

PROJECT OVERVIEW PART 1: *DEFINE*

Name of Project:	Getting to Know the Adults at School				Duration: 2.5 weeks (or longer depending on # of people to interview)			
Subject/Course:	Social Studies/ Emotional Growth				Grade Level: Pre-Kindergarten/Kindergarten			
Other subject areas to be included, if any:								
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	When children begin school they get to know their teacher but what about all the other adults in the school that they see around them. This project will help students get to know the others faster than normal and help them feel comfortable around them.							
Driving Question	Who are the “big people” at school and how will they help you?							
Content and Skills Standards to be addressed:	<p>Early Learning Expectation #3 – Children develop healthy relationships with other children and adults.</p> <p>Kindergarten Social Studies –K-C2.0.3 Group decision making. C5.0.1 individual responsibility working in a group and taking turns.</p> <p>Kindergarten Speaking s.cn.00.02 – Speak clearly and audibly in complete coherent sentences.</p>							
				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:	One student in each group will be videotaping the person the other 3 students are interviewing. The culminating product will be a combination of all the interviews into a movie to show the class and the Kindergarten classes in the school.					Class:	yes
							School:	
							Community:	

	Individual:				Experts:	
					Web:	
					Other:	
PROJECT OVERVIEW PART 2: <i>DESIGN</i>						
“Grabber” to launch inquiry & generate interest:	Take a tour of the school on the first day of school. When back in our room, ask who all the people were that they saw. What are they doing at school?					
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests		Practice Presentations- Students will practice their interview on me.	y	
		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	y	Peer Evaluation Children make comments while watching.		
		Multiple Choice/Short Answer Test		Self-Evaluation		
		Essay Test		Other: Checklist		
Debriefing Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group		
		Whole-Class Discussion – Do you know the “big people” in the school now?	y	Fishbowl Discussion		
		Survey		Other:		

Resources Needed	On-site people, facilities:	People at school willing to be interviewed by Pre-Kindergarten children.
	Equipment:	Small tape recorders and a small video camera
	Materials:	None
	Community resources:	

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 and not be shy	→ Teacher examples and students choose what example is best.
How to run the tape recorder and Flip camera	→ Teacher shows and explains what the buttons do
Interviewing skills	→ Discuss the kinds of questions one might ask to get to know someone. What would be important to find out? Teacher models an interview with a student or another adult.
	→
	→
	→
	→

PROJECT CALENDAR

Project:

Start Date: September 14

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Take a tour of the school. Talk with all the children about seeing "big people" at school that they do not know. Brainstorm ideas of ways to get to know them.

What kinds of questions can we ask people that will help us get to know them? As a group choose 3 questions to ask. Show how to use the tape recorders and video camera.

Discuss importance of speaking clearly. Give examples. Divide the class into groups of 4. Within each group the children decide what job they would like to do. 3 questioners and 1 photographer

Meet with group 1. Assign tasks they choose. The questioners choose which question to ask. Since they cannot read they can record their question in case they forget it when doing the interviews. Other children are at centers unrelated to project.

Group 1 practices on the teacher and then goes to interview the school Secretary.

Other group at centers.

PROJECT WEEK TWO

Meet with group 2.

Group 2 practices on the teacher and then goes to interview the Custodian.

Meet with group 3.

Group 3 practices on the teacher and then goes to interview the Principal.

No project today because I do not want to meet with a group and then they have to wait until Monday to carry out our plans.

Others at centers

Others at centers

Others at centers

Others at centers

PROJECT WEEK THREE

<p>Meet with group 4.</p> <p>Others at centers</p>	<p>Group 4 practices on the teacher and then goes to interview the Art Teacher.</p> <p>Others at centers</p>	<p>Put the video clips together to make a movie and show it to the class. (Project could go on as long as you have people to interview)</p>	<p>Discuss with the whole class - Did you like the project? What did you like best? Do you feel like you know these people now?</p>	
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Dear _____,

Our class is doing a fun project and we would like your help. Our project is called "Getting to Know the Big People at School". We would like to get to know you. We would like to come and interview you on _____ at _____. Does that work for you?

Mrs. Brink's Pre-Kindergarten Class

Checklist/Rubric for Getting to Know the Big People in School

Name _____

____ I cooperated with my group.

____ I listened to what others said.

____ I spoke clearly during the interview.

____ I was able to use the tape recorder and/or video camera.

____ I know the "Big People" at school.

