

# PROJECT DESIGN: OVERVIEW

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**Name of Project:**

**Duration: 9 months**

**Subject/Course:**

**Teacher(s):**

**Grade Level:**

**Other subject areas to be included, if any:**

**Key Knowledge and Understanding**

Georgia Standards of Excellence

**Success Skills**

(to be taught and assessed)

Critical Thinking/Problem Solving-

Creativity-

Collaboration-

Communication-

Self-Management-

Other:

**Project Summary**

(include student role, issue, problem or challenge, action taken, , impact and purpose/beneficiary)

**Driving Question**

(Level 4) Drives the inquiry throughout the unit

**Entry Event**

**Products**

Individual:

Specific content and competencies to be assessed:

		STEAM journal documentation and evidence of learning
	Team:	Specific content and competencies to be assessed:
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)		
<b>Resources Needed</b>	On-site people, facilities:	
	Equipment:	
	Materials:	
	Community Resources:	
<b>Reflection Methods</b> (how individual, team, and/or whole class will reflect during/at end of project)		

**Notes:**

# PROJECT DESIGN: STUDENT LEARNING GUIDE

**Project:**

**Driving Question:**

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products <b>Design Thinking Process:</b> Empathize, Define, Ideate, Prototype, Test, Repeat	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
STEAM journal that documents learning			


<b>Week:</b>														
Introduction Sept. 13	Day 1 Speaker to talk about plants-Ask Venable-discuss importance and benefits of plants at - split grade level into groups ( 4 one day and 4 another day)													
Week 1 Sept. 16 Sept. 20	<p>E.Q. What are the different types of plants and how they benefit the world?  Read: <a href="#">Tops and Bottoms (April Guided Readers Pg. 27)</a> and discuss what plants are and how they benefit the earth (ELA guided readers for ELA integration), make an anchor chart of types of plants around us  Include a nature trail scavenger hunt (Additional ELA: Compare and Contrast - Tops &amp; Bottoms (vegetables grown in story, Traits of Characters (see Plant PBL folder)</p> <table> <tr> <th>Day</th><th>Interactive Read Aloud</th><th>Science</th><th>Math</th><th>Reading</th></tr> <tr> <td><b>Day 1</b></td><td> <a href="#">Tops and Bottoms Pg. 27</a>  Read Tops and Bottom where bear </td><td> Go on a Scavenger hunt around the school.   Students document findings on </td><td>N/A</td><td>Add ELA Informational Standards??</td></tr> </table>				Day	Interactive Read Aloud	Science	Math	Reading	<b>Day 1</b>	<a href="#">Tops and Bottoms Pg. 27</a> Read Tops and Bottom where bear	Go on a Scavenger hunt around the school.  Students document findings on	N/A	Add ELA Informational Standards??
Day	Interactive Read Aloud	Science	Math	Reading										
<b>Day 1</b>	<a href="#">Tops and Bottoms Pg. 27</a> Read Tops and Bottom where bear	Go on a Scavenger hunt around the school.  Students document findings on	N/A	Add ELA Informational Standards??										

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		decides he wants the tops AND bottoms-Students will write My Prediction in their STEAM journal-students will write and draw what they think will happen now that bear has picked the tops and bottoms	<p>scavenger hunt in the Science section</p> <p>-review the types of plants around us, discuss what was found on the scavenger hunt</p>		
	<b>Day 2</b>	Reread story- Retell the story using picture cards-glue in journal-play recorded version	-plant lima bean seed in baggie to prepare for growth of lima seed graphing	Graph Day 1 of lima growth	
	<b>Day 3</b>	Discuss the character traits-compare hare and bear through word sorts	-refer to tops and bottoms and complete	Graph as needed	
	<b>Day 4</b>	Inferring- students will write "Why do you think bear was so surprised each time when he was tricked?"	Sorting tops and bottoms vegetables (use guided readers cards)-whole group	Graph as needed	

Week 2 Sept 23 - Sept 27 Parts of a plant week	<b>Day 5</b>	Comprehension Check		Graph as needed	
	Day	Interactive Read Aloud	Science	Math	Reading
	<b>Day 1</b>	See Books in Science Column	-brain- popjr.com parts of a plant- <a href="#">pebble go.com plant parts</a>  Book Flix- fiction/ non-fiction	Graph as needed	
	<b>Day 2</b>	See Books in Science Column	discuss soil-show students the different types (use soil containers), read <u>Dirt</u> by Steve Tommeck, watch <a href="#">What's the Dirt on...Dirt?</a>	Graph as needed	

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			Video		
	<b>Day 3</b>	See Books in Science Column	Read <u>Wonderful Worms</u> and discuss the importance of worms and their job creating soil - also explore different types of soil from outside-use tiny cups and fill with soil	Graph as needed	
	<b>Day 4</b>	See Books in Science Column	Read either <u>From Seed to Plant</u> or <u>The Tiny Seed</u> explore different types of seeds -display <a href="#">video</a> -plant a seed using the soil from yesterday	Graph as needed	

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			How do leaves help a plant get light? How do plants make their own food? What do plants need to grow?		
	Day 5	See Books in Science Column	-cut / paste parts of a plant-glue in journal	Graph as needed	
	Display video over parts of a plant (brainpopjr.com, pebblego)-plant vocabulary, parts of a plant  Plant needs-show pebblego.com-possible garden speaker-anchor chart of the needs of plants-plant needs cut and paste in STEAM journal-ELA Centers-Plant Life Cycle mini booklets, Plant Needs word crossword				

Week 3 -Life Cycle Sept 30 - Oct 4					
	Day	Interactive Read Aloud	Science	Math	Reading
	Day 1	Read The Pumpkin Book by Gail Gibbons-non fiction vs. fiction-create an anchor chart	Introduce stages of the life cycle -brainpopjr.com - create anchor chart that uses life cycle of a	Graph as needed	

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			pumpkin sequencing		
	<b>Day 2</b>	Reread Pumpkins by Gail Gibbons and discuss text features of a non fiction text	Complete the life cycle of a pumpkin - glue in journal	Graph as needed	
	<b>Day 3</b>	-discuss the difference between pictures and illustrations-show read photographs of seeds and illustrations of pumpkin seeds and discuss	Work on assembling Life Cycle of a plant flip book-glue in journal (small pots on sheet)	Graph as needed	
	<b>Day 4</b>	Diagram of a pumpkin seed-discuss diagrams used in nonfiction books	Work on assembling Life Cycle of a plant flip book-watch peep plants a seed	Graph as needed	
	<b>Day 5</b>	Use illustrations and details within the story to describe the key details of growing pumpkin	Continue working on assembling Life Cycle of a plant flip book	Graph as needed	
Shared Reading-Hard Working Plants					
Week 4 October 14- October 18 Pumpkin Jack-Life Cycle	Day	Interactive Read Aloud	Science	Math	Reading
	<b>Day 1</b>	Read-Pumpkin Jack <a href="#">Pumpkin Jack Pg. 89</a>	Farm to school events	Graph as needed	

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		Strategy-Visualize-read until page 5 read but don't show illustration on page 5-ask-draw a picture of what they visualize when Tim is taking Jack to the garden			
	<b>Day 2</b>	Pumpkin Jack-Retell using picture cards	Farm to school events	Graph as needed	
	<b>Day 3</b>	Discuss Pumpkin Jack-make a connection have you ever carved a pumpkin-write about it in journal	Farm to school events	Graph as needed	
	<b>Day 4</b>	Pumpkin Jack-Infering-readers use the clues to understand what authors are saying-have a collaborative conversation		Graph as needed	

	Day 5	Pumpkin Jack Comprehension check		Graph as needed	
	Designing the reading garden, plant posters throughout the garden gallery walk, advertising the reading garden-use different beds with different stages of the life cycle				