross

6802 McClan Boulevard,

Baltimore, Maryland 21234

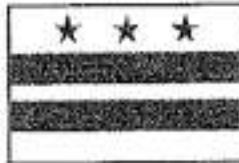
* * * * *

Signed and affirmed under penalty for making false statements:

Andrew L. Ross
Andrew L. Ross, Incorporator

2/28/74
Date

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

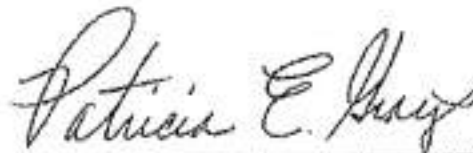
THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CHILDREN'S GUILD, THE, LTD.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:29 PM



Business and Professional Licensing Administration

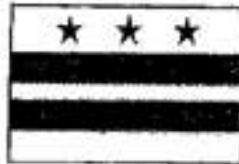


PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: Sib9G9mR

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

CHILDREN'S GUILD, THE, LTD.

Effective Date: 2/28/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:18 PM



Business and Professional Licensing Administration

A handwritten signature in cursive script, reading 'Patricia E. Grays', written over a horizontal line.

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: WJUiO6Ka

ARTICLES OF INCORPORATION
of
THE CHILDREN'S GUILD, LTD.

To the Department of Consumer
and Regulatory Affairs
District of Columbia

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a. The Corporation is organized and shall be operated exclusively as a nonprofit charitable organization for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and the Regulations thereunder, as they now exist or as they may hereafter be amended (hereinafter collectively referred to as the "Code"), including, for such purposes, the making of distributions to organizations exempt from federal income tax under Section 501(c)(3) of the Code; and

b. During any period that the Corporation is deemed to be a private foundation as described in Section 509(a) of the Code, the Corporation:

(i) shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

(ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

(iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

(iv) shall not make any investments in such manner as

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DCRA Corp. Div.

FEB 28 2014

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to subject it to tax under Section 4944 of the Code; and

(v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

c. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) by a corporation contributions to which are deductible under Section 170(e)(2) of the Code.

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Andrew L. Ross
Stephen M. Baldwin
A. Duane Arbogast
Frank Kros
Kelly Spanoghe
Gladys Graham
Claire Turberville
Paris Adon

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Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

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3. The personal liability of the officers and directors of the Corporation is hereby eliminated to the fullest extent permitted by law and by the provisions of the Act.

4. To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than \$200,000 per individual claim and \$500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

EIGHTH: These Articles of Incorporation may be amended from time to time in any and as many respects as may be desired; provided: (i) that the Articles of Incorporation as amended may contain only such provisions as might be lawfully contained in original Articles of Incorporation; (ii) that any amendments to these Articles of Incorporation be adopted at a duly called meeting of the Board of Directors of the Corporation by no less than a majority of the directors in office; (iii) and that any such amendments are made in the manner and pursuant to the procedures prescribed by the Act.

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NAME

ADDRESS

Andrew L. Ross

6802 McClean Boulevard,

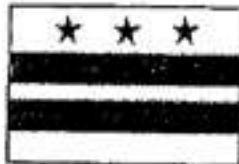
Baltimore, Maryland 21234

Signed and affirmed under penalty for making false statements:

Andrew L. Ross
Andrew L. Ross, Incorporator

2/28/14
Date

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

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CHILDREN'S GUILD, THE, LTD.

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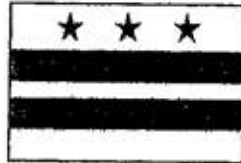
Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: yD9xVlPe

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



CERTIFICATE

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this **CERTIFICATE OF TRADE NAME REGISTRATION** is hereby issued to:

CHILDREN'S GUILD, THE, LTD.

Trade Name: CHILDREN'S GUILD PUBLIC CHARTER SCHOOL D.C. CAMPUS, THE

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:43 PM



Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: LynFAVZh

GOVERNMENT OF THE DISTRICT OF COLUMBIA
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Reset Form

Print Form



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

COPY

TN-1 Trade Name Registration Form, Version 2, July 2010.

Use this form to register your trade name. If entity (exception - sole proprietor) will own the trade name, said entity must be in good standing before filing this form.

ENTITY TYPE: ☐ Sole Proprietor ☒ Corporation ☐ Limited Liability Company ☐ Limited Liability Partnership ☐ Limited Partnership ☐ General Partnership ☐ Other: Please, specify _____

Pursuant to the provisions of the Code of Laws for the District of Columbia and the OMNIBUS REGULATORY REFORM ACT OF 1996, the undersigned company, partnership or individual hereby applies for a Certificate of Trade Name and for that purpose submits the following statement:

1. Name of Individual or Entity, using the trade name: The Children's Guild, Ltd. 2. Business phone number /Em ail: 410-444-3800

3. Proposed Trade Name: (Prohibited words - The true and real name of persons conducting the business, the words "corporation," "incorporated," "partnership," "limited," or any variation. Seasonally explicit words or terms are also forbidden)
The Children's Guild Public Charter School D.C. Campus

4. Type of Entity:
☐ Sole Proprietor ☒ Corporation ☐ Limited Liability Company
☐ Limited Liability Partnership ☐ Limited Partnership ☐ General Partnership
☐ Other: Please, specify _____

5. FEIN number: Pending 6. Full legal name of person submitting this form: Stephen M. Baldwin

7. Complete Business Address:
6802 McLean Blvd., Baltimore MD 21234

Questions 8 & 9 intended only for corporations, partnerships and limited liability companies.
Question 9 intended only for sole-proprietors, located outside the District of Columbia.

8. Name and street address of authorized official (business owner for sole-proprietors):
TITLE NAME ADDRESS
Secretary/Treasurer, Stephen M. Baldwin, 6802 McLean Blvd., Baltimore MD 21234

9. Name and address of registered agent in the District of Columbia:
Corporation Service Company, 1090 Vermont Avenue, N.W., Washington, D.C. 20005

10. Select individual executing this form:
☐ Business Owner (for sole-proprietors) -
☒ Authorized Person (for other entity types)

11. Signature:

If you sign this application, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

For Office Use Only Trade Name Registration Number
Corporate File Number

DCRA Corp. Div.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92000
Washington, DC 20090
Phone: (202) 442-4400

FEB 28 2014
FILE COPY

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

**BYLAWS
OF
THE CHILDREN'S GUILD, LTD.**

(A District of Columbia Nonprofit Corporation)

ARTICLE I. NAME

The name of the corporation shall be The Children's Guild, Ltd. (the "Corporation").

ARTICLE II. DIRECTORS

Section 1. General Powers.

The business and affairs of the Corporation shall be managed under the direction of its Board of Directors (the "Board of Directors" or the "Board") consisting initially of those individuals named in the Articles of Incorporation. In addition to the powers expressly conferred upon them by these Bylaws, the Board of Directors may exercise all the powers of the Corporation. From time to time, the Board of Directors may delegate to officers of the Corporation such powers and duties as it may see fit in addition to those specifically provided in these Bylaws. The Board of Directors is generally responsible for approving the hiring of the principal, having input into the principal's performance review, fundraising, charter advocacy, and community outreach.

Section 2. Composition, Election and Tenure.

The Board shall elect the individuals to serve as directors of the Corporation. At all times, a majority of the directors of the Corporation shall be residents of the District of Columbia.

Directors shall be divided into three classes so that the terms of directors are staggered and approximately one-third of the directors' terms shall expire each year. Each director shall serve for a term of (3) years, provided that terms of initial directors may be abbreviated in order to implement staggered terms. Each director shall serve until a successor shall be appointed and qualify. Directors may be re-elected and serve up to three (3) consecutive terms.

In addition to the foregoing, two directors (the two "Parent Directors") shall be elected by the Board from among a list of candidates compiled and presented to the Board by the Parent Teacher Association (the "PTA"). Each candidate appearing on the list compiled and presented to the Board by the PTA shall be a parent or legal guardian of one or more students currently-enrolled in the public charter school operated

by the Corporation (the "School"). A Parent Director's term will automatically terminate when his or her child is no longer enrolled.

At all times at least two voting directors (the "Guild Directors") shall be directors of the Board of Directors of The Children's Guild, Ltd., provided, however, that the Guild Directors shall not make up a majority of the directors of the Board.

The individual holding the offices of President of the Guild and President of the Corporation shall serve as an ex-officio non-voting member of the Board of Directors. This individual shall be in addition to the Guild Directors.

The Board of Directors shall keep minutes of its meetings and a full account of its transactions as described in Section 8 of this Article of the Corporation's Bylaws. The number of directors may be increased or decreased, but shall never be less than three (3) or greater than fifteen (15). Except where specified otherwise, all references in the Articles of Incorporation and these Bylaws to "directors" shall be deemed to refer collectively to (i) the directors appointed by the Board (ii) the Parent Directors, and (iii) the Guild Directors.

Section 3. Regular Meetings.

The Board of Directors shall hold quarterly meetings, on a date and at a time and place to be determined by the Chairperson or the directors. Other regular meetings shall be held monthly on such dates and at such times as may be designated from time to time by the Chairperson or by the directors.

Section 4. Special Meetings.

Special meetings of the Board of Directors may be called by the Chairperson or by any two directors.

Section 5. Place of Meetings.

The Board of Directors may hold its regular and special meetings at such place within or without the District of Columbia as it may from time to time determine. In the absence of such determination, regular and special meetings of the Board of Directors shall be held at the principal business office of the Corporation.

Section 6. Notice.

Notice of the place, date and time of every regular and special meeting shall be given to each director:

(a) By notice in writing, mailed postage prepaid, not later than the third day before the day set for the meeting and addressed to the director's last known post office address according to the records of the Corporation;

(b) By electronic or telephonic communication or by notice in writing delivered personally or left at the director's residence or usual place of business not later than the second day before the day set for the meeting.

No notice of the time, place or purpose of any meeting need be given to any director who, in writing executed and filed with the records of the meeting either before or after the holding thereof, waives such notice or who attends the meeting.

Section 7. Quorum.

A majority of the Board of Directors shall constitute a quorum for the transaction of business at every meeting. If, at any meeting, there is less than a quorum present, a majority of those present may choose to adjourn the meeting and reschedule the meeting for a different date within 30 days of the original meeting, and no further notice for such reconvened meeting shall be necessary other than by announcement at the adjourned meeting. At any such reconvened meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called. Except as otherwise provided in the Articles of Incorporation or these Bylaws, the action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors.

Section 8. Minutes.

As soon as practicable after any meeting of the Board of Directors, the Secretary or such other individual as designated by the Board shall prepare and retain written minutes of such meeting. The minutes shall reflect each item that the Board considered; the action taken by the Board on each item; and a list of each vote that was recorded.

Section 9. Vacancies.

The Board shall fill any vacancy occurring among the directors. A vacancy in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation. A director appointed to fill a vacancy among the directors shall serve for the unexpired term of the predecessor in office.

Section 10. Resignation and Removal.

A director may resign at any time by notifying the Chairperson or Secretary of the Corporation in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. Subject to Article I, Section 2 of these Bylaws, at any meeting of the directors called for the purpose, the directors may, with or without cause, propose to remove any director, by vote of a majority of the other directors. If the Board approves the director's removal, the Board may appoint another in place of the person so removed to serve for the remainder

of the term. A resignation in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation.

Section 11. Compensation.

Directors shall receive no compensation for their services as such but may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 12. Action without Meeting.

Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting, if a unanimous consent which sets forth the action is given in writing or by electronic transmission by each director and such is filed in paper or electronic form with the minutes of proceedings of the Board of Directors.

Section 13. Telephone Conference.

Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meetings can hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

ARTICLE III. OFFICERS

Section 1. In General.

The officers of the Corporation shall consist of a Chairperson of the Board of Directors (the "Chairperson"); so many Vice-Chairpersons of the Board of Directors ("Vice-Chairpersons") as the Board shall elect, and, if more than one are elected, with one being designated as First Vice-Chairperson; President; one or more Vice-Presidents; Secretary; Treasurer; and such Assistant Secretaries and Assistant Treasurers as the Board shall elect. Any two offices, except those of (1) Chairperson and Vice-Chairperson; (2) President and Vice-President; or (3) President and Treasurer, may be held by the same person, but no officer shall execute, acknowledge, or verify any instrument in more than one capacity when such instrument is required to be executed, acknowledged, or verified by any two or more officers.

With the exception of the President and CEO, all officers of the Corporation shall be appointed by the Board and shall serve for a term of two (2) years and until their successors shall be appointed and qualify. The individual holding the office of the President and CEO of the Educational Management Organization from time to time shall serve as the President and CEO of the Corporation; and such individual shall serve as the President and CEO of the Corporation for so long as he/she shall also hold

the office of President and CEO of the Educational Management Organization. The Chairperson and each Vice-Chairperson shall be chosen from among the directors. Other officers may be, but are not required to be chosen from the directors. The Board of Directors may from time to time appoint such other agents and employees with such powers and duties as the Board may deem proper.

Section 2. Chairperson.

The Chairperson shall preside at all meetings of the Corporation and at all meetings of the Board of Directors and shall be an ex-officio member of all committees of the Board of Directors, except as the Board of Directors shall otherwise designate. The Chairperson shall not be an employee of the Corporation.

Section 3. Vice-Chairperson(s).

In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice-Chairperson (or, in the event there be more than one Vice-Chairperson, the Vice-Chairpersons in the order of their election or designated seniority) shall perform the duties of the Chairperson, and when so acting, shall have and may exercise all the powers of the Chairperson. Any Vice-Chairperson shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors. Each Vice-Chairperson shall be a member of the Board of Directors and shall not be an employee of the Corporation.

Section 4. President.

The President and CEO of the Educational Management Organization hired by the Board of Directors shall be the President and CEO of the Corporation and an ex-officio non-voting member of the Board of Directors. The President and CEO shall have general management and direction of the activities of the Corporation and all powers ordinarily exercised by the President and CEO of a corporation; shall have authority to employ an administrator or other persons at salaries fixed by resolution of the Board of Directors to assist in the general management and direction of the activities of the Corporation; and shall have authority to sign and execute, in the name of the Corporation, all deeds, mortgages, bonds, contracts, or other instruments to be executed on the Corporation's behalf. The President and CEO of the Corporation shall not vote on matters pertaining to contracts or other transactions involving the Educational Management Organization of which he/she is employed.

Section 5. Vice-President(s).

In the absence of the President and CEO or in the event of his or her inability or refusal to act, the Vice-President (or, in the event there be more than one Vice-President, the Vice-Presidents in the order of their election or designated seniority) shall perform the duties of the President and, when so acting, shall have and may exercise

all the powers of the President. Any Vice-President shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 6. Secretary.

The Secretary shall keep minutes of the meetings of the Board of Directors, see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, be custodian of the corporate records and of the seal of the Corporation, and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 7. Treasurer.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the duties of the office in such sum and with such surety or sureties as the Board of Directors shall determine, the cost of which shall be borne by the Corporation. The Treasurer shall have charge and custody of all funds and securities of the Corporation, receive and give receipts for monies due to the Corporation, and deposit all such monies in the name of the Corporation in such banks or other depositories as shall from time to time be selected by the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 8. Assistant Officers.

Each Assistant Secretary and Assistant Treasurer (if any) shall hold office for such period and shall have such authority and perform such duties as the Board of Directors may prescribe.

Section 9. Compensation.

Officers who are employees of the Corporation may receive reasonable compensation for their services as employees, as determined by resolution of the Board of Directors. Officers who are not employees of the Corporation shall not receive compensation for their services as such. Notwithstanding the above, all officers may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 10. Resignation and Removal.

An officer may resign at any time by notifying the Chairperson or the Secretary in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. The Board shall have the power to remove any officer with or without cause. The Board may authorize any officer to remove subordinate officers.

Section 11. Vacancies.

The Board shall have the power to fill a vacancy occurring in any officership.

ARTICLE IV. COMMITTEES

Section 1. Executive Committee.

The Corporation shall have an Executive Committee, which committee, shall to the extent provided in said resolution, have and exercise the authority of the Board of Directors in the management of the Corporation between meetings of the Board, and shall be considered a committee of the Board of Directors ("Committee of the Board"). The Executive Committee shall also exercise general oversight over the other committees. The Board of Directors, by resolution adopted by a majority of the Directors in office at the time such action is taken, may also create other Committees of the Board which shall exercise such powers of the Board of Directors as delegated in said resolution, provided that neither the Executive Committee nor any other Committee of the Board may be delegated the power to: (1) authorize distributions; (2) fill vacancies on the Board of Directors or any Committee of the Board; (3) adopt, amend, or repeal bylaws, or (4) approve or propose to the Board any action that is required to be taken by members under the District of Columbia Nonprofit Corporation Act (the "Act"). The delegation of authority to the Executive Committee or a Committee of the Board shall not operate to relieve the Board of Directors, or individual Director, of any responsibility imposed upon them by law. The Executive Committee and any Committee of the Board, if formed, must consist exclusively of one (1) or more Directors approved by a majority of the Board of Directors in office when the Director is appointed to such committee. Provisions on the call of meetings, notice of meetings, action without meeting, and waiver of notice of meetings applicable to meetings of the Board of Directors are also applicable to meetings of Committees of the Board. The Executive Committee will be responsible for general governance matters, including nominating and recruiting members of the Board of Directors, evaluating current members of the Board of Directors and evaluating the Board itself.

Section 2. Other Advisory Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation ("Advisory Committees") may be designated in these Bylaws or by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolutions, the President shall appoint the members of such committees, and members of such committees need not be Directors.

Section 3. Finance and Facilities Committee.

The Finance Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall exercise general oversight of the financial operations of the Corporation; review the annual audited financials and other financial documents of the Corporation; and report to the Board of Directors with regard to its findings. The committee shall exercise oversight with regard to the proper maintenance, repair, and replacement of the Corporation's grounds, facilities, buildings, and equipment.

Section 4. Planning and Assessment Committee.

The Planning and Assessment Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall provide guidance and supervision to help ensure that the School is achieving its targeted objectives. The committee will assess academic performance and recommend academic policy changes to the Board of Directors, as needed. The committee will assess the consistency and quality of the School's instructional approach. The committee will monitor the Corporation and the School to ensure that they are compliant with the policies and regulations for operating a public charter school and for meeting the needs of students designated to receive special education. The committee will evaluate any grievances and also evaluate the management company's performance. The committee shall also exercise oversight of all issues related to the School's personnel, including but not limited to staffing needs, performance evaluations, and discipline.

Section 4. Term of Office.

Each member of every committee shall continue in office at the pleasure of the Board of Directors.

Section 5. Committee Chair.

One member of each committee shall be appointed Committee Chair by the Chairperson.

Section 6. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7. Rules.

Each committee may adopt rules for its own governance not inconsistent with the Articles of Incorporation, with these Bylaws, with rules adopted by the Board of Directors, or with any applicable law of the District of Columbia.

ARTICLE V. NOTICE OF NON-DISCRIMINATORY POLICY
AS TO STUDENTS

The Corporation will operate a public charter school in the District of Columbia. The Corporation shall admit students of any race, color, and national and ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. It will not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE VI. MANDATORY DISSOLUTION

In compliance with the DC School Reform Act § 38-1802.13a, the Corporation shall dissolve if the charter for the school has been revoked, has not been renewed, or has been voluntarily relinquished; and any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE VII. CONTRACTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts.

The Board of Directors may authorize any officer(s) or agent(s) of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or specific.

Section 2. Checks, Drafts, Etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer(s) or agent(s) of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

Section 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or other depositories as the Board of Directors may select.

Section 4. Gifts.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII. SUNDRY PROVISIONS

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be the year ending on June 30th unless some other fiscal year be specified by resolution of the Board of Directors.

Section 2. Indemnification.

To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than \$200,000 per individual claim and \$500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

Section 3. Books and Records.

The Corporation shall keep correct and complete books and records of account and shall also keep as permanent records: (i) minutes of all meetings of the Board of Directors; (ii) records of all actions taken without a meeting by the Board of Directors or the Board; (iii) records of all actions taken by a Board Committee on behalf of the Corporation. The Corporation also shall keep at its principal office (i) the Corporation's Articles of Incorporation, (ii) these Bylaws, (iii) minutes and other permanent records described above for the last three years; (iv) all official communication in the form of a record to the Board generally within the past three years, including financial statements furnished to the Board in the last three years; (v) a list of the names and business addresses of the Corporation's current Directors and Officers; and (vi) the most recent biennial report filed by the Corporation with the District of Columbia.

[The rest of this page is intentionally blank.]

Section 4. Amendments to Bylaws.

These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted by the Board of Directors at any regular meeting or at any special meeting called for that purpose.

Adopted by the Corporation on _____, 2014.

Board Member Agreement Conflict of Interest

See Appendix, Section F



The Children's Guild Ltd. – DC Campus
Member - Board of Directors
Job Description

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
 - Golf Classic
 - Cabaret for Kids

Code of Ethics for School Board Members

A school board member shall abide by the following Code of Ethics.

- a. I will uphold and enforce all laws, rules and regulations of the DC Charter School Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
- c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- e. I will recognize that authority rests with the board of directors and will make no personal promises nor take any private action that may compromise the board.
- f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- g. I will hold confidential all matters pertaining to the school which, if disclosed, would needlessly injure individuals or the school. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- h. I will support and protect school personnel in proper performance of their duties.
- i. I will refer all complaints to the school operator and will act on the complaints at public meetings only after failure of an administrative solution.

The Children's Guild Policy & Procedure Manual

Title: Discipline

Policy Number: 04-02-04

Page(s): 6

Initiated By: Kelly Spanoghe, Dir, Education
Barbara Steinle, Dir, Clinical Svcs
Approved By: Executive Management
Effective Date: 8/26/99

Supersedes: 04-02-01, 04-02-02

Reviewed By: Kelly Spanoghe,
V.P., Educational Services
Review Dates: 10/99, 5/00, 11/01, 8/02, 9/02,
12/03, 7/06, 10/06, 8/07, 8/08, 11/09, 2/10, 8/11

Policy:

The teaching of discipline shall be directed toward helping students take responsibility for themselves, become capable decision-makers, become self-directed learners and promote the social and moral development of the child. Individualized approaches to the teaching of self-discipline will be tailored to the specific developmental level of the child.

Definitions:

Team--The team includes a special education teacher, classroom teaching assistant, tutor, school counselor, related services providers, nurse, fidelity and instructional coaches, and the youth life educators where appropriate.

Direct Care Personnel--Any staff member who provides a direct service to the student (i.e., teacher, teacher assistant, school counselor, related service provider, and tutor, youth life educator, etc.).

Rationales and Procedures:

1. Why Does The Children's Guild Teach Self-Discipline Rather Than Obedience, and Why Obedience Doesn't Work

Rationale:

Discipline comes from the Latin word meaning, "to teach". We are trying to teach children to reach the goal of self-discipline; that is, to take responsibility for the action they choose, not to act on impulse alone, and to assess probable consequences of several courses of action before making a decision. Obedience is defined as the ability to carry out or yield to command, authority, or instruction. Traditional models of education are based on curriculums of control. The educator establishes the rules and the student must obey the rules of the classroom, so that the teacher can move through the lesson plan in an orderly fashion. These models are designed more to instruct than to teach. This system takes the pleasure, ownership, and competency out of the learning process for students. In essence the rule

centered educational environment states, "Do what I tell you, or here's exactly what I'll do to you." (Kohn 1996)

The traditional view of behavior in regard to education states that a system of rewards and punishments is necessary to gain control of children. This view is based on two assumptions. The first assumption is that children cannot learn without being controlled by an adult and second, "if the teacher isn't in control of the classroom, the most likely result is chaos" (Kohn 1996). Unfortunately, these assumptions foster the idea that adults have to be enforcers or class cops. This approach limits the social and moral development of a child because it assumes that children cannot learn to take responsibly for themselves unless they are punished or rewarded. Even if an educator has a group of students "under control" the likelihood is that when the adult is not with them, the group of students will not behave because they have not developed the skills to do so in other contexts. "If the goal is to create self-discipline in children then having students define the meaning of rules is the best way to help students become thoughtful decision makers." (Kohn, 1996)

Procedure:

- A. Staff are always physically and visually present in the learning environment to provide supervision and guidance to students in their development of socially appropriate patterns of behavior, self-expression, and coping mechanisms. Staff will develop a repertoire of behavioral interventions that promote those skills in their students. Such interventions will include: modeling, positive enforcement, choices, consequences, incentives (if developmentally appropriate), and therapeutic discussions as dictated by the student's developmental level.
- B. Staff responses to inappropriate behavior will include the implementation of natural and logical consequences as dictated by the situation. Alternative behavior choices and their impact will be explored and processed with the student, thereby enabling him/her to make productive decisions.
- C. Staff will develop intrinsic motivation in their students through the use of positive social recognition (praise, positive enforcement, academic achievement).
- D. Staff responses to students' behavior will be individualized to meet the developmental needs of the student and within the context of each unique situation.
- E. In resolving problematic behaviors in the classroom, staff will review situations by considering the context within which the behavior(s) occurred. This includes such contextual components as:
 - 1. The words, actions and reactions of staff in the environment and how these may have contributed to the problem.
 - 2. Explore underlying, unresolved relationship issues and generate strategies for resolution.
 - 3. Identify unmet needs of the student(s) and how these contributed to the problem.
 - 4. Identify skills needing further development and handicapping conditions on manifested behaviors.
- F. When a student engages in unsafe behavior, and as a last resort, physical intervention(s) will be

utilized to ensure the safety of the student, others and property.

1. How Do We Develop a Climate That Fosters Student Achievement?

In 1997, the Individuals with Disabilities Education Act (IDEA) was amended to include a recommendation for implementing Positive Behavioral Interventions and Supports (PBIS) as a form of intervention for behavioral issues that impact learning. PBIS is a systems approach to discipline that examines the four subsystems; school-wide, individual student, classroom, and nonclassroom that comprise the totality of a school. The interaction of these four systems creates a climate for learning. "The goals of school-wide systems are to define, teach, and support appropriate behavior that establishes a culture of competence within schools. When a competent culture is established, the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers." (Sugai, 1999).

PBIS is a systematic way of implementing school-wide systems of teaching, acknowledging and rewarding appropriate behavior to all students in the school. The procedures to implement a positive behavior support program include:

1. Behavioral expectations are defined in a small number of clearly defined behavioral expectations
2. Behavioral expectations are taught and practiced throughout the school day
3. Appropriate behaviors are acknowledged through various forms: tokens, rewards, praise, recognition
4. Behavioral errors are corrected proactively by providing information on what behavior was unacceptable and how to prevent future situations.

2. How Do We Promote the Social and Moral Development of the Child?

Rationale:

Just as there are physical stages of development for children, there are also stages of social and moral development (Kolberg, 1981). These stages demonstrate how a child should go from selfishness to selflessness. To effectively move the child through these stages in the educational setting, three factors should be considered. First, the development of self-discipline within the student must be in sync with the child's predominant level of moral development. This requires the staff member to not only assess and intervene with the child at the child's current level of moral development, but the staff member must then implement individualized strategies to move the child to higher levels of moral development. The IEP is the mechanism by which a long-term individualized plan is created to move the student through these levels of moral development. The second factor is that interventions must also be in sync with the child's emotional and cognitive abilities. Lastly, classroom communities must be established. For it is through connection and communication with others that a child has the opportunity to work cooperatively, while developing pro-social behaviors.

Procedures:

In order to determine each student's level of moral development and the best procedure(s) for facilitating continued growth, teams will complete a functional behavior assessment on each student to include:

- A. A functional behavioral assessment and behavior intervention plan will be developed

specific to the targeted behavior impacting student engagement in the learning process

- B. Monthly thematic units to assist in facilitating the development of character education and moral development traits through implementation of daily lessons, social skills training and group therapy.

3. How Can Most Student "Misbehavior" Be Eliminated Through Good Instruction?

Rationale:

One of the most successful interventions in reducing acting out behavior is effective teaching. Therefore, if children are acting out, or "misbehaving", the educator must first look at the quality, technique, and coherence of their instruction. In this view, acting out is not a symptom of illness, but of poor instruction. This approach demands the educator to ask the question, "What do children need?" as opposed to "How do I get them to do what I want?" (Kohn, 1996). Our policy requires educators to transform the traditional teacher centered, lecture driven, and rote deskwork to multi-dimensional, hands-on, active, and cooperative methods of teaching that engage verbal, tactile, visual, and auditory senses. The curriculum is integrated and relates ideas and knowledge across subject areas. By challenging students in an engaged, creative, and meaningful process of learning, the educator channels the student's energies from acting out to involved learner.

Procedure:

- A. Classroom teams will develop and implement daily lesson plans that include a creative, hands-on instructional delivery system.
- B. Development of effective lessons will include:
 - 1. Determining and accessing prior knowledge of the students to begin concept development.
 - 2. Incorporating instructional modifications based on the needs of the students.
 - 3. Developing lesson plans inclusive of an anticipatory set, direct instruction, guided practice, independent practice.
 - 4. Student engagement in creative, hands-on activities.
 - 5. Implementing differentiated learning strategies to address varied student levels of performance within the classroom setting.
 - 6. Assessment of concept attainment.

4. How Do Students Learn Self-Responsibility?

Rationale:

Students learn self-responsibility by being active participants in the problem-solving process. This involves acknowledging responsibility for their own behavior and accepting natural and logical consequences. Students are expected to maintain appropriate behavior, demonstrate effective coping and decision-making skills not only in the classroom, but at home and in the community as well. Opportunities for learning and developing necessary skills and strategies for problem solving are presented in a structured classroom environment. Through this process, students are able to make

informed decisions and appropriate choices. Discipline is regarded as a learning experience that promotes individual growth emotionally, academically and behaviorally.

Procedure:

- A. The team will facilitate the development of a classroom environment by assisting students in developing behavior expectations and goals.
- B. The team will engage students in discussion and exploration of the decision-making process, and provide opportunities for implementation.
- C. PBIS matrix to guide the team in fostering commitment and responsibility.
- D. Teams will conduct Team Primacy meetings to address development of communication and social skills, enhance problem-solving skills, examine the impact of behavior for self and others and apply natural and logical consequences for inappropriate behavior.

5. How Do We Make The Mindset Switch From The Product/Market Perspective To The Journey Perspective?

Rationale:

Educators must examine their own assumptions and transform their own beliefs regarding discipline and how it is used in teaching. Many of today's educational systems are designed with the market mentality.

During the Industrial revolution, the market perspective dominated American views and policies. This perspective focused on the end product and the marketplace. If you produced more of the product, the faster you were rewarded. If you failed to produce or did not produce at the rate and quality expected, the market was unwavering and unsympathetic in its deliberation of punishment and economic sanctioning. It was during the Industrial Revolution that many of our school systems were developed. Learning was seen as a product. Children were given concrete standards and were rewarded for achieving those standards. Consequently, they were punished if they did not meet the standards, i.e., not allowed to participate in sports, clubs, trips, or even in educational areas in which the child excelled. In contrast, the journey mindset focuses on why and how the process works to achieve the end product. The journey mindset does not ignore the end product, but includes both the product and the process. If educators believe that learning is a process, then it is imperative for students to make decisions regarding this process and understand how it applies to them. To achieve this goal an educator must create a classroom where conflict is valued, and seen as an opportunity for learning, because conflict provides teachable moments. For example, "The constructive classroom, is one in which the process matters at least as much as the product. The wrestling with dilemmas, the clash of ideas, and the need to take others' needs into account-these are more meaningful than any list of rules or guidelines that may ultimately result." (Kohn 1996) This new understanding of discipline alters educators' attitudes from control to discovery, moving them from the market mindset to the journey mindset.

Procedure:

- A. Strategies may include:
 - 1. Student role-playing alternative behavior

2. Student making restitution for destructive or hurtful action(s)
 3. Class meeting to explore ways of preventing similar problems in the future
 4. Student Government Association
- B. Classroom teams will teach alternative, appropriate social skills weekly. Students will role-play steps to facilitate incorporating these skills into their behavioral repertoire.
- C. Peer mediation and conflict resolution methods will be taught and implemented regularly with the students.

6. **Student Expectations:**

Student expectations for behavior are determined by the developmental level of individual students and consist of the following:

- Initiate and complete all assigned classwork in a timely manner, to be determined by the special education teacher, as an active, cooperative participant.
- Follow all directions and demonstrate active listening skills.
- Be respectful of others by displaying effective social skills. Students will not disrupt others, should ask for assistance when needed, and ignore others' inappropriate behavior.
- Students should always maintain safety towards themselves and others.
- Students will acknowledge responsibility for their own behavior, engage in the problem-solving process as needed and accept natural and logical consequences for misbehavior.
- Students will demonstrate expected behaviors as identified on the Positive Behavior Supports and Intervention matrix. Specific behaviors will be identified, taught and reinforced for each location on the matrix (hallway, bathroom, cafeteria, bus).

References

- Kohlberg, L. (1981). The Meaning and Measurement of Moral Development. Clark University, Heinz Werner Institute.
- Kohn, A. (1996). Beyond Discipline. Alexandria, VA.: ASCD.
- Maher, P. (1996). Let Me Learn.
- Nelsen, J. (1996). Positive Discipline. NY: Ballantine Books.
- Nelsen, J., Lott, L. and Glenn, S. (1993). Positive Discipline in the Classroom. Rockland, CA: Prima Publishing.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT (the "Agreement") is made effective as of _____, by and between **THE CHILDREN'S GUILD, LTD.** (d/b/a "The Children's Guild Public Charter School D.C. Campus, hereinafter referred to as "D.C. Campus") and **THE CHILDREN'S GUILD, INC.** (the "Guild").

WITNESSETH:

WHEREAS, the D.C. Campus, formed under the D. C. Nonprofit Corporation Act and applying for a tax exemption as a Section 501(c)(3) public charity, plans to operate a public charter school in Washington, D.C.;

WHEREAS, the Guild, a Section 501(c)(3) public charity, has operated schools and provided special education for over 50 years, including other charter schools in Baltimore City and Anne Arundel County;

WHEREAS, the D.C. Campus has determined that entering into a management agreement will provide administrative efficiency that will allow the D.C. Campus to better carry out its functions and purposes; and

WHEREAS, the D.C. Campus desires to engage the Guild for the management of certain functions specified herein, under the terms and conditions set forth in this Agreement.

NOW, THEREFORE, the parties agree as follows:

STATEMENT OF AGREEMENT

SECTION 1. SCOPE OF SERVICES

- (a) **Scope.** The Guild shall provide management and administrative services (collectively, the "Services") to the D.C. Campus, as more fully articulated in Section 2 below.
- (b) **Authority.** In performing the Services for the D.C. Campus pursuant to this Agreement, the Guild shall have full power, authority, and responsibility to undertake the management of the D.C. Campus as set forth in this Agreement and pursuant to the direction of the D.C. Campus's Board of Directors (the "D.C. Campus Board"). The D.C. Campus Board may request and receive recommendations from the Guild and duly consider all such recommendations prior to adopting policies affecting the D.C. Campus.
- (c) **Limitations.** The Guild shall have the authority to make ordinary and necessary management decisions relating to the Services pursuant to this Agreement. The Guild shall make such reports to the D.C. Campus Board as shall be reasonably requested by the D.C. Campus Board.

SECTION 2. SPECIFIC OBLIGATIONS OF THE GUILD

- (a) **General.** The D.C. Campus's administrators, teachers, academic staff, clerical staff, and facilities staff (collectively, the "D.C. Campus Staff") shall be comprised of employees of The Children's Guild, Ltd. The principal, however, shall be an employee of the Guild. The Guild shall manage the day-to-day operations of the D.C. Campus, including performing the obligations set forth in this Section 3.
- (b) **Specific Administrative and Management Services.** The Guild shall perform the Services as shall be agreed to by the Guild and the D.C. Campus, from time to time. The Services include the following, and such other services as may be agreed to by the parties from time to time:
 - (i) Accounting and bookkeeping including processing payroll.
 - (ii) Management of accounts receivable, including collections.
 - (iii) Management of accounts payable, including the payment of bills.
 - (iv) Human resource recruitment and management.
 - (v) Facility management and operation.
 - (vi) Planning Public relations and marketing.
 - (vii) Management of computer and information technology support.
 - (viii) Management of purchasing and business operations.
 - (ix) Management and planning of staff in-service training and consultation.
 - (x) Management of any special education services.
- (c) **Supervision and Assessment of Principal.** As previously indicated, all D.C. Campus Staff (except the principal) will be employees of The Children's Guild, Ltd. The Guild will periodically assess the performance of the principal of the D.C. Campus. Such assessment shall be performed annually, or more or less frequently as requested by the D.C. Campus Board.

SECTION 3. COMPENSATION

(a) **Fees.** For the Services provided during the Initial Term and any Renewal Term (as such terms are defined below), the D.C. Campus shall pay the Guild an annual fee paid as twelve equal monthly payments, where the annual fee is equal to the sum of ten percent (10%) of the D.C. Campus's annual gross revenues and the annual compensation and benefits for the principal.

(b) **Payment Terms.** The Guild shall bill the D.C. Campus on a monthly basis. Payment from the D.C. Campus shall be due within ten (10) days of receipt of the Guild's invoice. The Guild shall provide, at least annually, statements to the D.C. Campus indicating the full list of Services performed by the Guild.

(c) **Additional Services.** In the event that the D.C. Campus shall request, and the Guild shall agree to provide, services not specifically included in this Agreement ("Additional Services"), the payment for such Additional Services shall be negotiated by the parties and memorialized in a separate written agreement.

SECTION 4. TERM

The initial term of this Agreement shall be five (5) years commencing on the date of this Agreement (the "Initial Term"). This Agreement shall automatically renew for additional five (5)-year terms (each a "Renewal Term") following the expiration of the Initial Term or any Renewal Term, unless either party gives the other written notice of non-renewal at least one hundred eighty (180) days prior to the expiration of the Initial Term or Renewal Term then in progress.

SECTION 5. TERMINATION

(a) **Termination by the Guild for Default.** The Guild may terminate this Agreement immediately upon written notice to the D.C. Campus for default under any of the following circumstances:

- (i) If the D.C. Campus fails to make full, timely payment of any sum required to be paid to the Guild under this Agreement and the D.C. Campus does not cure such failure within a period of ninety (90) calendar days after receipt of written notice from the Guild specifying such failure;
- (ii) If the D.C. Campus's tax-exempt status is revoked or suspended;
- (iii) If the D.C. Campus becomes insolvent, or bankruptcy or liquidation proceedings are instituted by or against the D.C. Campus, or a trustee or receiver for the D.C.

Campus's property is appointed, or there is an assignment, reorganization or arrangement by the D.C. Campus for the benefit of creditors.

- (b) **Termination by the D.C. Campus for Default.** The D.C. Campus may terminate this Agreement immediately upon written notice to the Guild for default under any of the following circumstances:
- (i) If the Guild fails to perform any of its obligations under this Agreement and does not cure such failure within a period of ninety (90) calendar days after receipt of written notice from the D.C. Campus specifying such failure;
 - (ii) If the Guild's tax-exempt status is revoked or suspended;
 - (iii) If the Guild becomes insolvent, or bankruptcy or liquidation proceedings are instituted by or against the Guild, or a trustee or receiver for the Guild's property is appointed, or there is an assignment, reorganization or arrangement by the Guild for the benefit of creditors.

SECTION 6. FAILURE TO RENEW OR TERMINATION

If, at the conclusion of the Initial Term or a subsequent Renewal Term the D.C. Campus should fail to renew the Agreement, or if the Agreement is otherwise terminated, the D.C. Campus must pay off any outstanding amounts owed on the Line of Credit Agreement between D.C. Campus and the Guild, as well as reimburse the Guild for any expenses incurred on the D.C. Campus's behalf to establish the D.C. Campus, such expenses are itemized on Appendix A to this Agreement.

SECTION 7. RELATIONSHIP OF PARTIES

In the performance of its work, duties, and obligations under this Agreement, the Guild shall at all times be acting and performing as an independent contractor. Nothing set forth herein shall be deemed to create a partnership or joint venture between the D.C. Campus and the Guild and no fiduciary duty shall arise from the relationship herein. Other than in furtherance and fulfillment of the provisions of this Agreement, in no event may either party act as an agent of the other unless specifically authorized to do so in writing.

SECTION 8. COMPLETE AGREEMENT

This Agreement constitutes the entire understanding between and among the parties in respect of the subject matter of this Agreement. This Agreement supersedes all prior and contemporaneous understandings or agreements between the parties with respect to the subject matter of this Agreement.

SECTION 9. BENEFIT; SURVIVAL OF OBLIGATIONS

This Agreement shall be binding upon and inure to the benefit of the parties and the legal representatives, successors in interest and permitted assigns, respectively, of each such party. This Agreement is expressly intended by the parties for the benefit of the parties to this Agreement and not for any other person. Nothing in this Agreement shall be construed to create any rights or benefits in any third parties. The obligations of the parties under this Agreement that, by their nature, continue beyond the expiration of this Agreement shall survive termination or cancellation of this Agreement.

SECTION 10. ASSIGNMENT

Neither the D.C. Campus nor the Guild may assign its rights or obligations under this Agreement to any other person or entity without the prior written consent of the other party.

SECTION 11. WAIVER

No waiver of any of the provisions of or any breach of this Agreement shall be deemed, or shall constitute, a waiver of any other provision or breach, whether or not similar or related. No waiver shall constitute a continuing waiver by a party. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 12. GOVERNING LAW; MISCELLANEOUS

This Agreement may be executed in any number of counterparts and each executed counterpart shall constitute an original of this Agreement. The captions contained in this Agreement are not part of the context of this Agreement but are labels to assist in locating and reading the sections and subsections. The captions shall be ignored in construing this Agreement. Should any provision or portion of this Agreement be held unenforceable or invalid for any reason, the remaining provisions or portions of this Agreement shall continue in full force and effect. This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland.

SECTION 13. FORCE MAJEURE

Neither party shall be liable to the other under this Agreement for any loss or damage due to delay in delivery or other performance failures resulting from any cause beyond such party's reasonable control. Such causes shall include, but are not limited to, compliance with regulations, orders, acts, or instructions of any government or department or agency thereof, civil or military authority, acts of God, earthquakes, acts or omissions of the other party which resulted in the delay, electrical power surges or fluctuations, lightning, fires, floods, strikes, lockouts, embargoes, wars, hurricanes or other debilitating severe weather, fuel shortages, riots, insurrections, terrorist acts, default or delay of suppliers, delays in transportation and loss or damage of goods in transit.

SECTION 14. INDEMNIFICATION

Each party agrees to indemnify and hold harmless the other party and its respective directors, officers, employees, and agents from and against any and all liabilities, demands, claims, actions, or causes of action, assessments, judgments, losses, costs, damages or expenses, including reasonable attorneys' fees, sustained or incurred as a result of, or arising out of or by virtue of, any of the covenants, commitments, or obligations of this Agreement. The obligations set forth in this section shall survive termination of this Agreement.

SECTION 15. CONFIDENTIALITY

No provision of this Agreement shall be disclosed by the D.C. Campus or the Guild to any person, firm, or corporation without the prior written approval of the other party, except that either party may disclose any provision hereof without the consent of the other party to attorneys, consultants, the chartering entity, other government entities with jurisdiction over the Charter School and financial institutions, or to the extent necessary to comply with any statute, governmental rule or regulation, subpoena, or court order to which such party may be subject.

SECTION 16. NOTICES

All notices hereunder shall be delivered (i) personally, (ii) by registered or certified mail, postage prepaid, or (iii) by overnight courier service to the following addresses of the respective parties:

If to the D.C. Campus:

[address?]

If to the Guild:

6802 McClean Boulevard

Baltimore, Maryland 21234
Attn: Dr. Andrew L. Ross

Notices shall be effective upon receipt, unless mailed, in which case notice shall be effective on the third business day following the date of mailing. A party may change its address listed above by notice to the other party.

SECTION 16. AMENDMENT

Any modifications or amendments to this Agreement must be in writing and executed by the Guild and the D.C. Campus. Any modification or amendment not agreed to by both parties shall not be enforceable.

[SIGNATURE PAGE FOLLOWS]

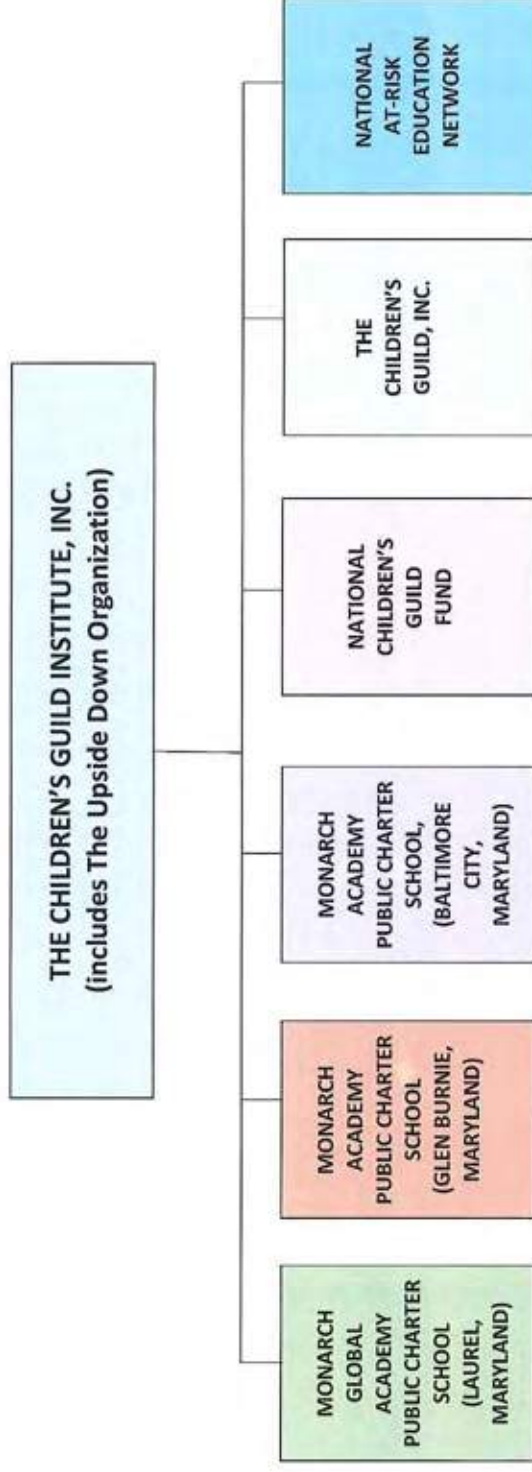
IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

THE CHILDREN'S GUILD, LTD.

By: _____
Name:
Title: President

THE CHILDREN'S GUILD, INC.

By: _____
Name: Andrew L. Ross
Title: President & CEO



Appendix, Section J

Curriculum



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Overview



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Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs

In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. (This focus on research intentionally builds on Module 1, in which students explored the superpowers of reading.) The module will begin with a class study of the bullfrog, an example of a “true frog,” that exhibits quintessentially froggy characteristics. In Unit 2, students will form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “frogginess” with unusual adaptations that help them to

survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. Students will demonstrate their expertise through a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the amazing diversity of frogs, with a focus on how their freaky frog survives. This task will center on NYSP12 ELA Standards W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Guiding Questions And Big Ideas

- What do experts do?
- How do I become an expert?
- How do frogs survive?
- Experts use reading, viewing, and listening to gather and organize info from a variety of sources.
- Experts share information through writing and speaking.
- Content: Animals have unique adaptations that help them to survive in various environments.

Performance Task

Research-Based Narrative Writing: Freaky Frog Trading Card

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog that they collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.



Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs

Content Connections

- This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. Nevertheless, the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c.: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.



English Language Arts Outcomes

CCS Standards: Reading—Literature		Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 		<ul style="list-style-type: none"> • I can determine the meaning of words using clues from the story. • I can identify literal and nonliteral language in a story.
CCS Standards: Reading - Informational Text		Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 		<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
<ul style="list-style-type: none"> • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 		<ul style="list-style-type: none"> • I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
<ul style="list-style-type: none"> • RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 		<ul style="list-style-type: none"> • I can describe how events, ideas, or concepts in an informational text are related. • I can describe steps in a procedure, in the order they should happen.
<ul style="list-style-type: none"> • RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. 		<ul style="list-style-type: none"> • I can determine the meaning of unknown words in informational text.
<ul style="list-style-type: none"> • RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 		<ul style="list-style-type: none"> • I can use text features to locate information efficiently.
<ul style="list-style-type: none"> • RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 		<ul style="list-style-type: none"> • I can use information from illustrations (maps, photographs) to understand informational texts. • I can use information from the words to understand informational texts.
<ul style="list-style-type: none"> • RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. 		<ul style="list-style-type: none"> • I can compare and contrast the main ideas and key details in two texts on the same topic.



English Language Arts Outcomes

CCS Standards: Reading-Foundational Skills	Long-Term Learning Targets
<ul style="list-style-type: none"> RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> I can read third-grade-level texts accurately and fluently to make meaning. <ul style="list-style-type: none"> a. I can read third-grade-level texts with purpose. b. I can read third-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. d. I can reread to make sure that what I'm reading makes sense.
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. <ul style="list-style-type: none"> a. I can write an informative/explanatory text that has a clear topic. a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but) d. I can construct a closure on the topic of an informative/explanatory text.



English Language Arts Outcomes

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<ul style="list-style-type: none"> I can craft narrative texts about real or imagined experiences or events. <ul style="list-style-type: none"> a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative.
<ul style="list-style-type: none"> W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) 	<ul style="list-style-type: none"> With support from adults, I can produce writing that is appropriate to task and purpose.
<ul style="list-style-type: none"> W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
<ul style="list-style-type: none"> W.3.7. Conduct short research projects that build knowledge about a topic. 	<ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none"> W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> I can recall information from experiences. I can document what I learn about a topic by taking notes. I can sort evidence into provided categories.
<ul style="list-style-type: none"> W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> I can write for a variety of reasons.



English Language Arts Outcomes

CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.d. Explain their own ideas and understanding in light of the discussion.• SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about third grade topics and texts.<ul style="list-style-type: none">a. I can prepare myself to participate in discussions.a. I can draw on information to explore the ideas in a discussion.b. I can follow our class norms when I participate in a conversation.c. I can ask questions so I'm clear about what is being discussed.c. I can ask questions that are on the topic being discussed.c. I can connect my questions to what others say.d. I can explain what I understand about the topic being discussed.• I can determine the main idea and supporting details in text that is read aloud to me.• I can determine the main idea and supporting details of information that is presented in pictures and/or numbers.• I can speak in complete sentences with appropriate detail.



English Language Arts Outcomes

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> I can use grammar conventions to send a clear message to a reader or listener. <ol style="list-style-type: none"> I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. I can use regular and irregular plural nouns. I can use abstract nouns. (e.g., childhood) I can use regular and irregular verbs. I can use simple verb tenses (e.g., I walked; I walk; I will walk). I can make subjects and verbs agree in my writing. I can make pronouns and antecedents agree in my writing. I can use adjectives to describe nouns. I can use adverbs to describe actions. I can use coordinating and subordinating conjunctions. I can write simple, complex and compound sentences. I can use conventions to send a clear message to my reader. <ol style="list-style-type: none"> I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can use possessives in my writing. I can spell words that have suffixes added to base words correctly. I can use spelling patterns to spell words correctly. I can use resources to check and correct my spelling.



English Language Arts Outcomes

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written standard English.L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	<ul style="list-style-type: none">I can express ideas using carefully chosen words.I can compare how people use language when they write versus when they talk.I can use a variety of strategies to determine the meaning of words and phrases.<ul style="list-style-type: none">a. I can use what the sentence says to help me to determine what a word or phrase means.b. I can use common prefixes to help me determine what a word means. (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion).d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.I can accurately use third-grade academic vocabulary to express my ideas.



Central Texts
Deborah Dennard, <i>Bullfrog at Magnolia Circle</i> , illustrated by Kristin Kest (Trudy Corporation and the Smithsonian Institute, 2012) ISBN: 978-1-6072-7069-0.
Carmen Bredeson, <i>Poison Dart Frogs Up Close</i> (Enslow Publishers, Inc., 2009) ISBN-10: 0-7660-3077-6; ISBN-13: 978-0-7660-3077-0.
<i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , (DK Publishing, Dorling Kindersley Limited, 2011) ISBN: 978-0-7566-8232-3.
Lincoln James, <i>Deadly Poison Dart Frogs</i> (Gareth Stevens Publishing, 2012) ISBN: 978-1-4339-5744-4.
Valerie Worth, <i>All the Small Poems and Fourteen More</i> , illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996) ISBN: 978-0-3744-0345-4. Just one poem
Douglas Florian, <i>Lizards, Frogs, and Polliwogs</i> (New York: Houghton Mifflin Harcourt, 2005), ISBN: 978-0-15-203248-5. Just three poems



Calendared Curriculum Map: Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Learning to Become an Expert (about Frogs)			
Weeks 1-2	<ul style="list-style-type: none"> Building background knowledge on bullfrogs Close reading of informational text <i>Bullfrog at Magnolia Circle</i> Asking and answering questions using complex text 	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4)
	<ul style="list-style-type: none"> Close Reading: Building expertise about bullfrogs Using text features to locate information Comparing texts on the same topic 	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can express ideas using carefully chosen words. (L.3.3a) I can accurately use third-grade-level academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6)



Calendared Curriculum Map: Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: Researching Freaky Frogs			
Weeks 3-5	<ul style="list-style-type: none"> Research on specific freaky frog Select specific frog to research in small groups Set up research group systems and structures Use a variety of resource materials Close reading of freaky frog anchor text in small groups 	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can determine the meaning of unknown words in informational text. (L.3.4) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.7, and L.3.4)
	<ul style="list-style-type: none"> Synthesizing research Continued research Discussions comparing and contrasting unusual frogs with bullfrogs 	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can express ideas using carefully chosen words. (L.3.3) I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, L.3.3a, and L.3.6)



Calendared Curriculum Map: Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Freaky Frog Trading Cards			
Weeks 6-8	<ul style="list-style-type: none"> Preparing to create the freaky frog trading card Capturing key ideas from research for informational side of freaky frog trading card Writing and talking about freaky frogs 	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3, W.3.5, and L.3.3.)
	<ul style="list-style-type: none"> Creating the freaky frog trading card Using the writing process to write a research-based narrative text Revising for carefully chosen words Editing for conventions 	<ul style="list-style-type: none"> I can write an informative text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3, and L.3.3) Final Performance Task: Freaky Frog Trading Card (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3)



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Grade 3: Module 2A: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task

Freaky Frog Trading Cards

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Mid-unit 1 Assessment

Close Reading: *Bullfrog at Magnolia Circle*

This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the module, students will have been practicing close reading of *Bullfrog at Magnolia Circle*, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: "After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading." Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.

End of unit 1 Assessment

Informational Paragraph about How a Bullfrog Survives

This on-demand assessment centers on CCSS W.3.2, W.3.4, and L.3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."



Mid-unit 2 Assessment	<p>Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)</p> <p>This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information during close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: "After reading this excerpt from 'The Spadefoot Toad,' complete the recording form and answer the following questions based on your reading." As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.</p>
End of unit 2 Assessment	<p>Informational Paragraph about the Poison Dart Frog</p> <p>The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog, using domain-specific words and phrases for effect. Students will respond to the prompt: "After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog."</p>
Mid-unit 3 Assessment	<p>Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.5, W.3.7 and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive." The specific focus of this assessment is on students' use of the first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.</p>
End of unit 3 Assessment	<p>Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."</p>



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Grade 3: Module 2A: Performance Task



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Summary of Task

Freaky Frog Trading Card

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Format

Trading card (created on 8.5" x 11" cardstock)

Standards Assessed Through This Task

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Student-Friendly Writing Invitation/Task Description

- "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."
- "On the other side of your card, create or find an illustration of your freaky frog and write basic facts about your frog based on your expert team research. Your card will be shared with other frog experts in your school or in your local community."

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your trading card will include:

- A research-based narrative paragraph that describes how you, acting as the freaky frog, survive. (W.3.2, W.3.3)
- Vivid and precise words to express your ideas. (L.3.3)
- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly. (L.3.1)
- Accurate and important facts on the front of your card from your expert team research. (W.3.7)
- A high-quality illustration or digital picture that accurately portrays your freaky frog. (W.3.2)
- A completed trading card that demonstrates "craftsmanship." This means that your bookmark matches all of the bookmark conventions established by the class. (W.3.4 and W.3.5)



Options For Students

Students will create their cards based on their self-selected freaky frog from Unit 2.

- Extension: Students may select a frog that was not studied by the class for independent research and card creation.
- Students will have a choice about the pose of their frog for the front of their cards.
- Writing will be original.
- As a technology extension, students may type their informational paragraphs, or use technology to create their illustrations.

Options For Teachers

- Students may present their trading cards to a local nature center or science museum. Multiple copies may be made for visitors to the nature center or museum to keep.
- Students may write a poem about their frog to include on their trading card.
- Students may also include a map depicting the geographic location of their freaky frog.



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Grade 3: Module 2A: Unit 1: Overview



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Unit 1, Building Background Knowledge: Learning to Become an Expert (about Frogs)

In this first unit, students will begin to learn how experts build knowledge as they consider what makes a frog a frog and how these creatures adapt to their environment. Through a study of *Bullfrog at Magnolia Circle* (by Deborah Dennard, illustrated by Kristin Kest), students will practice close reading and listening to informational texts, generating questions, building vocabulary, and locating information in text as they learn about the bullfrog (a “true” frog). In the on-demand mid-unit assessment, students will demonstrate their skill in answering and asking questions

as they close read a new passage from *Bullfrog at Magnolia Circle*. Students will communicate their learning through note-taking, Science Talks, and writing. This unit provides the class with initial exposure to key scientific concepts regarding adaptations, habitat, predators and prey, and the physical characteristics of frogs, which students will build on during Unit 2. Students will demonstrate their growing expertise in the end of unit on-demand assessment, in which they write an informational paragraph that synthesizes their learning about the bullfrog.

Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Animals have unique adaptations that help them to survive in various environments.*
- *Experts build knowledge by studying a topic in depth.*

Mid-Unit 1 Assessment

Close Reading: Bullfrog at Magnolia Circle

This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the unit, students will have been practicing close reading of *Bullfrog at Magnolia Circle*, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: “After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading.” Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by allowing them to dictate or draw their answers.



Unit 1, Building Background Knowledge: Learning to Become an Expert (about Frogs)

End of Unit 1 Assessment

Informational Paragraph about How a Bullfrog Survives

This on-demand assessment centers on NYSP12 ELA CCSS W.3.2, W.3.4, and L.3.3a, and L.3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog Research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- N/A

Science

- 3-1c.: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.



Unit 1, Building Background Knowledge:
Learning to Become an Expert (about Frogs)

Central Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (Norwalk, CT: Soundprints, 2002), ISBN: 978-1-6072-7069-0.
2. Valerie Worth, *All the Small Poems and Fourteen More*, illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996), ISBN: 978-0-3744-0345-4.
(just one copy for the teacher)



Calendared Curriculum Map: Unit-at-a-Glance

This unit is approximately 2.5 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading and Talking with Peers: A Carousel of Photos and Texts about Frogs	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) 	<ul style="list-style-type: none"> I can talk with my partner in order to record what I notice and I wonder about pictures. I can ask and answer questions about a text. 	<ul style="list-style-type: none"> Observation of partner discussions Contributions to conversation norms Asking and Answering Questions about Mystery Texts sheet
Lesson 2	Close Reading of Pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i> : Bullfrog Habitat	<ul style="list-style-type: none"> I can determine the main idea of informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of pages 4-7 and 12-15 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can define the scientific concept of "adaptation." I can explain how information in the illustrations and the words help me understand these scientific concepts. I can discuss how the main ideas in this section of <i>Bullfrog at Magnolia Circle</i> are conveyed through key details. 	<ul style="list-style-type: none"> Close reading: Main Ideas and Details (for pages 4-7 and 12-15)



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Continued Close Reading of Pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions and Vivid Words and Phrases	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can explain what I understand about the topic being discussed. (SL.3.1) 	<ul style="list-style-type: none"> I can identify words or phrases the author chose for effect. I can answer questions using specific details from pages 4–7 and 12–15 of <i>Bullfrog at Magnolia Circle</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of new vocabulary using clues in the text around a word. I can define the scientific concept of <i>habitat</i>. I can explain what helps a bullfrog survive. 	<ul style="list-style-type: none"> Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 4–7 and 12–15)
Lesson 4	Close Reading of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> : Predators and Prey	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand these scientific concepts. I can discuss how the main ideas in this section of <i>Bullfrog at Magnolia Circle</i> are conveyed through key details. 	<ul style="list-style-type: none"> Close Reading: Main Idea and Details (for pages 8–11 and 16–25)



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Continued Close Reading of Pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions and Vivid Words and Phrases	<ul style="list-style-type: none">I can answer questions using specific details from informational text. (RI.3.1)I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)I can explain what I understand about the topic being discussed. (SL.3.1)	<ul style="list-style-type: none">I can identify words or phrases the author chose for effect.I can answer questions using specific details from pages 8–11 and 16–25 of <i>Bullfrog at Magnolia Circle</i>.I can explain why I chose specific details to answer questions about the text.I can determine the meaning of new vocabulary using clues in the text around a word.I can define the scientific concepts of <i>predator</i> and <i>prey</i>.I can explain what adaptations help bullfrogs survive.	<ul style="list-style-type: none">Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 8–11 and 16–25)



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Mid-Unit Assessment: Close Reading of Pages 26–31 of <i>Bullfrog at Magnolia Circle</i> : Bullfrog Life Cycle	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can answer questions using specific details from the text. (RI.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) 	<ul style="list-style-type: none"> I can identify the main idea of pages 26–31 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand these scientific concepts. I can determine the meaning of new vocabulary using clues in the text around a word. I can explain what adaptations help bullfrogs survive. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Close Reading of <i>Bullfrog at Magnolia Circle</i> (pages 26–31)
Lesson 7	Close Reading of Page 32 of <i>Bullfrog at Magnolia Circle</i> : Main Ideas about the Bullfrog	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main ideas of page 32 of <i>Bullfrog at Magnolia Circle</i> by reading the text closely. I can list key details in the text that support the main idea. I can discuss how the main ideas in <i>Bullfrog at Magnolia Circle</i> are conveyed through the key details on page 32. I can identify the glossary in <i>Bullfrog at Magnolia Circle</i> and define what a glossary is. 	<ul style="list-style-type: none"> Close Reading as Researchers (Main Ideas and Details) recording form (for page 32)



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Continued Close Reading of Page 32 of <i>Bullfrog at Magnolia Circle</i> : Text-Dependent Questions, Main Ideas, and Key Vocabulary about the Bullfrog	<ul style="list-style-type: none"> I can answer questions using specific details from informational text. (RI.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can explain what I understand about the topic being discussed. (SL.3.1) 	<ul style="list-style-type: none"> I can identify words or phrases the author chose for effect. I can answer questions using specific details from page 32 of <i>Bullfrog at Magnolia Circle</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of new vocabulary using clues in the text around a word. I can use the glossary to help me understand important science words. I can define the scientific concept of <i>amphibian</i>. I can explain what adaptations help bullfrogs survive. 	<ul style="list-style-type: none"> Close Reading as Researchers recording form for page 32 of <i>Bullfrog at Magnolia Circle</i>: Questions from the Text and Vivid Words and Phrases
Lesson 9	Science Talk: How Do Bullfrogs Survive?	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can effectively participate in a Science Talk about how bullfrogs survive. I can follow our class norms when I participate in a conversation. I can prepare for the conversation by using evidence from bullfrog texts. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. 	<ul style="list-style-type: none"> Preparing Evidence and Questions for the Science Talk recording form Science Talk criteria checklist



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Planning Writing: Bullfrog Informational Paragraph	<ul style="list-style-type: none"> I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) 	<ul style="list-style-type: none"> I can record details about bullfrogs' adaptations into categories on my Bullfrog research matrix. I can create a plan for my bullfrog informational paragraph. 	<ul style="list-style-type: none"> Bullfrog Research matrix Accordion graphic organizer
Lesson 11	End of Unit 1 Assessment: On-Demand Writing an Informational Paragraph about How a Bullfrog Survives	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can express ideas using carefully chosen words. (L.3.3) I can write routinely for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> I can write an informative paragraph to explain how bullfrogs survive. I can support my topic with details from <i>Bullfrog at Magnolia Circle</i>. I can write a sentence to close my paragraph. I can use words and phrases for effect to help my reader learn about a bullfrog. 	<ul style="list-style-type: none"> End of Unit 1 Assessment



Optional: Experts, Fieldwork, And Service

- **Experts:** Invite an expert on frogs to come speak with your students. They may be able to bring live frogs for students to see. If this is not logistically feasible, consider setting up a Skype call with an expert.

Optional: Extensions

- **Science:** Consider creating a tadpole habitat in your classroom. Students can observe the life cycle of a bullfrog firsthand. See the following Web site for additional information on how to do this: <http://resources.wardsci.com/livecare/bullfrogs>



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Recommended Texts



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Unit 1 focuses on bullfrogs: their characteristics as “true frogs” and their adaptations to their environment. The list below includes texts with a range of Lexile® text measures about bullfrogs. This provides appropriate independent reading for each student to help build content knowledge about the topic. It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCSS demand.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Fabulous Frogs</i>	Linda Glaser (author), Loretta Krupinski (illustrator)	Informational	280
<i>Marsh Music</i>	Marianne Berkes (author), Robert Noreika (illustrator)	Informational	300
<i>See How They Grow: Frog</i>	Angela Royston (author), Sandra Pond and Will Giles (illustrators)	Informational	400
<i>From Tadpole to Frog</i>	Shannon Zemlicka (author)	Informational	420
<i>Del renacuajo a la rana (From Tadpole to Frog)</i>	Shannon Zemlicka (author)	Informational	N/A



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Frog</i>	Louise Spilsbury (author)	Informational	430
<i>Tale of a Tadpole</i>	Karen Wallace (author)	Informational	450
<i>From Tadpole to Frog</i>	David Stewart (author) Carolyn Scrase (illustrator)	Informational	460
<i>Climbing Tree Frogs</i>	Ruth Berman (author), John Netherton (photographer)	Informational	490
<i>Toads</i>	Alyse Sweeney (author)	Informational	500
<i>Slippery, Slimy Baby Frogs</i>	Sandra Markle (author)	Informational	540
<i>Ask Me If I Am a Frog</i>	Ann Milton (author), Jill Chambers (illustrator)	Informational	550
<i>Tadpole Story</i>	Angela Royston (author)	Informational	550
<i>Why Frogs Are Wet</i>	Judy Hawes (author), Mary Ann Fraser (Illustrator)	Informational	570
<i>Frogs</i>	Gail Gibbons (author/illustrator)	Informational	600
<i>Tadpoles to Frogs</i>	Bobbie Kalman (author)	Informational	610
<i>A Frog's Life</i>	Ellen Lawrence (author)	Informational	680
<i>Frogs & Toads</i>	Bobbie Kalman (author)	Informational	720
<i>All About Frogs</i>	Jim Arnosky (author/illustrator)	Informational	820



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>Bullfrog</i>	Susan Heinrichs Gray (author)	Informational	830
<i>Leaping Ground Frogs</i>	Dawn Bluemel Oldfield (author)	Informational	890
<i>Frogs</i>	Edward S. Barnard (author)	Informational	920
<i>Amazing Frogs & Toads</i>	Barry Clarke (author)	Informational	980

¹ Lexile based on a conversion from Accelerated Reading level; Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.



EXPEDITIONARY
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Grade 3: Module 2A: Unit 1: Lesson 1

Reading and Talking with Peers:

A Carousel of Photos and Texts about Frogs

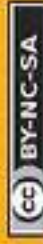


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EXPEDITIONARY
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Grade 3: Module 2A: Unit 2: Overview



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Case Study: Reading to Build Expertise about Freaky Frogs

In Unit 2, students will continue to develop their skills through careful reading of informational texts. Class members will extend their expertise beyond the bullfrog and begin studying “freaky frogs”: frogs with unusual behavioral and physical adaptations. Students will build their ability to read and understand informational text. The class begins the unit by building basic background knowledge about adaptations as well as learning more about how to use features of informational text when learning about a topic. They read key sections from the central text *Everything You Need to Know about Frogs* and other Slippery Creatures, to build their expertise about frogs’ life cycle, habitat, and the physical characteristics that make some frogs particularly “freaky.” Students will be supported to pay particular attention to key vocabulary each day, and will begin a vocabulary notebook.

For a mid-unit assessment students will demonstrate their reading skills through reading a new text about a different species of frog, the spadefoot toad. Next, students will continue with the same central text and build their knowledge by studying three different kinds of freaky frogs: the glass frog, the Amazon horned frog and the water-holding frog. These lessons also will incorporate a routine of reading poetry about frogs to build students’ reading fluency. Students then go into more depth about one specific freaky frog, comparing and contrasting how two different authors present information about a particularly intriguing frog: the poison dart frog. As an end of unit assessment, students will write an on-demand paragraph about the poison dart frog, using the expertise they built and drawing from their learning in Unit 1 about vivid and precise language.

Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Experts build knowledge by studying a topic in depth.*
- *Animals have unique adaptations that help them to survive in various environments.*

Mid-Unit 2 Assessment

Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)

This assessment centers on standard NYSP ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information and close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.

End of Unit 2 Assessment

Informational Paragraph about the Poison Dart Frog

The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”



Case Study:
Reading to Build Expertise about Freaky Frogs

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Central Texts

1. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011); ISBN: 978-0-7566-8232-3.
2. Lincoln James, *Deadly Poison Dart Frogs* (New York: Gareth Stevens Publishing, 2012); ISBN: 978-1-4339-5744-4.
3. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009); ISBN: 978-1-5984-5420-8.
4. Douglas Florian, *Lizards, Frogs, and Polliwogs* (Boston: Houghton Mifflin Harcourt, 2005); ISBN: 978-0-1520-5248-5. (Teacher copy only)

Note: All toads are, in fact, a type of frog. For more information, see www.allaboutfrogs.org.



Calendared Curriculum Map: Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading Closely to Expand Understanding of Adaptations	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use text features to locate information efficiently. (RI.3.5) I can answer questions using specific details from the text. (RI.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of "Staying Alive: Animal Adaptations" by reading the text closely. I can list key details in the text that support the main idea. I can describe the different kinds of animal adaptations. 	<ul style="list-style-type: none"> Close Reading as Researchers recording form
Lesson 2	Using Informational Text Features and Learning Freaky Frog Vocabulary	<ul style="list-style-type: none"> I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) <ul style="list-style-type: none"> a. I can use what the sentence says to help me determine what a word or phrase means. d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. 	<ul style="list-style-type: none"> I can use text features to efficiently find information in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can determine the meaning of key words about freaky frogs. 	<ul style="list-style-type: none"> Text Feature Scavenger Hunt recording form Vocabulary notebooks



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Asking and Answering Questions: Studying the Life Cycle of a Frog	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about the life cycle of a frog. I can describe the life cycle of the frog. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Sticky Note Gist recording Asking and Answering Questions: "Life Cycle of a Frog" recording form "Life Cycle of a Frog" Sequence recording form
Lesson 4	Asking and Answering Questions: Studying the Skin of a Frog	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about frogs' skin in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe how frogs shed their skin. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: "Super Skin" recording form "Super Skin" Sequence recording form Vocabulary notebooks



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Asking and Answering Questions: Reading about a Frog's Habitat	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can describe steps in a procedure, in the order they should happen. (RI.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can ask and answer questions about frogs' habitat in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can describe an adaptation that helps a frog survive in a particular habitat. I can determine the meaning of unknown words using context clues. 	<ul style="list-style-type: none"> Asking and Answering Questions: "Home, Sweet Home" recording form "Home, Sweet Home" recording form Vocabulary notebooks
Lesson 6	Mid-Unit Assessment: Close Reading of "The Spadefoot Toad"	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can use information from the words to understand informational texts. (RI.3.7) I can answer questions using specific details from the text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (L.3.4) 	<ul style="list-style-type: none"> I can identify the main idea of an excerpt from "The Spadefoot Toad" by reading the text closely. I can list key details in the text that support the main idea. I can explain how information in the illustrations and the words help me understand the main idea. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) Mid-Unit 2 Tracking My Progress recording form Exit ticket



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Reading about Freaky Frogs: "The Glass Frog," Pages 32 and 33 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (RI.3.4) I can use text features to locate information efficiently. (RI.3.5) I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> I can ask questions about glass frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can answer questions about glass frogs. I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can use text features to find information efficiently about glass frogs. I can use information from illustrations (maps, photographs) to understand about glass frogs. I can use information from the words to understand about glass frogs. 	<ul style="list-style-type: none"> Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog Freaky Frog Scavenger Hunt recording form: The Glass Frog Vocabulary notebooks
Lesson 8	Reading about Freaky Frogs: "The Water-Holding Frog," Pages 36 and 37 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (RI.3.4) I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) I can use text features to locate information efficiently. (RI.3.5) I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) 	<ul style="list-style-type: none"> I can ask questions about water-holding frogs in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can answer questions about water-holding frogs. I can determine the meaning of words in <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can use text features to find information efficiently about water-holding frogs. I can use information from illustrations (maps, photographs) to understand about water-holding frogs. I can use information from the words to understand about water-holding frogs. 	<ul style="list-style-type: none"> Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog Freaky Frog Scavenger Hunt recording form: The Water Holding Frog Vocabulary notebooks



Calendared Curriculum Map:

Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Reading about Freaky Frogs: "The Amazon Horned Frog," Pages 20 and 21 of <i>Everything You Need to Know about Frogs</i>	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (RI.3.4) I can use text features to locate information efficiently. (RI.3.5) I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) 	<ul style="list-style-type: none"> I can ask questions about the Amazon horned frog from the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>. I can answer questions about the Amazon horned frog section. I can determine the meaning of words about the Amazon horned frog. I can use text features to find information efficiently about the Amazon horned frog section. I can use information from illustrations (maps, photographs) to understand the Amazon horned frog. I can use information from the words to understand the Amazon horned frog. 	<ul style="list-style-type: none"> Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog Vocabulary notebooks



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!	<ul style="list-style-type: none">I can determine the main idea of an informational text. (RI.3.2)I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2)I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)	<ul style="list-style-type: none">I can read and identify the main idea and key details of pages 14–15 in <i>Deadly Poison Dart Frogs</i>.I can listen and identify the main idea and key details of pages 8–9 in <i>Poison Dart Frogs Up Close</i>.I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>.	<ul style="list-style-type: none">Close Reading as Researchers (Main Ideas and Details) recording formGroup Venn diagram



Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Comparing and Contrasting Two Texts about Poison Dart Frogs: Legs and Toes	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can read 3rd grade level texts accurately and fluently to make meaning. (RF.3.4) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of pages 8–9 in <i>Deadly Poison Dart Frogs</i>. I can listen and identify the main idea and key details of pages 12–15 in <i>Poison Dart Frogs Up Close</i>. I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> Vocabulary notebooks Close Reading as Researchers (Main Ideas and Details) recording form Partner Venn diagram
Lesson 12	Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can read 3rd grade level texts accurately and fluently to make meaning. (RF.3.4) I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of pages 10–11 in <i>Deadly Poison Dart Frogs</i>. I can listen and identify the main idea and key details of pages 16–19 in <i>Poison Dart Frogs Up Close</i>. I can compare and contrast the main ideas and key details of sections of <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. 	<ul style="list-style-type: none"> Vocabulary notebooks Close Reading as Researchers (Main Ideas and Details) recording form Partner Venn diagram



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can express ideas using carefully chosen words. (L.3.3) I can write routinely for a variety of reasons. (W.3.10) I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) <ul style="list-style-type: none"> a. I can read third-grade level texts with fluency. 	<ul style="list-style-type: none"> I can create a plan for my poison dart frog informational paragraph. I can write an informative paragraph to explain the adaptations that help poison dart frogs survive. I can support my topic with details from <i>Deadly Poison Dart Frogs</i> and <i>Poison Dart Frogs Up Close</i>. I can write a sentence to close my paragraph. I can use words and phrases for effect to help my reader learn about the poison dart frog. I can read a freaky frog poem fluently. 	<ul style="list-style-type: none"> Students' Accordion graphic organizers End of Unit 2 Assessment: On-demand paragraph Completed Fluent Reader Criteria checklists



Optional: Experts, Fieldwork, And Service

- Fieldwork: Visit a local zoo or nature center exhibit on amphibians (e.g., <http://www.bronxzoo.com/help-wildlife/practice-conservation/save-frogs.aspx>).
- Service: Reach out to amphibian conservation organizations (e.g., www.amphibianark.org/).

Optional: Extensions

- Science: Study the causes of many frog species disappearing (i.e., loss of habitat, pollution) and research frog conservation efforts.
- Science: Frog anatomy: frog body parts, virtual frog dissection. Science lab: Students grow tadpoles.
- Art: Create trading card scientific drawing, illustration, and layout.
- Technology: Create a digital layout of a trading card.
- Geography: Research about countries inhabited by freaky frogs. Locate countries on a map where certain frogs live.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Recommended Texts



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Unit 2 focuses on “freaky frogs”: frogs with unusual characteristics or adaptations. The list below includes texts with a range of Lexile text measures about these frogs as well as texts about the countries and habitats where these intriguing frogs live. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCSS demand.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Tree Frogs</i>	Helen Frost (author)	Informational	280*
<i>Red-Eyed Tree Frog</i>	Joy Cowley (author), Nic Bishop (illustrator)	Informational	350
<i>About Amphibians</i>	Cathryn Sill (author), John Sill (illustrator)	Informational	380
<i>Frogs!</i>	Elizabeth Carney(author)	Informational	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Frogs</i>	Kevin J. Holmes (author)	Informational	470
<i>Poison Dart Frogs</i>	Cecilia Pinto McCarthy (author)	Informational	530
<i>Frogs</i>	Julie Guidone (author)	Informational	540
<i>Frogs</i>	Alyse Sweeney (author)	Informational	550
<i>Wood Frog</i>	David M. Schwartz (author), Dwight Kuhn (photographer)	Informational	570*
<i>Frogs</i>	Gail Gibbons (author)	Informational	600
<i>Frogs and Other Amphibians</i>	Bobbie Kalman (author)	Informational	620
<i>Flashy, Fantastic Rain Forest Frogs</i>	Dorothy Hinshaw Patent (author), Kendahl Jan Jubb (illustrator)	Informational	820



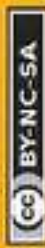
Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>Deadly Poison Dart Frogs</i>	Jennifer Dussling (author)	Informational	830
<i>A Place for Frogs</i>	Melissa Stewart (author) Higgins Bond (illustrator)	Informational	920
<i>Face to Face with Frogs</i>	Mark Moffett (author)	Informational	940
<i>Tricky Tree Frogs</i>	Natalie Lunis (author)	Informational	960
<i>Poison Dart Frog!</i>	Willow Clark (author)	Informational	N/A
<i>Frogs!: Strange and Wonderful</i>	Laurence Pringle (author), Meryl Henderson (illustrator)	Informational	980

¹ Lexile based on a conversion from Accelerated Reading level; Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.
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EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Overview



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Culminating Project: Freaky Frog Trading Cards

In this final unit, students will continue to explore the question: “How do we build expertise about a topic?” as they share their growing expertise about frogs and their adaptations and continue to build expertise as writers of a research-based narrative. The specific literacy focus of this unit is on writing first-person narratives using vivid and precise language, as well as continuing to learn to revise and critique. Each student will create a Freaky Frog Trading Card to amaze their readers about the unique, sometimes freaky, adaptations of frogs. This writing serves as a synthesis of the research students did in Units 1 and 2, and students will incorporate many of the rich words about frogs and adaptations they have learned throughout the module. The front side of the card will include a collection of basic frog facts collected through their research as well as a digital picture of their freaky frog. The other

side of the card will be a research-based narrative paragraph about one category of their freaky frog (e.g., habitat, life cycle). In the first part of this unit, students will deepen their expertise about the freaky frogs they learned about in Unit 2, reading an additional resource. Students also will participate in a Science Talk to help them synthesize their learning about how the adaptations of their freaky frogs help them survive. Students then plan, draft, and revise both sides of their Freaky Frog Trading Cards. They will practice revising and editing their writing based on critique from peers and the teacher, and will publish and share their trading cards with peers (and maybe even at a local nature center!). After finishing their trading cards, students will complete the on-demand end of unit assessment: They will focus on the same freaky frog, but choose a different category from their frog matrix recording form.

Guiding Questions And Big Ideas

- **What do experts do?**
- **How do I become an expert?**
- **How do frogs survive?**
- *Experts use reading, viewing, and listening to gather and organize info from a variety of sources.*
- *Experts share information through writing and speaking.*
- *Content: Animals have unique adaptations that help them to survive in various environments.*



Culminating Project:
Freaky Frog Trading Cards

Mid-Unit 3 Assessment	<p>Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.5, W.3.7, and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive." The specific focus of this assessment is on students' use of first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.</p>
End of Unit 3 Assessment	<p>Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.7, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."</p>
Performance Task	<p>Freaky Frog Trading Cards</p> <p>In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt, "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.1, W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, and L.3.3.</p>



Culminating Project:
Freaky Frog Trading Cards

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1.c. "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (©Palm Publishing and the Smithsonian Institution), ISBN: 9781607270690.
This text is also available as a downloadable read-along audiobook and eBook.
2. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009), ISBN: 978-1-5984-5420-8.
3. Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012), ISBN: 978-1-4339-5744-4.
4. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011), ISBN: 978-0-7566-8232-3.



Calendared Curriculum Map: Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading New Texts about Freaky Frogs	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can ask questions to deepen my understanding of an informational text. (RI.3.1) I can answer questions using specific details from an informational text. (RI.3.1) I can determine the meaning of unknown words in an informational text. (RI.3.4) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) 	<ul style="list-style-type: none"> I can read and identify the main idea and key details of my freaky frog text. I can determine the meaning of unknown words using context clues and my vocabulary notebook. 	<ul style="list-style-type: none"> Close Reading: Main Ideas and Details recording form
Lesson 2	Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive	<ul style="list-style-type: none"> I can document what I learn about a topic by taking notes. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can record details about my freaky frog's adaptations into categories on my Freaky Frog Research matrix. I can effectively participate in a Science Talk about how my freaky frog survives. I can follow our class norms when I participate in a conversation. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. 	<ul style="list-style-type: none"> Freaky Frog Research matrix Science Talk criteria checklist



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) 	<ul style="list-style-type: none"> I can write the most important facts about my freaky frog on the facts and image side of my Freaky Frog Trading Card. 	<ul style="list-style-type: none"> First draft of Freaky Frog Trading Card: Facts and Image Side Criteria for Success (for first draft)
Lesson 4	Publishing: Facts and Image Side of the Freaky Frog Trading Card	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6) 	<ul style="list-style-type: none"> I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card. I can select an image that shows my freaky frog's adaptations. 	<ul style="list-style-type: none"> Freaky Freaky Trading Card Facts and Image Side final draft



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can sort evidence into provided categories. (W.3.8) 	<ul style="list-style-type: none"> I can identify the criteria for a strong research-based narrative paragraph. I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations. 	<ul style="list-style-type: none"> Accordion Paragraph graphic organizer Criteria anchor chart (whole class)
Lesson 6	First-Person Writing Using Vivid and Precise Words	<ul style="list-style-type: none"> I can express ideas using carefully chosen words. (L.3.3) I can determine the meaning of unknown words in an informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can use vivid and precise words to write first-person sentences about my freaky frog. 	<ul style="list-style-type: none"> Vivid and Precise First-Person Freaky Frog Sentences recording form Exit ticket



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Mid-Unit Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog. I can use vivid and precise words and phrases in my writing. 	<ul style="list-style-type: none"> Students' first-draft writing
Lesson 8	Revising: Using Vivid and Precise Verbs and Adjectives	<ul style="list-style-type: none"> I can express ideas using carefully chosen words. (L.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives. 	<ul style="list-style-type: none"> Students' word choice revisions



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Final Revision: Using Feedback and Criteria	<ul style="list-style-type: none"> I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2) I can use conventions to send a clear message to my reader. (L.3.1) I can use coordinating and subordinating conjunctions. (L.3.1b) I can write simple, complex, and compound sentences. (L.3.1i) I can express ideas using carefully chosen words. (L.3.3) I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card). 	<ul style="list-style-type: none"> Drafts of student writing with evidence of revision based on rubric
Lesson 10	Editing: Polishing Our Writing	<ul style="list-style-type: none"> I can use conventions to send a clear message to my reader. (L.3.2) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can capitalize appropriate words in titles. I can spell words that have suffixes added to base words correctly. I can use resources to check and correct my spelling. 	<ul style="list-style-type: none"> Conventions Criteria checklist Students' edited writing



Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Publishing: Writing the Final Draft of My Freaky Frog Trading Card	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph. 	<ul style="list-style-type: none"> Final draft paragraph Tracking My Progress, End of Module recording form
Lesson 12	On-Demand End of Unit Assessment and Freaky Frog Trading Card Celebration	<ul style="list-style-type: none"> I can write an informative text. (W.3.2) I can craft narrative texts about real or imagined experiences or events. (W.3.3) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can write a new research-based narrative paragraph about another adaptation of my freaky frog. I can read my Freaky Frog Trading Card fluently to my audience. 	<ul style="list-style-type: none"> End of Unit 3 Assessment (new research-based narrative) Students' Freaky Frog Trading Card final drafts



Optional: Experts, Fieldwork, And Service

- **Experts:** Interview a local herpetologist.
- **Fieldwork:** Visit science museums or centers or universities with frog collections. Visit a local frog habitat (pond, marsh, etc.).
- **Service:** Teach young students about frogs using trading cards. Clean up a local frog habitat.

Optional: Extensions

- **Art:** Create a trading card illustration and layout.
- **Technology:** Create a digital archive of trading cards with audio recordings of students reading their paragraphs; create and lay out trading card.
- **Geography:** Research about countries inhabited by freaky frogs. Locate countries on a map where frogs live.



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Recommended Texts



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Unit 3 focuses on students synthesizing their learning about “true frogs” and “freaky frogs.” Because students have been learning about adaptations throughout the module, the Unit 3 Recommended Texts lists broadens the topic a bit and includes texts about other animals and their adaptations to their environment. The list below includes texts with a range of Lexile text measures. This provides appropriate independent reading for each student to help build and extend their content knowledge about this broader topic of adaptations.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCLS demand.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
<i>Chameleon, Chameleon</i>	Joy Cowley (author), Nic Bishop (photographer)	Informational	310
<i>The Naked Mole-Rat</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Frogfish</i>	Jody Sullivan Rake (author)	Informational	350
<i>The Magic School Bus Hops Home: A Book about Animal Habitats</i>	Joanna Cole (author), Nancy Stevenson (illustrator)	Informational	400
<i>Animal Camouflage in the Ocean</i>	Martha E. H. Rustad (author)	Informational	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>How to Hide a Crocodile and Other Reptiles</i>	Ruth Heller (author/illustrator)	Informational	490
<i>The Werewolf Chase: A Mystery about Adaptations (Summer Camp Science Mysteries, #4)</i>	Gary Soto (author)	Informational/Literature	510
<i>Animal Adaptations</i>	Julie K. Lungren (author)	Informational	550*
<i>Ocean Animal Adaptations</i>	Julie Murphy (author)	Informational	640
<i>Andrew Lost with the Frogs</i>	J. C. Greenburg (author)	Literature	650*
<i>Rain Forest Animal Adaptations</i>	Lisa J. Amstutz (author)	Informational	680
<i>The War in Your Backyard: Life in an Ecosystem (Raintree Infusion)</i>	Louise A. and Richard Spilsbury	Informational	700*
<i>Animals with No Eyes: Cave Adaptations</i>	Kelly Regan Barnhill (author)	Informational	750
<i>What Do You Know about Animal Adaptations?</i>	Suzanne Slade (author)	Informational	750*
<i>Hard-to-See Animals (Rookie Read-About Science)</i>	Allan Fowler (author)	Informational	790

* Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
<i>How Do Animals Adapt?</i>	Bobbie Kalman (author)	Informational	940
<i>Living Color</i>	Steve Jenkins (author/illustrator)	Informational	950
<i>See-Through Animals</i>	Natalie Lunis (author)	Informational	960
<i>Animals Under the Ground</i>	Phyllis Jean Perry (author)	Informational	990
<i>Color-Changing Animals</i>	Valerie Yaw (author)	Informational	1040



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Multiplication and Area

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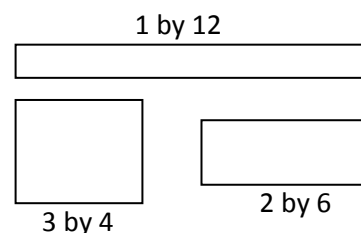
Grade 3 • Module 4

Multiplication and Area

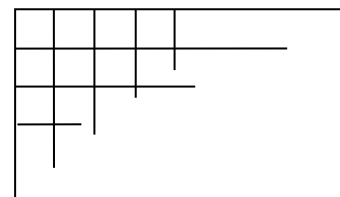
OVERVIEW

In this 20-day module students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. In Grade 2, students partitioned a rectangle into rows and columns of same-sized squares and found the total number by both counting and adding equal addends represented by the rows or columns (**2.G.2**, **2.OA.4**).

In Topic A, students begin to conceptualize area as the amount of two-dimensional surface that is contained within a plane figure. They come to understand that the space can be tiled with unit squares without gaps or overlaps (**3.MD.5**). They make predictions and explore which rectangles cover the most area when the side lengths differ (but area is actually the same). Students may, for example, cut and fold rectangles to confirm predictions about whether a 1 by 12 rectangle covers more area than a 3 by 4 or a 2 by 6 rectangle. They reinforce their ideas by using inch and centimeter square manipulatives to tile the same rectangles and prove the areas are equal. Topic A provides students' first experience with tiling, from which they learn to distinguish between length and area by placing a ruler with the same size units (inches or centimeters) next to a tiled array to discover that the number of tiles along a side corresponds to the length of the side (**3.MD.6**).

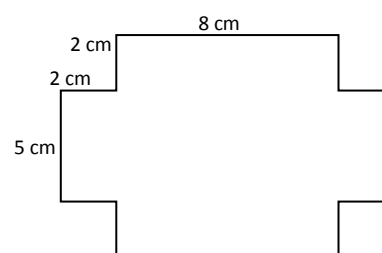


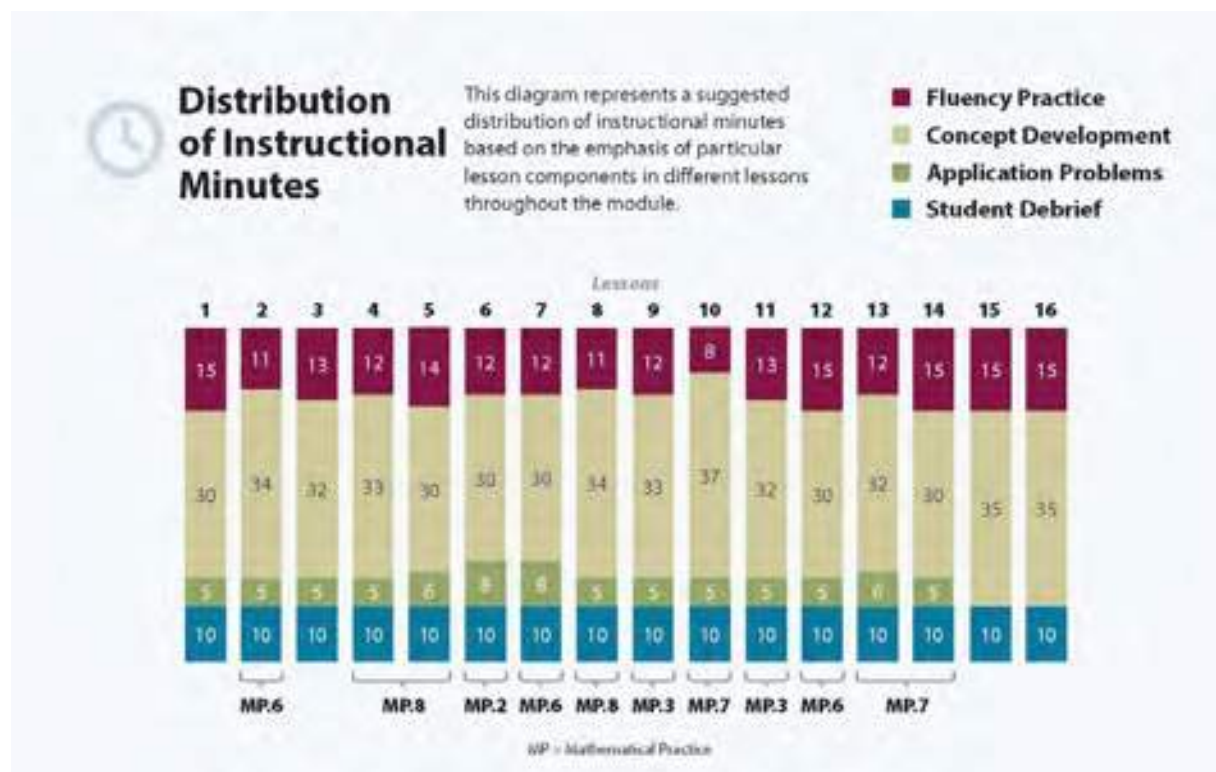
In Topic B, students progress from using square tile manipulatives to drawing their own area models. Anticipating the final structure of an array, they complete rows and columns in figures such as the example shown at the right. Students connect their extensive work with rectangular arrays and multiplication to eventually discover the area formula for a rectangle, which is formally introduced in Grade 4 (**3.MD.7a**).



In Topic C, students manipulate rectangular arrays to concretely demonstrate the arithmetic properties in anticipation of the following lessons. They do this by cutting rectangular grids and rearranging the parts into new wholes using the properties to validate that area stays the same, despite the new dimensions. They apply tiling and multiplication skills to determine all whole number possibilities for the side lengths of rectangles given their areas (**3.MD.7b**).

Topic D creates an opportunity for students to solve problems involving area (**3.MD.7b**). Students decompose and/or compose composite regions like the one shown at right into non-overlapping rectangles, find the area of each region, and add or subtract to determine the total area of the original shape. This leads students to design a simple floor plan that conforms to given area specifications (**3.MD.7d**).





Focus Grade Level Standards

Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement:
- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.7** Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Foundational Standards

- 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Focus Standards for Mathematical Practice

- MP.2 Reason abstractly and quantitatively.** Students build toward abstraction starting with tiling a rectangle, then gradually moving to finishing incomplete grids and drawing grids of their own, then eventually working purely in the abstract, imaging the grid as needed.
- MP.3 Construct viable arguments and critique the reasoning of others.** Students explore their conjectures about area by cutting to decompose rectangles and then recomposing them in different ways to determine if different rectangles have the same area. When solving area problems, students learn to justify their reasoning and determine whether they have found all possible solutions, when multiple solutions are possible.
- MP.6 Attend to precision.** Students precisely label models and interpret them, recognizing that the unit impacts the amount of space a particular model represents, even though pictures may appear to show equal sized models. They understand why when side lengths are multiplied the result is given in square units.
- MP.7 Look for and make use of structure.** Students relate previous knowledge of the commutative and distributive properties to area models. They build from spatial structuring to understanding the number of area-units as the product of number of units in a row and number of rows.
- MP.8 Look for and express regularity in repeated reasoning.** Students use increasingly sophisticated strategies to determine area over the course of the module. As they analyze and compare strategies, they eventually realize that area can be found by multiplying the number in each row by the number of rows.

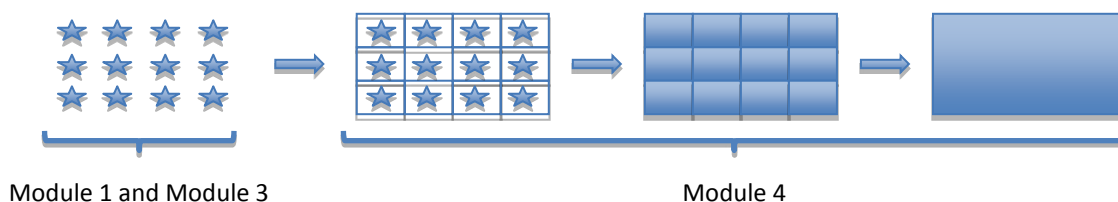
Overview of Module Topics and Lesson Objectives

Standards	Topics and Objectives	Days
3.MD.5 3.MD.6 3.MD.7	A Foundations for Understanding Area Lesson 1: Understand area as an attribute of plane figures. Lesson 2: Decompose and recompose shapes to compare areas. Lesson 3: Model tiling with centimeter and inch unit squares as a strategy to measure area. Lesson 4: Relate side lengths with the number of tiles on a side.	4
3.MD.5 3.MD.6 3.MD.7a 3.MD.7b 3.MD.7d	B Concepts of Area Measurement Lesson 5: Form rectangles by tiling with unit squares to make arrays. Lesson 6: Draw rows and columns to determine the area of a rectangle, given an incomplete array. Lesson 7: Interpret area models to form rectangular arrays. Lesson 8: Find the area of a rectangle through multiplication of the side lengths.	4
	Mid-Module Assessment: Topics A–B (assessment 1 day, return ½ day, remediation or further applications ½ day)	2
3.MD.5 3.MD.6 3.MD.7a 3.MD.7b 3.MD.7c 3.MD.7d	C Arithmetic Properties Using Area Models Lesson 9: Analyze different rectangles and reason about their area. Lesson 10: Apply the distributive property as a strategy to find the total area of a large rectangle by adding two products. Lesson 11: Demonstrate the possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.	3
3.MD.6 3.MD.7a 3.MD.7b 3.MD.7c 3.MD.7d 3.MD.5	D Applications of Area Using Side Lengths of Figures Lesson 12: Solve word problems involving area. Lessons 13–14: Find areas by decomposing into rectangles or completing composite figures to form rectangles. Lessons 15–16: Apply knowledge of area to determine areas of rooms in a given floor plan.	5
	End-of-Module Assessment: Topics A–D (assessment 1 day, return ½ day, remediation or further applications ½ day)	2
Total Number of Instructional Days		20

Terminology

New or Recently Introduced Terms

- Area (the amount of two-dimensional space in a bounded region)
- Area model (a model for multiplication that relates rectangular arrays to area)



- Square unit (a unit of area—specifically square centimeters, inches, feet, and meters)
- Tile (to cover a region without gaps or overlaps)
- Unit square (e.g., given a length unit, it is a 1 unit by 1 unit square)
- Whole number (an integer, a number without fractions)

Familiar Terms and Symbols¹

- Array (a set of numbers or objects that follow a specific pattern, a matrix)
- Commutative Property (e.g., rotate a rectangular array 90 degrees to demonstrate that factors in a multiplication sentence can switch places)
- Distribute (e.g., $2 \times (3 + 4) = 2 \times 3 + 2 \times 4$)
- Geometric shape (a two-dimensional object with a specific outline or form)
- Length (the straight-line distance between two points)
- Multiplication (e.g., $5 \times 3 = 15$)
- Rows and columns (e.g., in reference to rectangular arrays)

Suggested Tools and Representations

- Area model
- Array
- Grid paper (inch and centimeter)
- Rulers (both centimeter and inch measurements)
- Unit squares in both inch and centimeter lengths (e.g., square tiles used for measuring area)

¹ These are terms and symbols students have seen previously.

Scaffolds²

The scaffolds integrated into *A Story of Units* give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population. To read more about the approach to differentiated instruction in *A Story of Units*, please refer to “How to Implement *A Story of Units*.”

Assessment Summary

Type	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	3.MD.5 3.MD.6 3.MD.7abd
End-of-Module Assessment Task	After Topic D	Constructed response with rubric	3.MD.5 3.MD.6 3.MD.7a–d

² Students with disabilities may require Braille, large print, audio, or special digital files. Please visit the website, www.p12.nysed.gov/specialed/aim, for specific information on how to obtain student materials that satisfy the National Instructional Materials Accessibility Standard (NIMAS) format.



Topic A

Foundations for Understanding Area

3.MD.5, 3.MD.6, 3.MD.7

Focus Standard:	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement: <ul style="list-style-type: none"> a. A square with side length 1 unit, called a “square unit,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
Instructional Days:	4	
Coherence -Links from:	G2–M2	Addition and Subtraction of Length Units
	G3–M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
	G3–M3	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
-Links to:	G4–M3	Multi-Digit Multiplication and Division
	G4–M7	Exploring Multiplication

In Lesson 1, students come to understand area as an attribute of plane figures that is defined by the amount of two-dimensional space within a bounded region. Students use pattern blocks to tile given polygons without gaps or overlaps, and without exceeding the boundaries of the shape.

Lesson 2 takes students into an exploration in which they cut apart paper rectangles into same-sized squares to concretely define a square unit, specifically square inches and centimeters. They use these units to make rectangular arrays that have the same area, but different side lengths.

Lessons 3 and 4 introduce students to the strategy of finding area using centimeter and inch tiles. Students use tiles to determine the area of a rectangle by tiling the region without gaps or overlaps. They then bring the ruler (with corresponding units) alongside the array to discover that the side length is equal to the number of tiles required to cover one side of the rectangle. From this experience, students begin to relate total area with multiplication of side lengths.

A Teaching Sequence Towards Mastery of Foundations for Understanding Area

Objective 1: Understand area as an attribute of plane figures.
(Lesson 1)

Objective 2: Decompose and recompose shapes to compare areas.
(Lesson 2)

Objective 3: Model tiling with centimeter and inch unit squares as a strategy to measure area.
(Lesson 3)

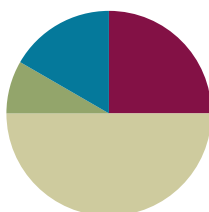
Objective 4: Relate side lengths with the number of tiles on a side.
(Lesson 4)

Lesson 1

Objective: Understand area as an attribute of plane figures.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Identify the Shape **2.G.1** (3 minutes)
- Find the Common Products **3.OA.7** (8 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 30
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Identify the Shape (3 minutes)

Materials: (T) Images of polygons (S) Personal white boards

Note: This fluency reviews properties and vocabulary that will be used during today's Concept Development.

- T: (Project a triangle.) How many sides does this shape have?
 S: 3.
 T: Name the shape.
 S: Triangle.

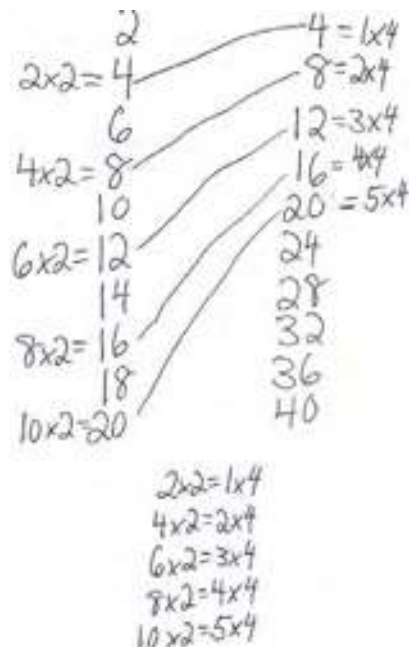
Continue with the following possible sequence: quadrilateral (trapezoid), quadrilateral (rhombus), quadrilateral (square), and quadrilateral (rectangle).

Find the Common Products (8 minutes)

Materials: (S) Blank paper

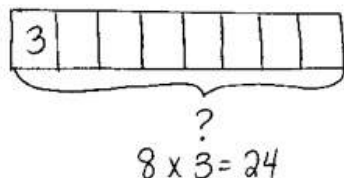
Note: This fluency reviews multiplication patterns from G3–Module 3.

- T: Fold your paper in half vertically.
- T: On the left half, count by twos to 20 down the side of your paper.
- T: On the right half, count by fours to 40 down the side of your paper.
- T: Draw lines to match multiples that appear in both columns.
- S: (Match 4, 8, 12, 16, and 20.)
- T: (Write $\underline{\quad} \times 2 = 4$, $\underline{\quad} \times 2 = 8$, etc., next to each corresponding product on the left half of the paper.) Write the complete equations next to their products.
- S: (Write equations and complete unknowns.)
- T: (Write $4 = \underline{\quad} \times 4$, $8 = \underline{\quad} \times 4$, etc., next to each corresponding product on the right half of the paper.) Write the complete equations next to their products.
- S: (Write equations.)
- T: (Write $2 \times 2 = \underline{\quad} \times 4$.) Say the equation including all factors.
- S: $2 \times 2 = 1 \times 4$.
- T: (Write $2 \times 2 = 1 \times 4$.) Write the remaining equal facts as equations.
- S: (Write $4 \times 2 = 2 \times 4$, $6 \times 2 = 3 \times 4$, $8 \times 2 = 4 \times 4$, and $10 \times 2 = 5 \times 4$.)
- T: What patterns do you notice in your equations?
- S: Each multiple of 4 is also a multiple of 2.



Application Problem (5 minutes)

Eric makes a shape with 8 trapezoid pattern blocks. Brock makes the same shape using triangle pattern blocks. It takes 3 triangles to make 1 trapezoid. How many triangle pattern blocks does Brock use?



Brock uses 24 triangle pattern blocks.

Note: This problem reviews the G3–Module 3 concept of multiplying using units of 8.

Concept Development (30 minutes)

Materials: (S) Pattern blocks, Problem Set

Part 1: Using pattern blocks to understand area.

- T: Look at Problem 1 on your Problem Set. Discuss with a partner whether you think Shape A or Shape B takes up more space. Be prepared to explain your answer. (After students discuss, facilitate a whole class discussion.)
- S: Shape A, because it's longer than Shape B. → Shape B, because it's taller than Shape A.
- T: Use green triangle pattern blocks to cover Shape A and Shape B. Be sure the triangles do not have gaps between them, they don't overlap, and they don't go outside the sides of the shapes. (Allow time for students to work.) What did you notice about the number of green triangles it takes to cover Shape A and Shape B?
- S: It takes 6 green triangles to cover each shape!
- T: Answer Problem 1 on your Problem Set. (Allow time for students to write answers.) Do all the green triangles take up the same amount of space?
- S: Yes, because they're all the same size.
- T: What does that mean about the amount of space Shape A and Shape B take up?
- S: They're the same. → It took 6 triangles to cover each shape, which means the shapes take up the same amount of space. → The amount of space that Shape A takes up is equal to the amount of space Shape B takes up.
- T: The amount of flat space a shape takes up is called its **area**. Since Shapes A and B take up the same amount of space, their areas are equal.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Manipulating pattern blocks may be a challenge for some learners. Try the following tips:

- Partner students so they can work together to cover the shapes.
- Encourage students to hold the pattern blocks in place with one hand, while they place the remaining blocks.
- Instead of using pattern blocks, provide paper shapes that can be glued, so they won't move around unnecessarily.
- Offer the computer as a resource to create and move shapes.

Repeat the process of using pattern blocks to cover Shapes A and B with the blue rhombus and the red trapezoid pattern blocks. Students record their work on Problems 2 and 3 in the Problem Set.

- T: What is the relationship between the size of the pattern blocks and the number of pattern blocks it takes to cover Shapes A and B?
- S: The bigger the pattern block, the smaller the number of pattern blocks it takes to cover these shapes. → The bigger pattern blocks, like the trapezoid, cover more area than the triangles. That means it takes fewer trapezoids to cover the same area as the triangles.
- T: Answer Problem 4 on your Problem Set.

Part 2: Measuring area using square units.

- T: Use orange square pattern blocks to cover the rectangle in Problem 5. Be sure the squares don't have gaps between them, they don't overlap, and they don't go outside the sides of the rectangle. (Allow students time to work.) How many squares did it take to cover the rectangle?
- S: 6!
- T: Answer Problem 5 on your Problem Set. (Allow time for students to write answers.) The area of Shape C is 6 square units. Why do you think we call them square units?
- S: Because they're squares! → The units used to measure are squares, so they're square units!
- T: Yes! The units used to measure the area of the rectangle are squares.
- T: Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Be sure the trapezoids don't have gaps between them, they don't overlap, and they don't go outside the sides of the rectangle. (Allow students time to work.) What did you notice?
- S: It's not possible! → The red trapezoids can't cover this shape without having gaps.
- T: Use this information to help you answer Problem 6 on your Problem Set. (Allow time for students to write answers.) I'm going to say an area in square units, and you're going to make a rectangle with your pattern blocks that has that area. Which pattern blocks will you use?
- S: The squares because the units for area that you're telling us are square units!
- T: Here we go! Four square units.
- S: (Make rectangles.)


**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

Students working above grade level can be encouraged to find other square units in the classroom that they can either use to make rectangles or that already form rectangles. Such items might include sticky notes, desktops, floor tiles, and linking cubes. Students can create a poster to share with the class that shows the areas of the rectangles made with these other square units.

Continue with the following possible suggestions: 12 square units, 9 square units, and 8 square units. Invite students to compare their rectangles to a partner's rectangles. How are they the same? How are they different? If time allows, students can work with a partner to create rectangles that have the same areas, but look different.

Student Debrief (10 minutes)

Lesson Objective: Understand area as an attribute of plane figures.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Talk to a partner. Do you think you can use orange square pattern blocks to cover Shapes A and B in Problem 1? Explain your answer.
- How many green triangle pattern blocks does it take to cover a blue rhombus pattern block? Use that information to say a division fact that relates the number of triangles it takes to cover Shape A to the number of rhombuses it takes to cover the same shape. ($6 \div 2 = 3$.)
- Explain to a partner how you used orange square pattern blocks to find the area of the rectangle in Problem 5.
- What new math vocabulary did we use today to communicate precisely about the amount of space a shape takes up? (**Area.**) Which units did we use to measure area?
- How did the Application Problem connect to today's lesson?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 1 Problem Set: 3•4

Name: Gina Date: _____

1. Use green triangle pattern blocks to cover each shape below. Draw lines to show where the triangles meet. Then write how many triangle pattern blocks it takes to cover each shape.

Shape A: 6 triangles

Shape B: 6 triangles

2. Use blue rhombus pattern blocks to cover each shape below. Draw lines to show where the rhombuses meet. Then write how many rhombus pattern blocks it takes to cover each shape.

Shape A: 3 rhombuses

Shape B: 3 rhombuses

3. Use red trapezoid pattern blocks to cover each shape below. Draw lines to show where the trapezoids meet. Then write how many trapezoid pattern blocks it takes to cover each shape.

Shape A: 2 trapezoids

Shape B: 2 trapezoids

COMMON CORE Lesson 1: Understand area as an attribute of plane figures. 4•A.6

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NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 1 Problem Set: 3•4

4. How is the number of pattern blocks needed to cover the same shape related to the size of the pattern blocks?

As the size of the pattern block gets bigger, the number of pattern blocks it takes to cover the same shape gets smaller.

5. Use orange square pattern blocks to cover the rectangle below. Draw lines to show where the squares meet. Then write how many square pattern blocks it takes to cover the rectangle.

6 squares

6. Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Can you use red trapezoid pattern blocks to measure the area of this rectangle? Explain your answer.

No, you can't use the red trapezoid pattern blocks to measure the area of this rectangle, because there are gaps between the trapezoids, and when you measure area, you can't have gaps.

COMMON CORE Lesson 1: Understand area as an attribute of plane figures. 4•A.7

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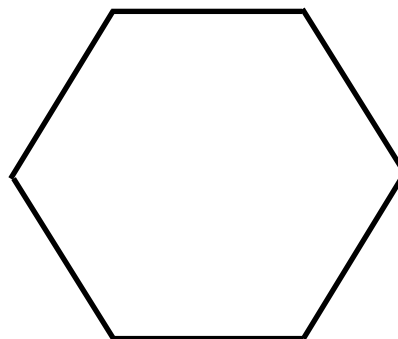
Name _____

Date _____

1. Use green triangle pattern blocks to cover each shape below. Draw lines to show where the triangles meet. Then write how many triangle pattern blocks it takes to cover each shape.



Shape A: _____ triangles

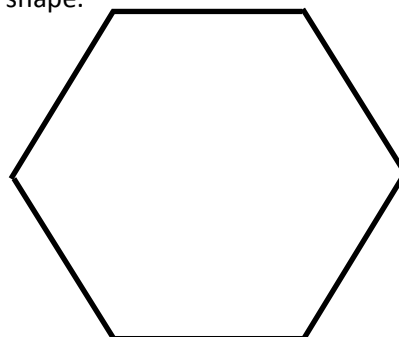


Shape B: _____ triangles

2. Use blue rhombus pattern blocks to cover each shape below. Draw lines to show where the rhombuses meet. Then write how many rhombus pattern blocks it takes to cover each shape.



Shape A: _____ rhombuses

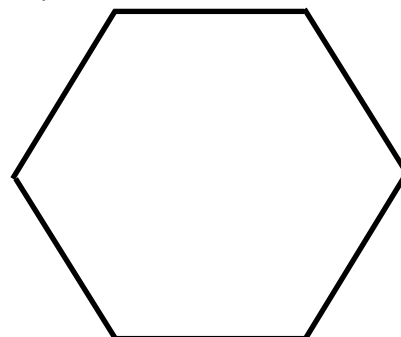


Shape B: _____ rhombuses

3. Use red trapezoid pattern blocks to cover each shape below. Draw lines to show where the trapezoids meet. Then write how many trapezoid pattern blocks it takes to cover each shape.



Shape A: _____ trapezoids



Shape B: _____ trapezoids

4. How is the number of pattern blocks needed to cover the same shape related to the size of the pattern blocks?

5. Use orange square pattern blocks to cover the rectangle below. Draw lines to show where the squares meet. Then write how many square pattern blocks it takes to cover the rectangle.




_____ squares

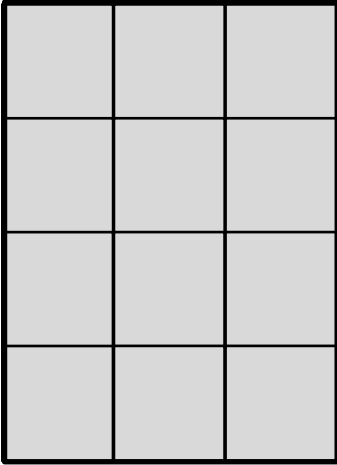
6. Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Can you use red trapezoid pattern blocks to measure the area of this rectangle? Explain your answer.

Name _____

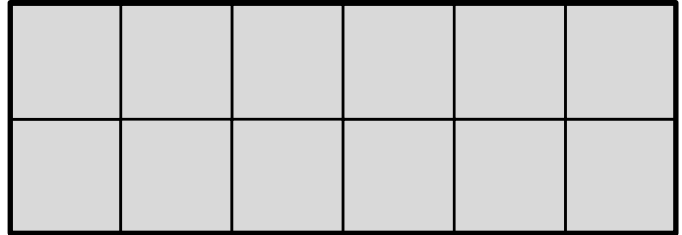
Date _____

1. Each  is 1 square unit. Do both rectangles have the same area? Explain how you know.

a.



b.

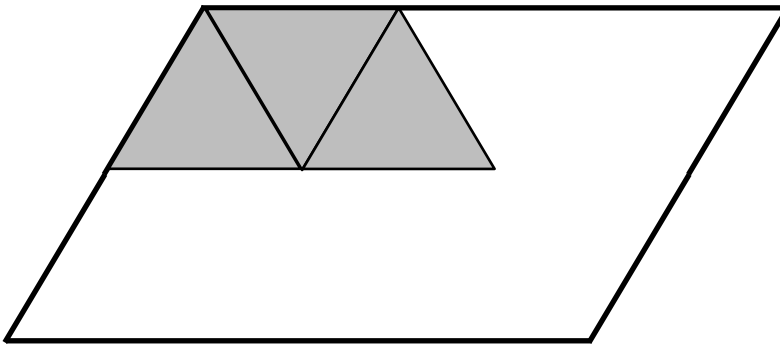


Name _____

Date _____

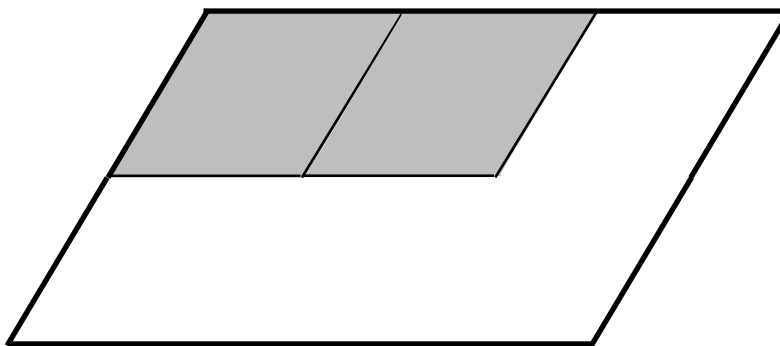
1. Magnus covers the same shape with triangles, rhombuses, and trapezoids

a. How many triangles will it take to cover the shape?



_____ triangles

b. How many rhombuses will it take to cover the shape?



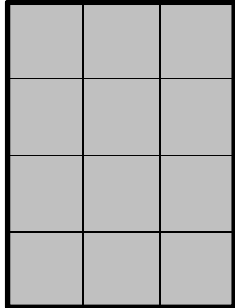
_____ rhombuses

c. Magnus notices that 3 triangles from Part (a) cover 1 trapezoid. How many trapezoids will it take to cover the shape below? Explain your answer.




_____ trapezoids

2. Angela uses squares to find the area of a rectangle. Her work is shown below.
- a. How many squares did she use to cover the rectangle?



_____ squares

- b. What is the area of the rectangle in square units? Explain how you found your answer.

3. Each  is 1 square unit. Which rectangle has the biggest area? How do you know?



Rectangle A



Rectangle B



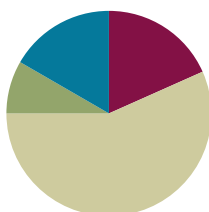
Rectangle C

Lesson 2

Objective: Decompose and recompose shapes to compare areas.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(34 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (11 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Multiply by 4 **3.OA.7** (7 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Multiply by 4 (7 minutes)

Materials: (S) Multiply by 4 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of 4. It works toward students knowing from memory all products of two one-digit numbers.

- T: (Write 7×4 .) Let's skip-count up by fours. (Count with fingers to 7 as students count.)
- S: 4, 8, 12, 16, 20, 24, 28.
- T: What is 7×4 ?
- S: 28.
- T: Let's see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 10 fours, 40. (Count down with your fingers as students say numbers.)

S: 40, 36, 32, 28.

Continue with the following possible sequence: 9×4 , 6×4 , and 8×4 .

T: (Distribute Multiply by 4 Pattern Sheet.) Let's practice multiplying by 4. Be sure to work left to right across the page.

Directions for administration of *Multiply By* pattern sheet:

1. Distribute pattern sheet.
2. Allow a maximum of two minutes for students to complete as many problems as possible.
3. Direct students to work left to right across the page.
4. Encourage skip-counting strategies to solve unknown facts.

Application Problem (5 minutes)

Wilma and Freddie use pattern blocks to make shapes as shown. Freddie says his shape is bigger than Wilma's because it's longer than hers. Is he right? Explain your answer.

Wilma's Shape: 6 triangles
6 rhombuses
1 hexagon

Freddie's shape: 6 triangles
6 rhombuses
1 hexagon

No, Freddie is not right. They both use the same pattern blocks, but they arranged them differently. Since they used the same pattern blocks, their shapes have the same areas.

Wilma's Shape



Freddie's Shape



Note: This problem reviews G3–M4–Lesson 1, specifically that even though shapes look different, they can have the same area.

Concept Development (34 minutes)

Materials: (S) Paper Strip 1: 1 in \times 12 in, Paper Strip 2: 1 cm \times 12 cm, scissors, ruler, Problem Set page 1

Students begin with Paper Strip 1.

T: Measure your strip. How tall is it?

S: 1 inch tall.

- T: Start at the edge of your strip and use your ruler to mark inches along the top. Do the same along the bottom. Use your ruler to connect the marks at the top to the matching marks at the bottom.



- T: How many units make up your strip?
 S: 12 units.
 T: What shape are they?
 S: They're squares. Each one has 4 sides that are 1 inch.
 T: What is the area of the paper strip in square units?
 S: 12 square units!
 T: Since the sides of the squares each measure 1 inch, we call one of these squares a square inch. What is the area of your paper strip in square inches?
 S: 12 square inches!
 T: Did the number of squares change?
 S: No.
 T: Talk to a partner. What changed about the way we talked about the area of the paper strip?
 S: The units changed. → Before we called them square units, but now we can call them square inches because all 4 sides measure 1 inch. → We named this square unit. A square unit could have sides of any length. A square inch is always the same thing.
 T: Cut your paper strip along the lines you drew. Now rearrange all 12 squares into 2 equal rows. Remember, the squares have to touch but can't overlap.
 T: Draw your rectangle in the chart for Problem 1. What is the area of the rectangle?
 S: 12 square inches.
 T: Record the area. You can record it by writing 12 square inches, or you can write 12 sq in.
 T: Rearrange all 12 squares into 3 equal rows to make a new rectangle. Draw it in the chart and record the area. At my signal, whisper the area of your rectangle to a partner. (Signal.)
 S: 12 square inches.
 T: Rearrange all 12 squares into 4 equal rows to make a new rectangle. Draw it in the chart and record the area. At my signal, whisper the area of your rectangle to a partner. (Signal.)
 S: 12 square inches.
 T: How is it possible that these three different rectangles and our paper strip all have the same area?



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Make it easy for learners to mark inches and cut the strip with the following tips:

- Provide strips of thicker paper, such as cardstock.
- Provide strips of grid or graph paper to facilitate drawing lines.
- If you offer paper strips with pre-drawn tick marks, guide discovery of *inches*. Darken lines for cutting.
- Offer left-handed and adaptive scissors, if needed.

MP.6

- S: We used the same squares for each one, so they all have the same area. → We rearranged 12 square inches each time. Just rearranging them doesn't change the area.

Repeat the process with Paper Strip 2 (1 cm × 12 cm).

Note: The square inch and square centimeter tiles will be used again in G3–M4–Lesson 7. You may want to collect them or have students store them in a safe place.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. This is an intentional reduction of scaffolding that invokes MP.5, Use Appropriate Tools Strategically. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to modify the assignment by specifying which problems students should work on first. With this option, let the careful sequencing of the Problem Set guide your selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Assign incomplete problems for homework or at another time during the day.

Student Debrief (10 minutes)

Lesson Objective: Decompose and recompose shapes to compare areas.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Talk to a partner. What new units did we define today?
- Look at Problem 4. If Maggie uses square inches for Shape A and square centimeters for Shape B, which shape has a larger area?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students working above grade level may enjoy more autonomy as they explore and compare area. Offer the choice of a partner game in which Partner A constructs a shape, after which Partner B constructs a shape with a greater or lesser area. Encourage students to modify the game or invent another that compares area.

	Forming	Area
Rectangle A		12 sq. in
Rectangle B		12 sq. in
Rectangle C		12 sq. in

	Forming	Area
Rectangle A		12 sq. cm
Rectangle B		12 sq. cm
Rectangle C		12 sq. cm

How do you know?

- Compare the shape you drew in Problem 5 to a partner's. Are they the same? Do they have the same area? Why or why not?
- We started our lesson by using an inch ruler to break apart a rectangle into square inches. Turn and talk to a partner. Why was it important to break apart the rectangle into square inches?

Exit Ticket (3 minutes)



After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 2 Problem Set 3•4

3. Compare the areas of the rectangles you made with Paper Strip 1 and Paper Strip 2. What changed? Why did it change?



The units changed because Strip 1 is made of square inches but Strip 2 is made of square centimeters. They both have 12 squares, but the squares are different sizes.

4. Maggie uses her square inch pieces to create these two rectangles. Do the two rectangles have the same area? How do you know?

Shape A:  Shape B: 

Yes, they have the same area because I counted 6 squares in both Shape A and Shape B.

5. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.

 8 square units 

COMMON CORE Lesson 2: Decompose and recompose shapes to compare areas. engage^{ny} 4.A.17

Multiply.

$4 \times 1 = \underline{\quad}$ $4 \times 2 = \underline{\quad}$ $4 \times 3 = \underline{\quad}$ $4 \times 4 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ $4 \times 10 = \underline{\quad}$ $4 \times 5 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 5 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 5 = \underline{\quad}$ $4 \times 10 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$ $4 \times 5 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$ $4 \times 6 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

© Bill Davidson

Name _____

Date _____

1. Use all of Paper Strip 1, which you cut into 12 square inches, to complete the chart below.

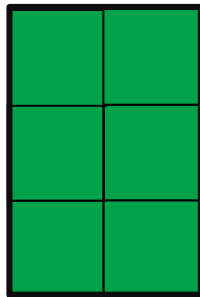
	Drawing	Area
Rectangle A		
Rectangle B		
Rectangle C		

2. Use all of Paper Strip 2, which you cut into 12 square centimeters, to complete the chart below.

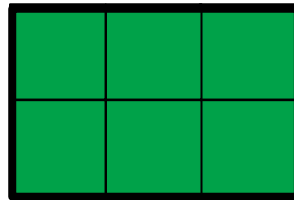
	Drawing	Area
Rectangle A		
Rectangle B		
Rectangle C		

3. Compare the areas of the rectangles you made with Paper Strip 1 and Paper Strip 2. What changed? Why did it change?

4. Maggie uses her square inch pieces to create these two rectangles. Do the two rectangles have the same area? How do you know?



Shape A




Shape B

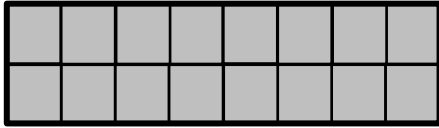
5. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.



Name _____

Date _____


1. Each  is a square unit. Find the area of the rectangle below. Then draw a different rectangle with the same number of square units.



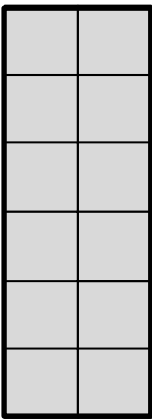
2. Zach creates a rectangle with an area of 6 square inches. Luke makes a rectangle with an area of 6 square centimeters. Do the two rectangles have the same area? Why or why not?

Name _____

Date _____

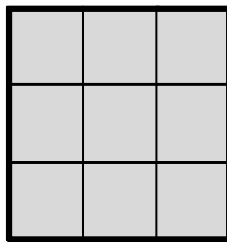
1. Each  is a square unit. Count to find the area of each rectangle. Then circle all the rectangles with an area of 12 square units.

a.



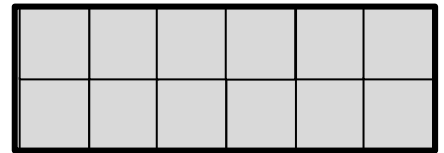
Area = _____ square units

b.



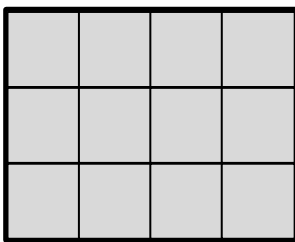
Area = _____ square units

c.



Area = _____ square units

d.



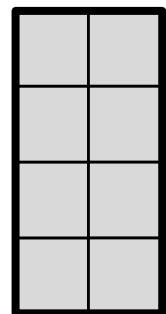
Area = _____ square units

e.



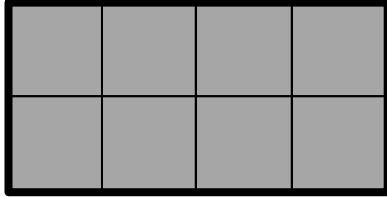
Area = _____ square units


f.

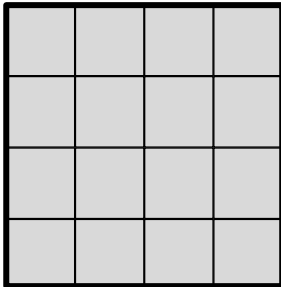


Area = _____ square units

2. Colin uses square inch pieces to create these rectangles. Do they have the same area? Explain.



3. Each  is a square unit. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.

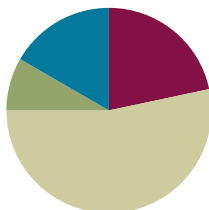


Lesson 3

Objective: Model tiling with centimeter and inch unit squares as a strategy to measure area.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (13 minutes)

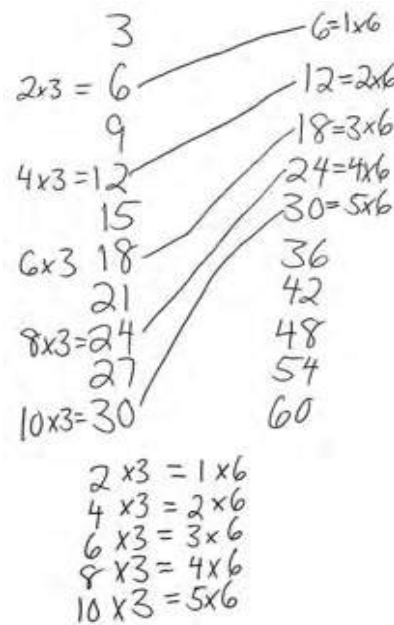
- Find the Common Products **3.OA.7** (7 minutes)
- Count the Square Units **3.MD.6** (6 minutes)

Find the Common Products (7 minutes)

Materials: (S) Blank paper

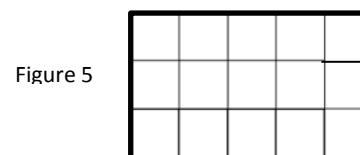
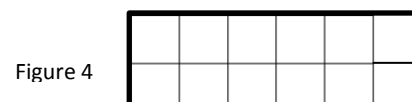
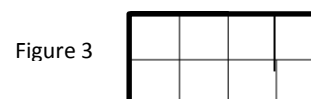
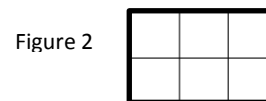
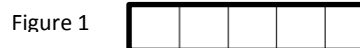
Note: This fluency reviews multiplication patterns from G3–Module 3.

- T: Fold your paper in half vertically.
- T: On the left half, count by threes to 30 down the side of your paper.
- T: On the right half, count by sixes to 60 down the side of your paper.
- T: Draw a line to match the products that appear in both columns.
- S: (Match 6, 12, 18, 24, and 30.)
- T: (Write $\underline{\hspace{1cm}} \times 3 = 6$, $\underline{\hspace{1cm}} \times 3 = 12$, $\underline{\hspace{1cm}} \times 3 = 18$, $\underline{\hspace{1cm}} \times 3 = 24$, and $\underline{\hspace{1cm}} \times 3 = 30$ next to each matched product on the left half of the paper.) Write the equations next to their products like I did, completing the unknown factors.
- S: (Write equations and complete unknowns.)
- T: (Write $6 = \underline{\hspace{1cm}} \times 6$, $12 = \underline{\hspace{1cm}} \times 6$, $18 = \underline{\hspace{1cm}} \times 6$, $24 = \underline{\hspace{1cm}} \times 6$, and $30 = \underline{\hspace{1cm}} \times 6$ next to each matched product on the left half of the paper.) Write the equations next to their products like I did, completing the unknown factors.



- S: (Write equations and complete unknowns.)
 T: (Write $2 \times 3 = \underline{\quad} \times 6$.) Say the equation, completing the unknown factor.
 S: $2 \times 3 = 1 \times 6$.
 T: (Write $2 \times 3 = 1 \times 6$.) Write the remaining equal facts as equations.
 S: (Write $4 \times 3 = 2 \times 6$, $6 \times 3 = 3 \times 6$, $8 \times 3 = 4 \times 6$, and $10 \times 3 = 5 \times 6$.)
 T: What is the pattern in your equations?
 S: Each multiple of 6 is also a multiple of 3.

Figures for Count the Square Units



Count the Square Units (6 minutes)

Note: This fluency reviews finding total area using square units.

- T: (Project a 1×5 tiled array similar to Figure 1 at right.)
 What's the area of the rectangle? (Pause.)
 S: 5 square units.

Continue with Figures 2–5.

Application Problem (5 minutes)

Jace uses paper squares to create a rectangle. Clary cuts all of Jace's squares in half to create triangles. She uses all the triangles to make a rectangle. There are 16 triangles in Clary's rectangle. How many squares were in Jace's shape?

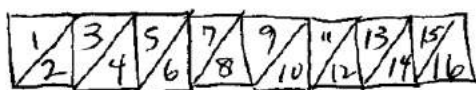
Possible student solutions:

- Dividing

$$16 \div 2 = 8$$

There were 8 squares in Jace's shape.

- Drawing a picture



There were 8 squares in Jace's shape.

- Skip-counting by twos

2, 4, 6, 8, 10, 12, 14, 16

8 twos

There were 8 squares in Jace's shape.

Note: This problem reviews multiplying or dividing by units of 2 from G3–Module 1, depending on how students solve. Invite students to share their strategies for solving.

Concept Development (32 minutes)

Materials: (S) Square-centimeter and square-inch tiles (from G3–M4–Lesson 2), centimeter and inch grid paper, ruler, personal white board

Pass out 10 square-centimeter tiles to each student.

- T: Arrange all of your square tiles in 2 equal rows to create a rectangle. Make sure the tiles are touching and don't overlap. (Allow students time to create rectangle.) What is the area of your rectangle?
- S: 10 square units.
- T: Is there another way you could arrange all of your tiles to make a rectangle?
- S: We could make 5 rows of 2. → Or, 1 row of 10.
- T: Make 1 row of 10. (Allow students time to make new rectangle.) What is the area of your rectangle now?
- S: It's still 10 square units!
- T: Use your ruler to measure all four sides of a tile in centimeters. (Wait for students to measure.) Can we define these units more precisely?
- S: Yes, they're square centimeters! → Yes, all four sides measure 1 centimeter so they're square centimeters.
- T: What is the area of your rectangle in square centimeters?
- S: 10 square centimeters.
- T: (Pass out centimeter grid paper.) Slip the grid paper into your personal board. Each side of the square in the grid measures 1 centimeter. How is this grid paper like the tiles we used?
- S: They're both square centimeters.
- T: Shade the grid paper to represent the rectangle you made with tiles.
- T: Remove a tile from your rectangle, making sure your tiles all still touch to form a rectangle. (Pause.) What is the area of the rectangle now?
- S: 9 square centimeters!
- T: How can you change the rectangle on the grid paper to have the same area as your new tile rectangle?
- S: Erase one of the squares.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Offer an alternative to drawing, shading, and erasing rectangles using a marker. Some students may find it easier to represent and shade rectangles using a Smart Board or personal computer.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Support English language learners as they compose their written response to Problem 3. Discussing their reasoning with a partner before writing may be advantageous. Encourage students to use *area* and *square units* in their response. Request that the student clarify, if necessary, and guide the elaboration of their ideas.

T: Go ahead and do that. What is the area of the shaded rectangle?

S: 9 square centimeters.

Repeat this process with the inch tiles and grid paper. If time allows, students can shade a shape for a partner, who then finds the area of the shape. Then they can erase squares to create shapes with smaller areas. As students are ready, they can start to draw shapes using squares rather than just erasing them.

Problem Set (10 minutes)

Square-inch and square-centimeter grid paper are needed for some of these problems. Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Model tiling with centimeter and inch unit squares as a strategy to measure area.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- How are the rectangles in Problems 1(b) and 1(c) the same? How are they different?
- How are the rectangles in Problems 1(a) and 2(a) the same? How are they different?
- Which rectangle in Problem 2 has the biggest area? How do you know?
- Compare the rectangles you made in Problem 4 with a partner's rectangles. How are they the same? How are they different?

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 3 Problem Set 3•4

Name: Gina Date: _____

1. Each is 1 square unit. What is the area of each of the following shapes?

A. 6 square units

B. 12 square units

C. 12 square units

D. 20 square units

2. Each is 3 square units. What is the area of each of the following rectangles?

A. 6 square units

B. 9 square units

C. 16 square units

D. 12 square units

COMMON CORE Lesson 3: Modeling tiling with centimeter and inch unit squares as a strategy to measure area. 8/20/13 engage^{ny} Eureka Math

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

3. a. How would the rectangles in Problem 1 be different if they were composed of square inches?
- The shapes in Problem 1 would be bigger if they were made of square inches. The number of squares would stay the same, but the size of the squares would change.

Examples of Problems 3(b) and 4

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 3 Homework 3•4

Rectangle A in sq. in

Rectangle A in sq. cm

COMMON CORE Lesson 3: Model tiling with centimeter and inch unit squares as a strategy to measure area. Date: 9/30/13 engage^{ny} 4.A.28