PROJECT OVERVIEW

Name of Project:	**Read to Succeed**		**Duration: 2-3 weeks**
Subject/Course: Math,	**ELA, Resource ELA, CI Science**	**Teacher(s):Preketes, LaForest, Rajewski, Osborn**	**Grade Level:6th, 7th and 8th**
Other subject areas to be included, if any:			

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Students explain how to use textbook features in all subjects to help all students quickly solve problems. Groups of students will present their findings via infomercial or rap on broadcast, power-point presentation, gen-net lesson to elementary class, poster board for classroom/hallways or bookmark.
Driving Question Call to Action	How do we help other students to use their textbooks efficiently and save time problem solving?
Content and Skills Standards to be addressed:	R.IT.07.EG01, R.IT.07.EG02, R.IT.07.EG03, R.IT.07.01, R.IT.07.02, R.IT.07.EG03

		T+A	E		T+A	E
21st Century Skills to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed:	Collaboration	X		Other:		
	Presentation	x				
	Critical Thinking:		x			

			Presentation Audience:	
Culminating Products and Performances	**Group:**	Students will be creating a presentation, poster or bookmark to teach other groups of students in the building or partnering elementary class on how to use their textbooks/non-fiction books more efficiently.	Class:	x
			School:	x
			Community:	
	Individual:	Students will be self-assign individual roles within the group. Students will be required to critique each other on performance of roles within the group.	Experts:	
			Web:	
			Other:	

PROJECT OVERVIEW

Entry event to launch inquiry, engage students:	**To give students a problem in an envelope that requires them to use non-fiction text to develop the solution. Debrief on the challenges of the problem and what was useful to helping you solve the problem.**

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Assessments	**Formative Assessments (During Project)**	Quizzes/Tests		Practice Presentations	
		Journal/Learning Log		Notes	
		Preliminary Plans/Outlines/Prototypes	x	Checklists	
		Rough Drafts	x	Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____	x
		Oral Presentation, with rubric	x	Peer Evaluation	x
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	

Resources Needed	**On-site people, facilities:**	Media Center, Media Specialist
	Equipment:	Gen-net Lab, Video Cameras, Computer Lab
	Materials:	Textbooks, Posters, Markers, Manuals, Magazines
	Community resources:	

Reflection Methods	**(Individual, Group, and/or .Whole Class)**	Journal/Learning Log	x	Focus Group	
		Whole-Class Discussion	x	Fishbowl Discussion	
		Survey		Other:	

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PROJECT TEACHING AND LEARNING GUIDE

Project:	**Course/Semester:**
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	**Scaffolding / Materials / Lessons to be Provided** by the project teacher, other teachers, experts, mentors, community members
Must have knowledge of textbook features and vocabulary.	➔ Examples of non-fiction, fiction text. Real world examples (i.e. instruction manual, websites, etc.)
Collaborative team building skills.	➔ www.Teampedia.net, Learning Profile Cards
Communication	➔ Rubrics, peer-assessment, self-assessment, team building, modeling, gallery walk
Critical thinking (compare/contrast)	➔ Rubrics, peer-assessment, teacher-developed problems/ student-developed solutions
Creativity	➔ Presentations Lesson to elementary students (GenNet), skit, rap, posters, powerpoint, bookmark, infomercial, PSA, broadcast - Online survey!!!
	➔

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PROJECT CALENDAR

Project: Read to Succeed	**Start Date: 9/12/11**			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Team Building Activity: Pass the "rock" Learning Profile Cards Students take a learning profile survey to identify strengths and weaknesses.	Entry Activity: Present students with real world based problem in an envelope. Students will solve using a manual or magazine. Students complete problem solving worksheet. Students chose groups to work with on solving their problems (3-5 students per group depending on class size).	Introduce Driving Question Team Building Activity: Follow/Find the leader Choose groups: Student choice, with some teacher input Introduce Final Projects	Students get into groups Fiction v Non-Fiction (compare/contrast) Give groups a variety of fiction and non-fiction texts. Students are to complete a Venn Diagram or T-Chart comparing the two types of texts. Then debrief. Non v Non-Fiction Give groups a variety of non-fiction texts. Students then complete a Venn Diagram or T-Chart comparing the different types of non-fiction texts. Then Debrief.	Students get into groups. Review DQ and final project options. Groups pick one. Give Students final project options and time to pick a project. Students complete Project Team Work Plan
PROJECT WEEK TWO				
Interactive PowerPoint discussing text-features	Students get into their groups Textbook Hunt with class' textbook Each group will complete the textbook hunt using their textbook. Groups will become more familiar with formal text vocabulary that was discussed in the previous days' lesson.	Project Development Day Reflection Log on how your group is doing	Assessment: knowledge of text feature vocabulary. Project Development	Gallery Walk Groups will present project ideas on chart paper. (sample of bookmark, script, rap, poster etc). These will be displayed around the room. Groups will walk around the room and leave reflective comments.
PROJECT WEEK THREE				
Review Comments from Gallery Walk	Project Development	Project Development	Presentations	Celebration

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Lesson Design: Careful construction of lessons to remove barriers and provide assess for all students.	**Checkpoints:** Includes
On the first day of the project students are going to be taking learning profile surveys to help them gain an understanding of themselves as a learner. This will highlight their strength areas and help them to see they are a valuable member of the classroom.	✓ Multiple ways to represent information ✓ Alternatives to text ✓ Support provided for text comprehension ✓ Flexible technology-based materials, strategies and tools ✓ Multiple ways for students show what they know ✓ Conspicuous supports for learning new strategies ✓ Mechanism for rapid feedback to learners ✓ Active student-centered methods ✓ Choice, Challenge, Novelty ✓ Connected, relevant learning
Many of the activities are to be completed as a team. This allows students access to peers if they are struggling with an activity/concept. They will be required to have discussions within their group to help make clarify new concepts.	
Students are going to be given three choices for their project. This allows students to pick the project that allows them to play to their particular strengths.	
Students are going to be provided with an example of a completed "Project Team Work Plan" specific for the project they have picked. This will allow students to see an example of what needs to be completed in order to be successful with the project. Groups will then fill in their own "Project Team Work Plan".	
The definitions of the different text features are going to be delivered via an interactive PowerPoint. This PowerPoint provides real world examples and questions after every section allowing for immediate feedback.	

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RUBRIC FOR Understanding Text Features				
CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task (s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Text Features	Has identified most of the text features.	Has identified some of the text features.	Has identified a few of the text features.	Has difficulty identifying any of the text features.
Presentation	Has presented material effectively.	Has presented material with most of the content.	Has presented material with some of the content.	Has difficulty presenting the material.
Reflection	Was able to describe accurate detailed reflection of the project.	Was able to describe most of the details of the project.	Was able to describe some of the details of the project.	Has difficulty describing details of the project.

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