

PROJECT DESIGN: OVERVIEW page 1

Name of Project: Going Batty!		Duration: 10 weeks	
Subject/Course: Language Arts, Science, Math, Speaking and Listening		Teacher(s): Dang, Diep, Schneiderjohn, Trowbridge	Grade Level: 1
Other subject areas to be included, if any:			
Key Knowledge and Understanding (CCSS or other standards)	(See learning targets)		
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving: Students must decide if bats are helpful or harmful, and give evidence to support their claim.	X	Self-Management
	Collaboration		Other: Communication - Students will be taught how to ask and answer questions. They will practice speaking clearly. They will present their work.
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Bats have a bad reputation! They are used in Halloween scary stories, and many people are afraid of bats. But, are they truly harmful or are they helpful? Through guided research, students will learn about bats, their characteristics, and the role they play in their ecosystem. Students will be engaged in literacy activities that promote asking and answering questions, informational writing, and speaking and listening. Science standards around echolocation and math standards around measurement will be taught and assessed. Students will create an informational book about bats. Then, they will film a PSA informing the public about how bats are helpful or harmful. Students must support their claim with evidence they learned throughout the project.		
Driving Question	Are bats helpful or harmful?		

Entry Event		
Products	Individual: Bat Informational Book	Specific content and success skills to be assessed: • Writing LTs • Science LT
	Team: Bat PSA	Specific content and success skills to be assessed: • Science LT • Speaking and Listening LT

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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	• Share informational books with a local park (Alum Rock, YSI, Pinnacles) • Share PSA with local park (Alum Rock, YSI, Pinnacles) • Parents will watch PSA and read books at Exhibition in December • Tentative: Bat Expert
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Resources Needed	On-site people, facilities: STEM support
	Equipment:
	Materials:
	Community Resources:

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log		Focus Group	
	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Other: Blog – One classroom will blog each day onto a grade level blog.	X

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Going Batty!

Driving Question: Are bats helpful or harmful?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
<i>Background Knowledge</i>	I can ask and answer questions about important details in stories.	Comprehension Check - class/group discussion	- Mini-lesson on Questions - Daily 5 Small Groups - bat books - QFT
<i>Background Knowledge</i>	I can read and understand first grade stories and poems.	Recite a poem, make an illustration related to the poem	- Bat Poems - student choice - Mini-lessons on rhyming words

Background Knowledge	I can ask and answer questions to help me understand new words in nonfiction books.	Thinkmarks - take note of words they do not understand in their readers, Vocabulary flip book	- Nonfiction readers - Mini-lessons on think marks - Vocabulary flip book
Background Knowledge	I can ask and answer questions to help me understand new words in stories.	See above	See above
Background Knowledge	I can be an important part of nonfiction reading activities in my classroom.	Participation	- Modeling participation - Hand signals - Accountable Talk
Bat Information Book	I can write to teach about a topic by giving facts about it.	-On-Demand Writing -Rough draft of book	- Step Up to Writing lessons around sentences - Parts of a sentence sort - Complete vs. Incomplete sentences
Bat Information Book	I can listen to others ideas to help add details to my writing.	-Critical Friends Protocol -Writing Checklist	- Ron Berger/Cartoon video to introduce - Exposure to writing checklist
Bat Information Book PSA	I can explain how bats communicate.	-Labeled Diagram explaining echolocation -Interview w/ students -Presentation	- STEM? - Tuning forks activity - BrainPOP JR - Sound - Echo activity

			• 2nd Grade collaboration - whales
Math Deliverable: TBD	I can order three objects by length and compare the lengths of two objects.	-Performance Task	• Vocabulary: longer than, shorter than, compare, length • Comparison activities • Pinterest bat measurement
Math Deliverable: TBD	I can measure the length of an object by using smaller objects.	-Performance Task	• Measuring stations • Pinterest bat measurement
PSA	I can speak clearly so others can understand me.	-BIE Presentation Rubric -Informal observations	• Practice!