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| PROJECT CALENDAR page 1 | | | | | | |
| **Project: Measurement and My Classroom** | | | **Time Frame: 4 Months** | | | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK ONE** | | | | | | |
| Notes | | | | | | |
| Entry Event: Show IMovie of teachers depressed about broken furniture. Have caption at the end: How can we solve this problem? | Kids brainstorm ideas to the broken furniture problem using circle maps. Whole class discussion using a tree map to organize kids ideas. | Guide children to the idea of building new furniture for our classroom. Explain that we will need to learn about geometry and measurement in order to build stable and appropriate furniture for our classroom.  Writing research | | Get anchor charts with titles: Angles, (Obtuse, Acute, Right, Straight), Polygons, quadrilaterals, lines, line segments, rays. Children will start cultivating research through Google Classroom. | | Students will take pictures of different geometrical objects and shapes on the playground and in the school. They will use an app to write over the picture what they THINK each of these shapes shows. |
| **PROJECT WEEK TWO** | | | | | | |
| **Notes** | | | | | | |
| Students will upload the pictures to google classroom. This will initiate classroom discussion about geometric terms. The pictures and discussion will serve as an informal assessment to teacher about student misconceptions. | Research to clarify misconceptions of geometric terms. Students will find definition and a picture and record in a table in a Google Doc. | Create thinking maps to brainstorm and discuss how these geometric terms would help them solve the furniture situation. Probe students’ thinking by asking them to look at the present furniture and find these geometric shapes. | | Sketch, build out of play dough, Lincoln logs, legos, (Deb),straws and marshmallows | | Separate students into groups based on what type of furniture they would prefer to design and build. |
| Project: | | | | | page 2 | |
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| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK THREE** | | | | | | |
| Notes | | | | | | |
| Bring in outside experts- Mr. Asperger- Architect to talk about structures | Have another expert come in to discuss building structures | Small group work to design project ideas (straws and marshmallows) |  | Small group work to design project ideas  (straws, spaghetti, toothpicks, and marshmallows)) | | Have a building contractor come in to discuss materials |
| **PROJECT WEEK FOUR** | | | | | | |
| Notes | | | | | | |
|  | Regroup whole class and discuss viability of plans - discuss concept of troubleshooting and break into small groups to evaluate design ideas | Revisit mathematical concepts and make sure students have correctly applied to designs (follow up on troubleshooting - use a bad student idea to correct errors in thinking | | Model examples of how-to writing  After corrections have taken place, write out how-to steps with group |  | Continue how-to writing with peer revisions |
| Begin building process (create how-to videos during this process) | Building process/how-to videos cont. | Revisit how-to steps and revise to include additional steps/learned information from building process | | Group sharing with classmates/other audience? | |  |
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