

*District 90/District 91/West Cook YMCA Partnership Overview –  
2018 Power Scholars Academy*

River Forest District 90, Forest Park District 91, and the West Cook YMCA are collaborating in a partnership to provide challenged learners in both communities with a research-based, immersive summer learning program sponsored by the YMCA of the USA, entitled “Power Scholars Academy.”

This program will be offered for five weeks during the summer of 2018 for up to 120 qualifying students from River Forest and Forest Park. Approximately 20-30% of the participants will be students from River Forest District 90, with the remainder stemming from Forest Park District 91. The program will be held each week Monday–Friday beginning on June 18 and each school district will employ their own process for identifying qualifying students. Programming will be provided for 6.5 hours per day, including breakfast, lunch, and transportation, and will offer families the option of adding additional supervision in the late afternoon hours.

Modeled on the BELL (Building Educated Leaders for Life) summer learning program, each day will include segments of time dedicated to literacy instruction, math instruction, community building, recreation, and enrichment activities. Teachers will be certificated and licensed, and efforts will be made to source them initially from the River Forest and Forest Park school districts. The program will serve rising 1<sup>st</sup>-5<sup>th</sup> graders and be housed at Field Stevenson Elementary School in Forest Park. Thanks to a very significant grant from the YMCA of the USA, the program cost for each participant (borne by school districts) will be approximately \$600. Both school districts will share additional costs for transportation and meal reimbursement in a pre-arranged and equitable manner.

While several of the program details will still need to be finalized - such as the process to select instructors and the manner by which qualifying students will be identified - this partnership strives to accomplish several of the District’s primary goals. First, the program is based upon the BELL model, which was established specifically for the purpose of addressing student achievement gaps. Though the curriculum does not utilize identical instructional resources as District 90, it is based squarely upon the Illinois Learning Standards (Common Core), uses Fontas and Pinnell to monitor and assess student progress over time, and is predicated on the Eight Standards of Mathematical Practice. In addition, the ancillary books that will be utilized are inclusive in nature and a strong complement for our students’ current literacy instruction.

Second, District 90 has recently identified the goal of developing effective partnerships with outside entities for the purpose of leveraging our resources and strengthening relationships within the community. This partnership with Forest Park District 91 offers

the advantages of proximity and similarity of size/scope, while the partnership with the West Cook YMCA affords the benefit of working with an established, locally-focused external organization that shares many of the same goals around “whole child” development, community building, and providing foundational supports for families. For D90’s first formal effort at establishing a mutually beneficial partnership of this nature, the circumstance and conditions seem optimal.

Finally, this partnership is a reflection of District 90’s understanding that addressing equity issues within the school (and larger) community will require innovative and comprehensive solutions. In order to meet all students and families “where they are,” District 90 will need to broaden our current approach. If successful, it is hoped that this partnership can serve as an additional arrow in our quiver to better differentiate for the range of needs that must be met to provide the essential prerequisites that can foster success for all learners.



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## Power Scholars Academy™ Program Description

In partnership with BELL (Building Educated Leaders for Life) and the Y, Power Scholars Academy™ offers summer learning for youth in grades K-8. The goal of this pilot program is to increase students' academic success and boost self-confidence, while also engaging families in the education process.

The summer learning program is designed to address summer learning loss for children in low-income households living in urban communities and thereby enhance overall youth development, academic performance, and graduation rates.

The overall Program design includes:

- Associations establishing the program through agreements with individual schools and school districts
- Operating in Title I schools
- Serving 100-120 scholars at each school
- Including grades K-8<sup>1</sup>
- Maintaining a minimum 2:24 staff to scholar ratio for all program activities

Sites operated by the Associations will largely adhere to the BELL program design, although they may expand on certain elements including:

- Recruitment and training of volunteers to support the program
- Development of new approaches to enrichment activities, as long as they are consistent with BELL methodology

### Program Model

The local site Power Scholars Academy™ program is modeled on the BELL summer program described below. Power Scholars Academy™ is a minimum five to six-week summer learning experience that operates from Monday through Friday for 6.5 hours per day. The following key program elements make up the experience<sup>2</sup>:

Time	Activity
30 min	<b>Community Time:</b> Students, called "scholars," start the day with a nutritious breakfast and community time activity to develop leadership skills and strong friendships with fellow scholars and staff.
90 min	<b>Literacy:</b> Certified teachers lead literacy instruction using a customized Scholastic curriculum. The curriculum focuses on the priority skills critical for student success: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It provides teachers with highly specific instruction and explicit, consistent, easy-to-follow lessons. Teachers used STAR Enterprise Assessments, by Renaissance Learning, on a pre- and post-program basis. STAR assessments are built for measuring progress against Common Core standards.

<sup>1</sup> Although the bulk of sites will be K-5, the program can expand to K-8 at the discretion of individual Associations and schools.

Time	Activity
90 min	<b>Math:</b> Certified teachers lead math instruction using a customized curriculum developed by Scholastic. The curriculum focuses on foundational concepts to prepare students for the deep mathematical understandings of the Common Core State Standards and is designed as a supplemental program for grade 1-8 scholars. The curriculum blends conceptual understanding, problem solving, and foundational skills in targeted intervention modules that get at the misconceptions that so often prevent student progress. Throughout the lessons, scholars engage in the eight Standards for Mathematical Practice as they build their conceptual understanding and critical thinking.
60 min	<b>Lunch &amp; Recreation:</b> Scholars eat a healthy lunch and spend approximately 30 minutes engaging in physical activity during recess.
120 min	<b>Enrichment:</b> Scholars rotate through enrichment opportunities during the afternoon. Themes typically include: <ul style="list-style-type: none"> <li>▪ Life and leadership development, such as character development, social and emotional learning, civic values, substance and violence prevention, and service-learning.</li> <li>▪ Science, technology, engineering, and math enrichment courses that enable scholars to engage in these fields in fun, non-traditional ways.</li> <li>▪ Health and fitness activities including a wide array of traditional and non-traditional subjects. <i>(1 hour daily required)</i></li> <li>▪ Creative arts providing scholars opportunities to explore dance, art, writing, music, drama, and other artistic expression.</li> <li>▪ Additional activities are considered and included as determined through community interest.</li> </ul>

In addition to the daily schedule described above, other Power Scholars Academy™ program elements include:

**Mentor Days:** Scholars participate weekly in college and career-oriented presentations, participation in community-service projects, and interaction with community leaders who visit the program as guest speakers to showcase their professions and inspire scholars to pursue excellence.

**Field Trips:** Friday afternoon trips expose scholars to the rich array of resources in and around their community and encourage experiential learning. Scholars may visit theatres, medical centers, zoos, museums, or historical sites. *(2 required)*

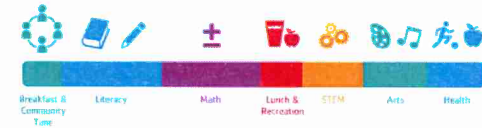
**Family Engagement:** Each program has at least two family events, usually an open house prior to the program start and a family event 2-3 weeks into the program after staff have become familiar with scholars.

**Academic Curriculum**

The Power Scholars Academy™ program focuses on academic instruction and remediation in literacy and mathematics. With the adoption and early implementation of the Common Core State Standards, BELL has expanded curriculum to include new resources consistent with common core, and to increase our focus on project-based learning and blended (technology) learning. The specific curricula (topics/units) used with scholars will be guided by the school and its efforts to implement the Common Core standards, as well as instructional focus areas, and the availability of computer and tablet devices to access online curriculum.

# POWER SCHOLARS ACADEMY™

## PROGRAM ELEMENTS OVERVIEW



**Typical Program Length:** 5 - 6 weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	<b>Breakfast &amp; Community Time:</b> Scholars start the day with a nutritious breakfast and “community time” activities to develop leadership skills and strong friendships with fellow scholars and staff.				<b>Breakfast &amp; Community Time</b> (Healthy Scholars)  <b>Field Trips</b> (2 required)  <b>Guest Speakers</b>  <b>Community Service Project</b>
9:00	<b>Literacy Instruction:</b> Certified teachers partner with teaching assistants (TAs) to lead 90 minutes of data-driven literacy instruction. Curriculum is aligned with Common Core and Reading First standards. Instruction is guided by diagnostic test results and teacher assessments.				
10:30	<b>Math Instruction:</b> Certified teachers partner with teaching assistants to lead 90 minutes of math instruction using selected curriculum, as well as a variety of games and manipulatives. Curricula are aligned with Common Core and National Council of Teachers of Mathematics standards, and instruction is guided by diagnostic test data.				
12:00	<b>Lunch &amp; Recreation:</b> Scholars receive a healthy lunch and time for daily physical activity.				
12:45	<b>Enrichment:</b> Teachers and TAs lead two 1-hour structured enrichment blocks, with at least 1 hour physical activity daily, that incorporate and extend the morning academic sessions. Enrichment activities may include: Art, STEM, Music, Leadership Development, College & Career Awareness, Health and Physical Fitness.				
	<b>Cultural Elements:</b> Summer Theme and Motto • College Pride Day/Week • Youth Voice and Choice • Family Engagement Events (1 required) • Closing Ceremony				



# BELL Summer Curriculum 2017

The BELL Summer program is a full-day learning experience that combines academic instruction with fun and hands-on enrichment activities, field trips, and service projects. The program is designed to help scholars gain new academic skills and prepare them to enter school in the fall ready to excel.

Interactive and highly engaging academic instruction in the areas of literacy and mathematics are cornerstones of the BELL academic experience. BELL programs use research-based curricula aligned to Common Core standards as well as best practices in instruction, learning and student engagement. Educators are able to apply data from computer adaptive assessments to adapt and adjust materials in order to drive and differentiate instruction according to scholars' unique learning needs.



BELL’s literacy curriculum is based on best practices approach to literacy instruction as outlined by **Fontas and Pinnell**, while the math is foundationally built to support algebraic reasoning and work in the **Eight Standards of Mathematical Practice**. Movement, center activities, and cross-content reading and writing will be incorporated into the academic blocks to keep scholars actively learning.

BELL’s Summer Curriculum aligns to our Core Essentials in the following ways:

<b>HIGH EXPECTATIONS</b>	<i>BELL’s summer curriculum builds scholars’ knowledge using literature that develops vocabulary and understanding. Additionally, the math curriculum supports the eight Standards of Mathematical Practice while ELA was built for the 10 mandates of the Common Core for reading development.</i>
<b>PARTNERSHIPS FOR SUCCESS</b>	<i>BELL’s summer curriculum is aligned to district standards and Common Core State Standards.</i>
<b>EXCEPTIONAL LEARNING ENVIRONMENTS</b>	<i>BELL’s summer curriculum motivates scholars to learn using engaging and interactive resources as well as a focus on growth mindset.</i>
<b>TEACHING EXCELLENCE</b>	<i>BELL’s summer curriculum inspires scholar confidence with differentiated materials that help to personalize instruction in a meaningful and student-centered environment.</i>
<b>ENGAGING LEARNING EXPERIENCES</b>	<i>BELL’s summer curriculum provides small group differentiated instruction using high interest and developmentally appropriate materials.</i>

## Scholastic Curriculum

In the development of a curricula solution for our Summer Programs, BELL has partnered with Scholastic to develop a truly customized and one-of-a-kind curriculum for our five and six week programs. This K-8 summer solution is comprised of activities, materials, and resources from some of Scholastic’s top curricula options in both English Language Arts and Math and comes complete with customized Teacher’s Guides, Scholar Workbooks, as well as comprehensive professional development to prepare Educators for successful implementation. Each content area is scoped out to provide Educators with details on whole group, small group, and individualized instructional methods in a rigorous, engaging, and student-centered environment.

In Literacy, scholars engage in read alouds, collaborative group activities and literacy games, as well as independent, grade-level appropriate activities that provide opportunities to discuss, collaborate as well as engage in writing opportunities for a variety of purposes. Themes and readers are of high interest to scholars and they allow educators to implement small group, student-centered instruction where scholars use authentic

fiction and non-fiction texts to increase reading proficiency and promote a love of reading. Also, all books are completely consumable and scholars get to take them home at the end of the summer!

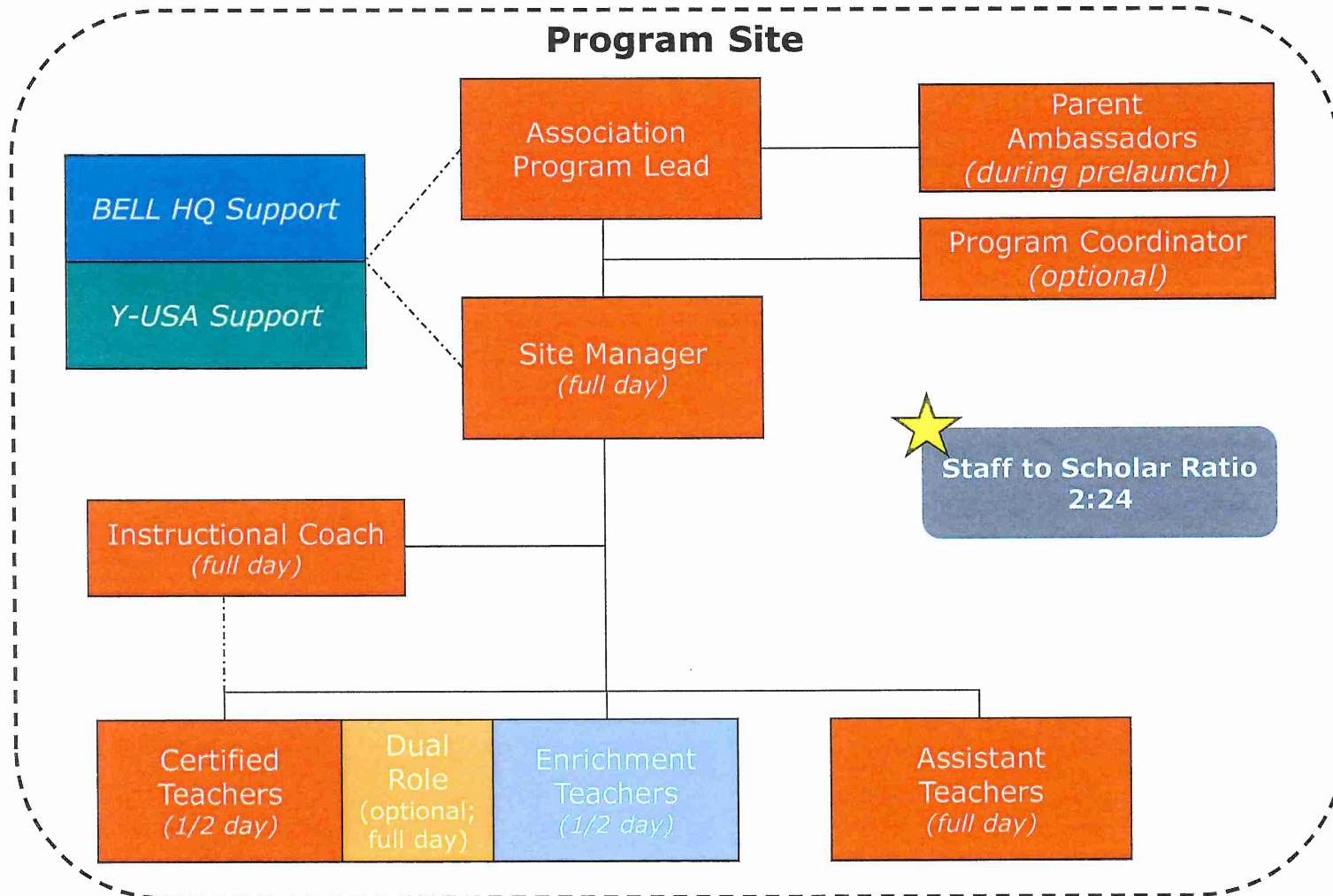
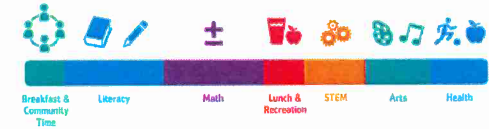
For Math, scholars will engage in a variety of activities that have been scaffolded and grounded in a gradual release approach to allow scholars the opportunity to experience success as they progress to more complex and advanced concepts. All materials have a focus on number concepts and algebraic reasoning, which have proven to be foundational to scholars' mathematical achievement. The curriculum provides multiple opportunities for scholars to problem-solve and engage in interactive activities that are aligned to the Eight Standards of Mathematical Practice and promote a conceptual understanding of math topics.

Elementary	Middle School
<b>Literacy</b>	
Comprehension Clubs (K-6)	Traits Writing (K-6)
Guided Reading Program (K-6)	On the Record (7-8)
<b>Mathematics</b>	
Leveled Math Readers (K)	PR1ME, DYNAMATH (6)
PR1ME, Leveled Math Readers (1-2)	PR1ME, Scholastic Math (7)
PRIME, DYNAMATH (3-5)	Scholastic Math (8)



# POWER SCHOLARS ACADEMY™

## STAFFING & SUPPORT MODEL



**Weekly Planner**

**Pacing Guides**

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**Grade 3 • Five-Week Summer School Planner • 90 Minutes** (Page numbers refer to Grade 3 *Summer Reading and Writing Teaching Guide*.)

<b>Week One</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Whole Group Instruction (30 Minutes)</b>	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Aloud <i>Bugs for Lunch</i> <i>Teaching Guide</i> , pages 24 and 25	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Aloud <i>Animal Snackers</i> <i>Teaching Guide</i> , pages 26 and 27	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Aloud <i>A House Spider's Life</i> <i>Teaching Guide</i> , pages 28 and 29	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Aloud <i>Chameleon!</i> <i>Teaching Guide</i> , pages 30 and 31	
<b>Small Group (20 minutes)</b>	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Introduce Book Club Choices with Booktalks: <ul style="list-style-type: none"> <li>• <i>The Emperor's Egg</i></li> <li>• <i>Dangerous Animals</i></li> <li>• <i>A Salamander's Life</i></li> <li>• <i>Plants That Eat Animals</i></li> </ul> <i>Teaching Guide</i> , pages 88–95	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Owls</i> <i>Teaching Guide</i> , pages 54 and 55	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Owls</i> <i>Teaching Guide</i> , pages 54 and 55	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Life in the Ocean</i> <i>Teaching Guide</i> , pages 56 and 57	
<b>Writing (20 minutes)</b>	<b>(Whole Group) Informative/Explanatory Writing</b> <ul style="list-style-type: none"> <li>• Introduce</li> <li>• Student Samples</li> </ul> <i>Teaching Guide</i> , pages 73 and 74	<b>(Whole Group) Informative/Explanatory Writing</b> <ul style="list-style-type: none"> <li>• Writing Review</li> </ul> <i>Teaching Guide</i> , page 75	<b>Write About Guided Reading</b> <i>Owls</i> <u>Make a Flowchart</u> (Informative/Explanatory) <i>Teaching Guide</i> , page 55	<b>Write About Guided Reading</b> <i>Life in the Ocean</i> , <u>Write a Description</u> (Informative/Explanatory) <i>Teaching Guide</i> , page 57	
<b>Independent Work (20 minutes)</b>	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Book Club Books	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Book Club Books	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Book Club Books	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Book Club Books	

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**Grade 3 • Five-Week Summer School Planner • 90 Minutes** (Page numbers refer to *Grade 3 Summer Reading and Writing Teaching Guide*.)

<b>Week Two</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Whole Group Instruction</b> (30 minutes)	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Aloud <i>Who Eats What?</i> <i>Teaching Guide</i> , pages 32 and 33	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Introduce all the Unit Projects <i>Teaching Guide</i> , page 112	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Meet with Book Clubs 1 & 2 • <i>The Emperor's Egg</i> • <i>Dangerous Animals</i> <i>Teaching Guide</i> , pages 88–91	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Meet with Book Clubs 3 & 4 • <i>A Salamander's Life</i> • <i>Plants That Eat Animals</i> <i>Teaching Guide</i> , pages 92–95	
<b>Small Group</b> (20 minutes)	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Life in the Ocean</i> <i>Teaching Guide</i> , pages 56 and 57	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Wolverine vs. Tasmanian Devil</i> <i>Teaching Guide</i> , pages 58 and 59	<b>Unit: Search &amp; Survive Guided Reading</b> <i>Wolverine vs. Tasmanian Devil</i> <i>Teaching Guide</i> , pages 58 and 59	<b>Unit: Search &amp; Survive Guided Reading</b> <b>Buddy Reading</b> Have students choose any of the Guided Reading selections to read with a buddy.	
<b>Writing</b> (20 minutes)	<b>Write About Comp. Clubs Read Aloud</b> <i>Who Eats What?</i> <u>Write and Respond</u> (Informative/Explanatory) <i>Teaching Guide</i> , page 33	<b>Write About Guided Reading</b> <i>Wolverine vs. Tasmanian Devil</i> Have students write a brief Internet article about these two animals, based on information in the book (Informative/Explanatory) <i>Teaching Guide</i> , page 59	<b>Write About Guided Reading</b> <i>Wolverine vs. Tasmanian Devil</i> Have students make up a riddle about each the two animals, for others to guess which it identifies. (Informative/Explanatory)	<b>Write About Guided Reading</b> Have students choose one Guided Reading book and write five facts they learned from that book. (Informative/Explanatory)	
<b>Independent Work</b> (20 minutes)	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Read Book Club Books	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	

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**Grade 3 • Five-Week Summer School Planner • 90 Minutes** (Page numbers refer to Grade 3 *Summer Reading and Writing Teaching Guide*.)

<b>Week Three</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Whole Group Instruction (30 Minutes)</b>	<b>Unit: Search &amp; Survive Comprehension Clubs</b> Revisit Read Aloud <i>Animal Snackers</i> <i>Teaching Guide</i> , pages 26 and 27	<b>Unit: Search &amp; Survive Comprehension Clubs Review</b> Ask children to focus on the author’s message or purpose in the books in this unit. Did each author have the same purpose? Why?	<b>Unit: Like No One Else Comprehension Clubs</b> Read Aloud <i>Two Eyes, a Nose, and a Mouth</i> <i>Teaching Guide</i> , pages 34 and 35	<b>Unit: Like No One Else Comprehension Clubs</b> <i>Alexander and the Wind-Up Mouse</i> <i>Teaching Guide</i> , pages 36 and 37	
<b>Small Group (20 minutes)</b>	<b>Comprehension Clubs Unit: Search &amp; Survive</b> Discuss Read Aloud <i>Animal Snackers</i>  <u>Analyze Text</u> for <i>Animal Snackers</i> <i>Teaching Guide</i> , page 27	<b>Comprehension Clubs Unit: Search &amp; Survive Wrap Up: Talk About Animals in Read Aloud Books</b> Have the group work together to make a chart showing five of the animals they read about and the kind of challenge each one faces.	<b>Unit: Like No One Else Comprehension Clubs</b> Introduce Book Club Choices with Booktalks: <ul style="list-style-type: none"> <li>• <i>Stink: The Incredible Shrinking Kid</i></li> <li>• <i>Giraffes Can’t Dance</i></li> <li>• <i>Marty McGuire</i></li> <li>• <i>Goldie</i></li> </ul> <i>Teaching Guide</i> , pages 96–103	<b>Unit: Like No One Else Guided Reading</b> <i>Amber Brown Is Green With Envy</i> <i>Teaching Guide</i> , pages 60 and 61	
<b>Writing (20 minutes)</b>	<b>Write About Comp. Clubs Read Aloud</b> <i>Animal Snackers</i> Write and Respond (Informative/Explanatory) <i>Teaching Guide</i> , page 27	<b>Comprehension Clubs Unit: Search &amp; Survive Wrap Up: Compare Animals</b> Have students write descriptions comparing two animals they read about. How are the animals alike? How are they different? Where do the animals live? How do these animals survive in the wild? (Informative/Explanatory)	<b>(Whole Group) Opinion Writing</b> <ul style="list-style-type: none"> <li>• Introduce</li> <li>• Student Samples</li> </ul> <i>Teaching Guide</i> , pages 76 and 77	<b>(Whole Group) Opinion Writing</b> <ul style="list-style-type: none"> <li>• Writing Review</li> </ul> <i>Teaching Guide</i> , page 78	
<b>Independent Work (20 minutes)</b>	<b>Comp. Clubs Books Guided Reading Books</b> Book browsing and reading.	<b>Comp. Clubs Books Guided Reading Books</b> Book browsing and reading.	<b>Unit: Like No One Else Comprehension Clubs</b> Read Book Club Books	<b>Unit: Like No One Else Comprehension Clubs</b> Read Book Club Books	

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**Grade 3 • Five-Week Summer School Planner • 90 Minutes** (Page numbers refer to Grade 3 *Summer Reading and Writing Teaching Guide*.)

<b>Week Four</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Whole Group Instruction (30 minutes)</b>	<b>Unit: Like No One Else Comprehension Clubs</b> Read Aloud <i>Stand Tall, Molly Lou Melon</i> <i>Teaching Guide</i> , pages 38 and 39	<b>Unit: Like No One Else Comprehension Clubs</b> Read Aloud <i>Diego</i> <i>Teaching Guide</i> , pages 40 and 41	<b>Unit: Like No One Else Comprehension Clubs</b> Read Aloud <i>Looking Like Me</i> <i>Teaching Guide</i> , pages 42 and 43	<b>Unit: Like No One Else Comprehension Clubs</b>  Introduce all the Unit Projects <i>Teaching Guide</i> , page 112	
<b>Small Group (40 minutes)</b>	<b>Unit: Like No One Else Guided Reading</b> <i>Amber Brown Is Green With Envy</i> <i>Teaching Guide</i> , pages 60 and 61	<b>Unit: Like No One Else Guided Reading</b> <i>The Paperboy</i> <i>Teaching Guide</i> , pages 62 and 63	<b>Unit: Like No One Else Guided Reading</b> <i>The Paperboy</i> <i>Teaching Guide</i> , pages 62 and 63	<b>Unit: Like No One Else Guided Reading</b> <i>Suitcase</i> <i>Teaching Guide</i> , pages 64 and 65	
<b>Writing (20 minutes)</b>	<b>Write About Guided Reading</b> <i>Amber Brown Is Green With Envy</i> Have students write a journal entry as Amber, telling why she is glad she and her parents talked about her feelings. (Opinion) <i>Teaching Guide</i> , page 61	<b>Write About Guided Reading</b> Have students write their thoughts about how it might feel to have a job like the job of the paperboy in the book. What do they think they would like and what would they dislike about the job of a paperboy? (Opinion)	<b>Write About Comp. Clubs Read Aloud</b> Have students write their opinions about the design of <i>Looking Like Me</i> . Do they like the way the text is organized? Do they like the illustrations? Remind students to explain their reasons for liking or not liking the book's design. (Persuasive)	<b>Write About Guided Reading</b> Have students write their opinion about Xander and why he might begin to like playing basketball. Ask students to explain their reasons. (Opinion) <i>Teaching Guide</i> , page 65	
<b>Independent Work (20 minutes)</b>	<b>Unit: Like No One Else Comprehension Clubs</b> Read Book Club Books	<b>Unit: Like No One Else Comprehension Clubs</b> Read Book Club Books	<b>Unit: Like No One Else Comprehension Clubs</b> Read Book Club Books	<b>Unit: Like No One Else Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	

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**Grade 3 • Five-Week Summer School Planner • 90 Minutes** (Page numbers refer to Grade 3 *Summer Reading and Writing Teaching Guide*.)

<b>Week Five</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Whole Group Instruction (30 Minutes)</b>	<b>Unit: Like No One Else Comprehension Clubs</b> Meet with Book Clubs 1 & 2 • <i>Stink: The Incredible Shrinking Kid</i> • <i>Giraffes Can't Dance</i> <i>Teaching Guide</i> , pages 96–99	<b>Unit: Like No One Else Comprehension Clubs</b> Meet with Book Clubs 3 & 4 • <i>Marty McGuire</i> • <i>Goldie</i> <i>Teaching Guide</i> , pages 100–103	<b>Unit: Like No One Else Comprehension Clubs</b> Revisit Read Aloud <i>Alexander and the Wind-Up Mouse</i> <i>Teaching Guide</i> , pages 36 and 37	<b>Unit: Like No One Else Unit Project Review Comprehension Clubs Review</b> Ask students to focus on the authors who used humor and how that helped convey their messages.	
<b>Small Group (20 minutes)</b>	<b>Unit: Like No One Else Guided Reading</b> <i>Suitcase</i> <i>Teaching Guide</i> , pages 64 and 65	<b>Unit: Like No One Else Guided Reading Booktalks</b> Have children choose any of the Guided Reading selections and give a booktalk about it.	<b>Unit: Like No One Else Comprehension Clubs</b> Discuss Read Aloud <i>Alexander and the Wind-Up Mouse</i>  <u>Analyze Text</u> for <i>Alexander and the Wind-Up Mouse</i> <i>Teaching Guide</i> , page 37	<b>Unit: Like No One Else Comprehension Clubs Wrap Up: Talk About the Characters in Read Aloud Books</b> Have students share their opinions about which character from the unit Like No One Else the funniest. Then, ask the group to vote.	
<b>Writing (20 minutes)</b>	<b>Write About Guided Reading</b> Ask students which parts of <i>Suitcase</i> they like best. Then have them write their reasons why. Later, have students share their responses to their favorite parts of the book. (Opinion)	<b>Write About Guided Reading</b> Have students write the name of the author of a Guided Reading selection that they think would be most successful at writing in another format such as a play, TV show, or poem. Ask students to explain their reasons why. (Opinion)	<b>Write About Comp. Clubs Read Aloud</b> <i>Alexander and the Wind-Up Mouse</i> <u>Write and Respond</u> <i>Teaching Guide</i> , page 37	<b>Unit: Like No One Else Comprehension Clubs Wrap Up: Write About a Character</b> Have students choose to choose a funny character and write a TV commercial trying to convince readers to read the book because it is funny. (Opinion)	
<b>Independent Work (20 minutes)</b>	<b>Unit: Like No One Else Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	<b>Unit: Like No One Else Comprehension Clubs</b> Unit Projects <i>Teaching Guide</i> , page 112	<b>Unit: Like No One Else Comp. Clubs Books Guided Reading Books</b> Book browsing and reading.	<b>Unit: Like No One Else Comp. Clubs Books Guided Reading Books</b> Book browsing and reading.	

Grade 3 Planning and Pacing Guide							
Week One							
Monday	Day 1	Tuesday	Day 2	Wednesday	Day 3	Thursday	Day 4
<b>Do The Math Multiplication A</b>		<b>Lesson 1: Learning the “Circles and Stars” multiplication game</b>		<b>Lesson 2: Writing Equations for “Circles and Stars”</b>		<b>Lesson 3: Writing multiplication equations for equal groups</b>	
<b>Whole Group</b>		<b>Whole Group</b>		<b>Whole Group</b>		<b>Whole Group</b>	
<b>Getting Started</b> <ul style="list-style-type: none"> <li>• <i>Interest Inventory</i> page 12 of this guide</li> <li>• <b>Beginning of Module Assessment</b></li> <li>• <b>Attitude Survey</b> Assessments can be found on pages 137–138 in the <i>Teacher Guide</i>. The <i>Attitude Survey</i> is on p. 141.</li> </ul>		<b>Growth Mindset</b> <i>What Is Your Mindset?</i> Part 1 page 12 of this guide		<b>Growth Mindset</b> <i>Tell Me All You Can</i> page 13 of this guide		<b>Growth Mindset</b> <i>I’ll Tell You</i> page 13 of this guide	
		<b>Small Group</b>		<b>Small Group</b>		<b>Small Group</b>	
		Lesson 1 Steps 1–5 <i>Teacher Guide</i> pages 6–9 Note: Only play one round of the “Circles and Stars game.” <i>Workspace</i> page 4		Lesson 2 Steps 1–6 <i>Teacher Guide</i> pages 10–13 <i>Workspace</i> page 6		Lesson 3 Steps 1–4 <i>Teacher Guide</i> pages 14–17	
		<b>Partners</b>		<b>Partners</b>		<b>Independent/Partners</b>	
		<i>What Is Your Mindset?</i> Part 2 page 12 of this guide		Lesson 1 <i>Teacher Guide</i> page 9 “Circles and Stars” game. <i>Workspace</i> page 5		Lesson 2 Step 7 Write the equations for <i>Workspace</i> page 5 game. Early finishers play “Circles and Stars”	
<b>Growth Mindset Focus --- Growth Mindset Framing</b> For communicating High Expectations <ul style="list-style-type: none"> <li>• I know that you (all) have the ability to do this, so I have set the bar high.</li> <li>• This will be a challenging concept to learn, but all of us can reach the goal.</li> <li>• I am going to push you all because I know if I do you will do amazing work.</li> <li>• When you master this learning, you will be proud because this isn't easy.</li> <li>• As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!</li> </ul>							

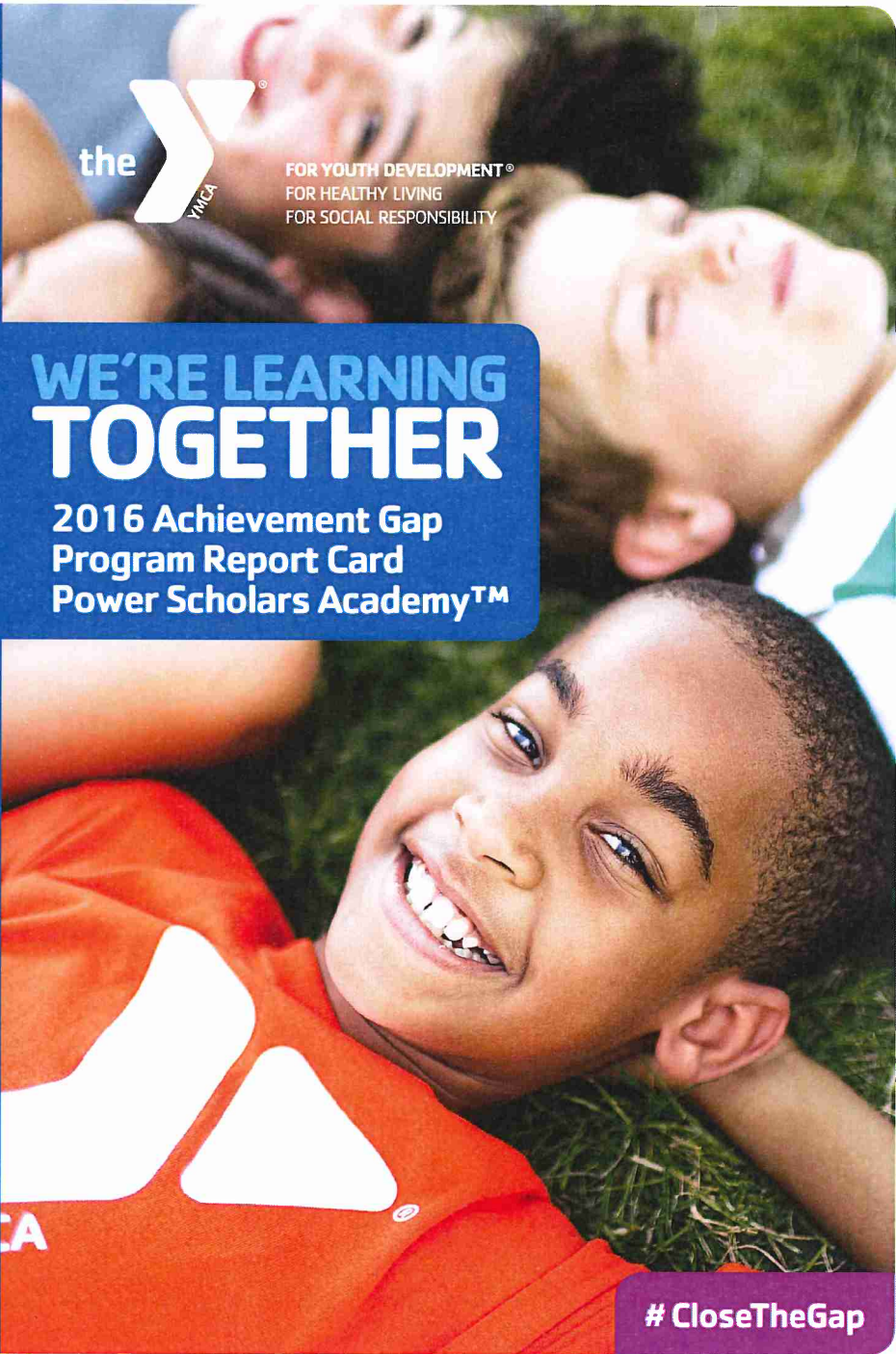
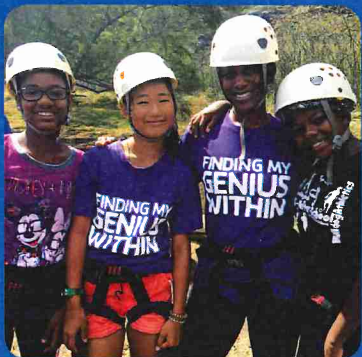


Grade 3 Planning and Pacing Guide Week Two							
Monday	Day 5	Tuesday	Day 6	Wednesday	Day 7	Thursday	Day 8
Lesson 4: Writing more multiplication equations		Lesson 5: Assessing student understanding		Lesson 6: Identifying everyday objects that come in equal groups		Lesson 7: Identifying equal groups Lesson 8: Writing and reading equations	
Whole Group		Whole Group		Whole Group		Whole Group	
Growth Mindset <i>What Is a Number?</i> page 14 of this guide		<i>Number of the Day</i> page 14 of this guide		<i>Number of the Day</i> page 14 of this guide		<i>Logic: Four Strikes and You're Out</i> page 15 of this guide	
Small Group		Small Group		Small Group		Small Group	
Lesson 4 Steps 1–4 <i>Teacher Guide</i> pages 18–21 <i>Workspace</i> page 7		Progress Monitoring Lesson 5 Steps 1–2 <i>Teacher Guide</i> pages 22–23 <i>Workspace</i> pages 8 and 9		Lesson 6 Steps 1–4 <i>Teacher Guide</i> pages 30–32		Lesson 7 Steps 1–2 <i>Teacher Guide</i> pages 34–35  Lesson 8 Steps 1–4 <i>Teacher Guide</i> pages 36–39 <i>Workspace</i> pages 15 and 16	
Partners		Independent/Partners		Partners		Partners	
Multiplication Fact Search Puzzle		Differentiating Instruction Lesson 5 <i>Teacher Guide</i> page 24		Lesson 5 “Circles and Stars Capture” <i>Teacher Guide</i> page 21 <i>Workspace</i> pages 11 and 12		Lesson 6 Steps 5–6 <i>Teacher Guide</i> pages 32–33 <i>Workspace</i> pages 13 and 14	
<b>Growth Mindset Focus---Growth Mindset Framing</b> When they succeed easily without effort <ul style="list-style-type: none"> <li>• It's great that you have that down. Now we need to find something a bit more challenging so you can grow.</li> <li>• It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!</li> <li>• You're ready for something more difficult.</li> <li>• We need to raise the bar for you now.</li> </ul>							

Grade 3 Planning and Pacing Guide Week Three							
Monday	Day 9	Tuesday	Day 10	Wednesday	Day 11	Thursday	Day 12
Lesson 9: Representing and solving equal-row problems		Lesson 10: Assessing student understanding		Lesson 11: Solving word problems involving equal groups		Lesson 12: Solving more word problems involving equal groups	
Whole Group		Whole Group		Whole Group		Whole Group	
<i>Number of the Day</i> page 14 of this guide		<i>Number of the Day</i> page 14 of this guide		<i>Number of the Day</i> page 14 of this guide		Geometry/Algebra: <i>Tic Tac Toe Four in a Row</i> page 16 of this guide	
Small Group		Small Group		Small Group		Small Group	
Lesson 9 Steps 1-4 <i>Teacher Guide</i> pages 40–43 <i>Workspace</i> page 17		Progress Monitoring • Lesson 10 Steps 1–2 <i>Teacher Guide</i> pages 44–45 <i>Workspace</i> 10, 18 and 19		Lesson 11 Steps 1–3 <i>Teacher Guide</i> pages 52–54 <i>Workspace</i> page 20		Lesson 12 Steps 1–2 <i>Teacher Guide</i> pages 56–57	
Independent		Independent/Partners		Independent		Independent	
<i>Jumpstart 22</i> Activity Sheets		Differentiating Instruction Lesson 10 <i>Teacher Guide</i> page 46		<i>Jumpstart 23</i> Activity Sheets		<i>Jumpstart 6</i> Activity Sheets	
<b>Growth Mindset Focus---Growth Mindset Framing</b> When they succeed with strong effort <ul style="list-style-type: none"> <li>• I am very proud of you for not giving up, and look what you have to show for it.</li> <li>• I want you to remember for a moment how challenging this was when you began. Look at how far you have come!</li> <li>• It's exciting to see the difference in your work now when I compare it to your earlier work.</li> </ul>							

Grade 3 Planning and Pacing Guide							
Week Four							
Monday	Day 13	Tuesday	Day 14	Wednesday	Day 15	Thursday	Day 16
Lesson 13: Writing and solving word problems		Lesson 13: Writing and solving word problems Lesson 14: Comparing equations for word problems		Lesson 15: Assessing student understanding		Lesson 16: Calculating products with factors 1 through 6	
<b>Whole Group</b>		<b>Whole Group</b>		<b>Whole Group</b>		<b>Whole Group</b>	
Logic: <i>Ken Ken Puzzle 1</i> , page 19 <i>Ken Ken Puzzle 1</i> Activity Sheet		<i>Number of the Day</i> page 14 of this guide		<i>Number of the Day</i> page 14 of this guide		<i>Analyzing Data/Money/Reading a Tally Chart</i> pages 17 and 18 of this guide <i>Let's Work Together</i> Activity Sheet	
<b>Small Group</b>		<b>Small Group</b>		<b>Small Group</b>		<b>Small Group</b>	
Lesson 13 Steps 1–3 <i>Teacher Guide</i> pages 60–62		Lesson 14 Step 1–4 <i>Teacher Guide</i> pages 64–67 <i>Workspace</i> page 24		<b>Progress Monitoring</b> Lesson 15 Steps 1–2 <i>Teacher Guide</i> pages 68–69 <i>Workspace</i> pages 25–27		Lesson 16 Steps 1–5 <i>Teacher Guide</i> pages 76–79 <i>Workspace</i> pages 28 and 29	
<b>Independent</b>		<b>Independent</b>		<b>Independent/Partners</b>		<b>Independent/Partners</b>	
<i>Jumpstart 25</i> Activity Sheets		Lesson 13 Step 4 <i>Teacher Guide</i> page 63 <i>Workspace</i> pages 22 and 23		<b>Differentiating Instruction</b> Lesson 15 <i>Teacher Guide</i> page 70		<i>Now It's Your Turn</i> Activity Sheet	
<b>Growth Mindset Focus---Growth Mindset Framing</b> For communicating a Learning Goal <ul style="list-style-type: none"> <li>• New material is an opportunity to stretch!</li> <li>• I really want us to stretch beyond our comfort zone on this!</li> <li>• I do not expect you to know this already. I am here to help you learn challenging material.</li> <li>• This is very challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.</li> </ul>							

Grade 3 Planning and Pacing Guide							
Week Five							
Monday	Day 17	Tuesday	Day 18	Wednesday	Day 19	Thursday	Day 20
Lesson 17: Practicing facts with "Multiplication Bingo"		Lesson 18: Calculating products when one factor is zero		Lesson 20: Assessing student understanding		<b>Review and Assess Whole Group</b> <ul style="list-style-type: none"> <li>Hand back the Beginning of Module Assessment and discuss how students can apply the strategies learned over the past 5 weeks to figure the answers using number sense and reasoning.</li> </ul> <b>Administer the End of Module Assessment* and Attitude Survey</b> <p>End of Module Assessment can be found on pages 139–141 in the Teacher's Guide</p> <p>* Be sure to give students feedback using one of the suggestions provided in the bottom row for Growth Mindset Framing.</p>	
<b>Whole Group</b>		<b>Whole Group</b>		<b>Whole Group</b>			
Number of the Day page 14 of this guide		Logic: Ken Ken Puzzle 2 page 19 of this guide Ken Ken Puzzle 2 Activity Sheet		Number of the Day page 14 of this guide			
<b>Small Group</b>		<b>Small Group</b>		<b>Small Group</b>			
Lesson 17 Steps 1–2 Teacher Guide pages 80–81 Workspace pages 28–30		Lesson 18 Steps 1–5 Teacher Guide pages 84–87 Workspace pages 32 and 33		Progress Monitoring Lesson 20 Steps 1–2 Teacher Guide pages 92 and 93 Workspace page 41			
<b>Independent</b>		<b>Partners</b>		<b>Independent/Partners</b>			
Jumpstart 26 Activity Sheets		Lesson 17 Steps 3–4 Teacher Guide page 82–83 Workspace page 31		Differentiating Instruction Lesson 20 Teacher Guide page 94			
<b>Growth Mindset Focus---Growth Mindset Framing</b> When they are making progress <ul style="list-style-type: none"> <li>I can see you really enjoyed learning _____.</li> <li>Your hard work is clearly evident in your process.</li> <li>I can see a difference in this work compared to _____. You have really grown (in these areas).</li> <li>All that hard work and effort paid off!</li> </ul>							



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2016 Achievement Gap Program Report Card  
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# CloseTheGap

# BUILDING POTENTIAL TO #CloseTheGap

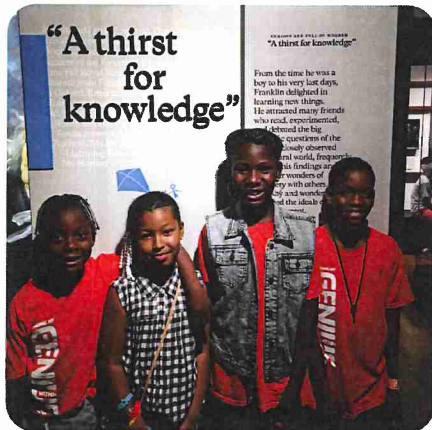
Statistics show that a large number of children from low-income environments reach kindergarten unprepared and that they continue to fall behind in school without proper interventions. That “gap” is known as the Achievement Gap. The gap culminates in low high school graduation and college attainment rates, limited job prospects, and a negative economic impact for millions of youth as they enter adulthood.

The Y, a longtime leader in youth development, is working to improve the educational readiness, engagement and outcomes for the country’s children, in partnership with BELL | Building Educated Leaders for Life.

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The Power Scholars Academy™ programs, built on BELL’s evidence-based model, blend rigorous, small-group academic instruction with high-quality camp-like enrichment and community engagement activities. In addition to the academic impact of summer learning, scholars are strengthening their social-emotional skills, participating in physical activities and enjoying nutritious meals.



"These [field] trips are all about opening their eyes to the world around them, many of them don't realize the potential they have to achieve big right in their hometown.

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