

PROJECT PLANNER *Adapted from the Project Planning Form by the Buck Institute for Education*

Project title: Holiday Extravaganza

Teacher(s): Bradley, Chapman, Morrow, Shugrue, and Warren

School: Hardy Elementary

Grade level: Kindergarten, 1st, 2nd, 3rd grades

Subjects:

Overview

Summarize the theme for this project. Why do this project?

- Encourage a school wide collaboration as well as to build our community relationships
- Explore all aspects of the fine arts
- Give back to the community
- Learn the 5c's
- Help students learn to express themselves through creativity
- Create beautiful work while students learn how to give and receive meaningful feedback

Essential Question

- ***Pose an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.***

- Why is it better to give than to receive?

Products

What do you want students to do/write/create/build? What will you assess?

- Kindergarten - ornaments/Christmas crafts (ALL), popcorn garlands, decorations for aisles, photographers, writing - question stems

- 1st grade - Music (All Resources), ornaments, photographers,
- 2nd grade - Fliers/programs (Eure), television/radio ad/Christmas wish video/photographers,(Chapman/Bradley), Christmas crafts (Shugrue/Morrow), wreaths (Warren)
- 3rd grade - scenery/set (Warren/Morrow), concessions (Eure), play/costumes (Chapman/Shugrue), cookbook (Bradley), Christmas crafts, photographers

Learning Goals

What do you want students to learn?

Students will learn how to create beautiful work whether it be a presentation or something tangible. They will work on giving kind, specific, and helpful feedback. They also will learn the 5c's: creativity, communication, critical thinking, collaboration, and citizenship

Kindergarten

Art K.4 The student will create a work of art that commemorates a personal or historical event **K.7** The student will identify and use the following in works of art:

1. Color—red, blue, yellow, green, orange, violet, brown, black, white
2. Line—straight/curved, thick/thin, long/short, up/down/across
3. Shape—circle, square, triangle, rectangle, oval

Reading K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud. **K.9** The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, m

Reading K.6 The student will demonstrate an understanding that print conveys meaning. a) Identify common signs and logos. b) Explain that printed materials provide information. c) Read and explain own writing and drawings. d) Read his/her name and read fifteen meaningful, concrete words.

Writing K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names. **K.12** The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

1st Grade

Music 1.3 The student will sing a variety of songs alone and with others. **1.10** The student will explore historical and cultural aspects of music by describing how people participate in music experiences. **1.15** The student will demonstrate manners and teamwork that contribute to success in the music classroom.

2nd Grade:

Language Arts:

Oral Language 2.1 Demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
 - c) Use correct verb tenses in oral communication.
 - d) Use increasingly complex sentence structures in oral communication.
 - e) Begin to self-correct errors in language use.
- 2.3** Use oral communication skills.
- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
 - b) Share stories or information orally with an audience.

Writing 2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- i) Use commas in the salutation and closing of a letter.
- j) Use verbs and adjectives correctly in sentences.

2.14 The student will use available technology for reading and writing.

Art

2.1 The student will generate a variety of solutions to art-making problems.

2.4 The student will create works of art inspired by a variety of concepts, themes, and literary sources.

Math/Measurement

2.11 The student will estimate and measure

- a) length to the nearest centimeter and inch;

Math/Geometry

2.15 The student will

- a) draw a line of symmetry in a figure; and
- b) identify and create figures with at least one line of symmetry.

3rd Grade:

Language Arts: Oral Language 3.1 Use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned. d) Use language appropriate for context.

e) Increase listening and speaking vocabularies. **3.2** Present brief oral reports using visual media. a) Speak clearly. b) Use appropriate volume and pitch. c) Speak at an understandable rate.

Reading 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts. a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features.

d) Ask and answer questions about what is read. e) Draw conclusions based on text. k) Identify new information gained from reading. **3.7** The student will demonstrate comprehension of information from a variety of print and electronic resources.

a) Use encyclopedias and other reference books, including online reference materials.

b) Use table of contents, indices, and charts. **3.12** The student will use available technology for reading and writing. **Writing 3.9** The student will write for a variety of purposes.

a) Identify the intended audience. b) Use a variety of prewriting strategies. c) Write a clear topic sentence focusing on the main idea. e) Use strategies for organization of information and elaboration according to the type of writing. f) Include details that elaborate the main idea. g) Revise writing for clarity of content using specific vocabulary and information. **3.10** The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Use complete sentences b) Use transition words to vary sentence structure. c) Use the word I in compound subjects. d) Use past and present verb tense. e) Use singular possessives. f) Use commas in a simple series.

g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. i) Use the articles a, an, and the correctly. j) Use correct spelling for frequently used sight words, including irregular plurals.

Math 3.4 The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.

3.8 The student will determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the bills and coins, and make change.

3.9 The student will estimate and use U.S. Customary and metric units to measure

b) liquid volume in cups, pints, quarts, gallons, and liters;

c) weight/mass in ounces, pounds, grams, and kilograms; and

3.17 The student will a) collect and organize data, using observations, measurements, surveys, or experiments; b) construct a line plot, a picture graph, or a bar graph to represent the data; and c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

Music 3.13 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Art

3.1 The student will identify innovative solutions used by artists to solve art-making problems. **3.2** The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art. **3.3** The student will identify craftsmanship in works of art.

Timeline/Milestones (all days are an approximation)

List the key dates and important milestones for this project

See table, Project Week Plan

Strategies for Meeting the Needs of Diverse Learners

Students will work as a whole group, individual, small group, and in pairs. Students will be paired based on their role in the project but also a pair the teacher believes will be most successful. Students will also be given many materials in order to complete their specific part in the extravaganza. This may include but is not limited to experts, books, pictures, models, videos, and websites.

Presentation

How will students present/exhibit their work? How might you incorporate an authentic audience?

All work will be presented the night of December 1 at the Christmas Extravaganza with the community. A select number of 1st graders will travel to Magnolia Manor Nursing home to carol and bring Christmas cheer (ornaments and decorations). First graders and third graders will present their musical December 1. Kindergarten students will have their ornaments for sale December 1. Second graders will distribute their flyers to encourage community to attend the performance. Their programs will be distributed the night of the program. Second graders will create a “commercial” to broadcast on social media advertising the event. Wreaths created by second graders will also be sold on December 1.

Third graders will sell concessions and cookbooks to community and family members on December 1. Third graders will create scenery used during the musical. Third graders will perform December 1.

Assessment

Describe the criteria for exemplary performance for each product:

Product: Flyer/Program (second grade)

Criteria: To advertise the Holiday Extravaganza using correct grammar, punctuation, and capitalization. To showcase all participants using correct grammar, punctuation, and capitalization.

Product: Concession Stand (third grade)

Criteria: To create a concession stand (student choice in product sold, determine prices, create "menu," count and make change)

Product: Cookbook

Criteria: To follow and write a recipe. To compile recipes into a holiday cookbook offered for sale.

Product: paper scrap Christmas tree cards with Merry Christmas inside (kindergarten)

Criteria: to create a Christmas card with a tree shape layered with cut out paper to be part of a set to be sold

Product: Writing Folder

Criteria: To see the improvement of students' writing over the course of the project

Product: Musical Performance

Criteria: To present a vocal performance in which students participate as a musician in a group musical. (Vocal skills, listening skills, cooperation between ensemble members.)

Product: Drama Presentation Criteria: To present a play with expression and confident oral skills.
Product: Ornaments Criteria: To create beautiful work to raise money for our charity
Product: Commercial/Giving back video Criteria: To effectively communicate ideas orally and visually.
Product: Christmas Wreaths Criteria: To use measurements and learn about units.
Product: Scenery/Sets Criteria: To produce beautiful work to be used for the musical
Product: Santa hat Christmas tree cards (kindergarten) Criteria: to follow directions in creating cards using scissors and glue
Product: Criteria:
Product: Criteria:
Product: Criteria:

Product: Criteria:

Books
The Carpenter's Gift: A Christmas Tale about the Rockefeller Center Tree Cook Books

Materials needed -

Permission slips to come that night

Picture Agreement (check with teachers)

Make a difference--

authenticity, academic rigor, applied learning, active exploration, adult relationships, and assessment

Questions-

How to get PreK involved?- ornaments?

Field Work -

Sam's
Costco

TO DO:

Snippets about each ornament (who made them?, etc?)

School Board Meeting - We should all come in.