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| PROJECT CALENDAR page 1 | | | | | | |
| **Project: Providing 21st Century Tools for 21st Century Learners** | | | **Time Frame: 4 weeks** | | | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK ONE** | | | | | | |
| Notes: | | | | | | |
| **Writing Mini Lesson**: Introduce the Genre: Take a strong position to persuade readers  **Product Development:** Entry event -  Design the ideal classroom, share and class discussion  Share guiding question  Project Homework - Ask parents how they use 21st century skills in their jobs/lives  Introducing group work - What is collaboration? Setting the expectations, share rubric | **Writing Mini Lesson**: Read Aloud Mentor Persuasive Letter 1  **Product Development:** What technology do we need to have to be successful 21st century learners?  Research devices  Have $2,000 to spend, make pros and cons list for different devices  (iPad, Android tablet, Chromebook, touch screen Chromebook, iPad mini) | **Writing Mini Lesson**: Read Aloud Mentor Persuasive Letter 2  **Product Development:** How can we get devices in our classrooms?  Share Donorschoose.org project  How can we spread the word to get this funded? Who should we reach out to?  Continue to research devices, pros/cons list  Develop Google Forms survey to send out to other schools for feedback on devices | | **Writing Mini Lesson**:  Students come up with inquiry questions that their writing will try to solve:  i.e. Why is it important to have technology in school?  How will we use the technology to enhance our learning?  **Product Development:** Continue to research devices, pros/cons list  Send out survey, begin to gather data | | **Writing Mini Lesson:**  Evaluate Your Ideas to Narrow the Focus  **Product Development:** Share device research, pros/cons of each device  Class votes on device that best fits our needs  Evaluate survey data to look for trends, statistics  **Formative Assessment** - Device research: pros/cons list for devices |
| Project: **Providing 21st Century Tools for 21st Century Learners** | | | | | page 2 | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK TWO** | | | | | | |
| **Notes** | | | | | | |
| **Writing Mini Lesson:** Analyze the Features of a Persuasive Letter  **Product Development:**  Introduce product options: video, presentation, poster  Groups choose which one they will be doing | **Writing Mini Lesson:** Use Problem-and- Solution and Descriptive Text Structures  **Product Development:**  Introduce storyboard planning sheet | **Writing Mini Lesson:** Selective Research: Find Facts to Support an Argument  **Product Development:**  Getting the attention of your audience - how to begin your presentation with an attention getter  (quote, statistic, story, question, etc.)  Start finding or creating images to go in our products | | **Writing Mini Lesson:** Participial phrases  **Product Development:**  Getting the attention of your audience - how to begin your presentation with an attention getter  (quote, statistic, story, question, etc.)  Finding or creating images to go in our products | | **Writing Mini Lesson:** Use selective research  **Product Development:**  Getting your point across - how to pull out the most important parts of your piece to share with your audience  Finding or creating images to go in our products  **Formative assessment:**  Share and discuss selective research notes, storyboard planning sheet |
| Project: **Providing 21st Century Tools for 21st Century Learners** | | | | | page 3 | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK THREE** | | | | | | |
| Notes | | | | | | |
| **Writing Mini Lesson:** Organize Ideas for a Persuasive Letter  **Product Development:**  Getting your point across - how to pull out the most important parts of your piece to share with your audience | **Writing Mini Lesson:** Add Thoughts and Feelings to Persuade Your Audience  **Product Development:**  Connecting with your audience - Summarizing thoughts and feelings for our products to make a memorable impression | **Writing Mini Lesson:** Verbalize Ideas Before Writing a Persuasive Letter  **Product Development:**  Adding sounds to our projects - videos, songs, audio clips | | **Writing Mini Lesson:** Future Perfect Tense  **Product Development:**  Adding sounds to our projects - videos, songs, audio clips  **Communication** - start collecting names and email addresses of local businesses and community members to contact | | **Writing Mini Lesson:** Use WE to Create an Alliance with Your Audience  **Product Development:**  Adding sounds to our projects - videos, songs, audio clips  **Formative Assessment:** Persuasive letter draft and product draft  Give time for groups to share progress of products |
| Project: **Providing 21st Century Tools for 21st Century Learners** | | | | | page 4 | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK FOUR** | | | | | | |
| Notes | | | | | | |
| **Writing Mini Lesson:** Use Formal and Informal Language in Persuasive Text  **Product Development:**  Work time to complete products | **Writing Mini Lesson:** Use Compound Sentences to Vary Sentence Structure  **Product Development:**  Work time to complete products | **Writing Mini Lesson:** Revise Your Persuasive Letter for Voice  **Product Development:**  Sharing with class for feedback and revision | | **Writing Mini Lesson:**  Edit Your Persuasive Letter for Punctuation  **Product Development:**  Work time to complete products using feedback from peers | | **Writing Mini Lesson:** Prepare Formal Letters  **Product Development:**  Finalize products and send emails to local businesses and community members  **Summative Assessment:**  Persuasive Letters Evaluation Rubric from Benchmark Writer’s Workshop  Collaboration Rubric on p. 134 PBL Book  Digital Product Rubric  [ReadWriteThink](http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf)  or [Video Rubric](http://www.rcampus.com/rubricshowc.cfm?code=K9W345&sp=yes)  [Persuasive Speech Rubric](http://www.hasd.org/faculty/penelopemiller/Language_Arts/Persuasive_Speech_Video_Rubric.pdf) |
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