

PROJECT OVERVIEW

Name of Project:	Who's Who at Our School (adapted by L. Bennette)				Duration: 4 Weeks		
Subject/Course: Social Studies and Language Arts		Teacher(s): (this is adapted from a project found on the pbl gallery website call "Getting to Know the Adults at School" by Mrs. Brink)			Grade Level: Kindergarten		
Other subject areas to be included, if any:							
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:		When the children begin school they meet many new people. The teacher tells the students about herself, but the other teachers and adults around the building are not well known to them. This project will not only help the children to get to know the other adults in the building, but it will give them an opportunity to help the next year's Kindergarten class by preparing a book for them about the other adults in the school.					
Driving Question		Who are the adults at St. Mary's School?					
Content and Skills Standards to be addressed:		K - P4.2.2 Participate in projects to help or inform others. K - C2.0.3 Describe fair ways for groups to make decisions. L.CN.00.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately. S.CN.00.02 speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.					
		T+A	E			T+A	E
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:		Collaboration		E	Other:		
		Presentation		E			
		Critical Thinking:		E			
						Presentation Audience:	
Culminating Products and Performances	Group:	Each group will interview an adult at school. They will each ask three questions and will have help recording responses. Then the students will take a picture of the adult to be added to the class book that will be made for the next year's Kindergarten class to read and learn about the adults at school.	Class:		yes		
			School:				
			Community:				

	Individual:	Each student will be responsible for participating in the formation of questions, and the delivering of the questions to the adult. Then each student is responsible for recording this information (with help) so it can be put in the book with the picture of the adult that was interviewed.	Experts:	
			Web:	
			Other:	

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Entry event to launch inquiry, engage students:	Tour the school. Discuss who they saw as they were touring and pose the question why they were at the school. Brainstorm possible reasons for their appearance in the school.				
Assessments	Formative Assessments (During Project)	Quizzes/Tests		Practice Presentations	X
		Journal/Learning Log		Notes	
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____	
		Oral Presentation, with rubric	X	Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	

Resources Needed	On-site people, facilities:	We will need the participation of the staff members so the Kindergarten can interview them.
	Equipment:	Camera
	Materials:	Paper and pencil for recording answers, and chart paper for brainstorming, and construction paper for class book.
	Community resources:	

Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group	
		Whole-Class Discussion (Who are the adults at school?)	x	Fishbowl Discussion	
		Survey		Other:	

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
Speak clearly	Teacher model both acceptable and unacceptable. → Students choose which is correct. Practice with teacher during each group meeting.
How to record the answers to the interview questions	Teacher's aid will accompany the group to the interview. → She will assist the students in recording the answers so they can later be put into the class book.
Interviewing skills	Discuss the questions to be asked as a group. Teacher does an example interview. Then the students do a practice interview with the teacher before going to the other adults. →
How to use the camera	Teacher shows each group individually during their meeting how to use the camera and how to see if you have a good picture. →

PROJECT CALENDAR

Project:

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Take a tour of the school. When we return to the classroom discuss the adults we saw and why they might be at the school.

Remind them of yesterday's tour. Discuss quickly the adults they saw and what they thought they might be doing at school. Then pose the question how could we find out why they are here? Brainstorm. Lead discussion in the direction of an interview, simply asking the other adults. Brainstorm questions that we could ask. Do a teacher example of an interview in front of the class to show how to speak clearly and ask the questions.

Review the previous days work. Have the class pick three questions they want to ask. Divide the class into 6 groups. Each child in the group will ask one question at the interview. Except the child that will take the picture of the adult being interviewed. They will be taught how to work the camera at each group meeting. And then during the interview they will listen respectfully while the others ask the questions.

Meet with group 1. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.

Other students are at centers unrelated to the project.

Group 1 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).

Other students are at centers unrelated to the project.

PROJECT WEEK TWO

Meet with group 2. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.

Other students are at centers unrelated to the project.

Group 2 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).

Other students are at centers unrelated to the project.

Meet with group 3. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.

Other students are at centers unrelated to the project.

Group 3 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).

Other students are at centers unrelated to the project.

No project today because it fell on the weekend.

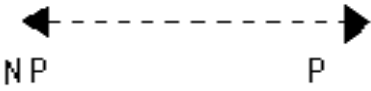
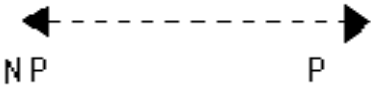
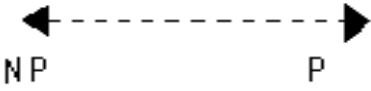
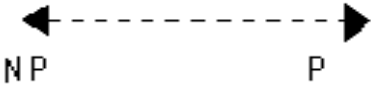
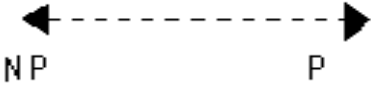
PROJECT WEEK THREE

<p>Meet with group 4. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.</p> <p>Other students are at centers unrelated to the project.</p>	<p>Group 4 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).</p> <p>Other students are at centers unrelated to the project.</p>	<p>Meet with group 5. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.</p> <p>Other students are at centers unrelated to the project.</p>	<p>Group 5 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).</p> <p>Other students are at centers unrelated to the project.</p>	<p>No project today because it fell on the weekend.</p>
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PROJECT WEEK FOUR

<p>Meet with group 4. Assign a question to each child in the group. Give them an interview sheet for the aid to record answers on.</p> <p>Other students are at centers unrelated to the project.</p>	<p>Group 4 practices the interview with the teacher and then goes to interview their respective adults (to be assigned by the teacher).</p> <p>Other students are at centers unrelated to the project.</p>	<p>Discuss what we have learned at each interview. Teacher reads interview answers to the class. Discuss what we know in all, about all of the adults. Then discuss different lay outs for the class book. Decide on a layout and tell them that we will be creating the book tomorrow.</p>	<p>Have supplies available to each group along with the printed picture from each interview and the printed interview information. Students in each group put together the information according to the determined layout and the teacher gets the pages laminated and displays the class book.</p>
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Rubric

Getting to know the adults at school!	Not Proficient	Approaching	Proficient
<i>Cooperation</i>	I did not cooperate with my group.		I cooperated with my group.
<i>Listening</i>	I did not listen to others.		I listened to others.
<i>Speaking</i>	I did not speak clearly during the interview.		I spoke clearly during the interview.
<i>Camera Use</i>	I was not able to take a picture of the person interviewed.		I was able to take a picture of the person interviewed.
<i>Knowledge of Adults at school</i>	I do not know the adults at my school.		I know the adults at my school.