

Tiny House: Storybook Cottage

Deeper Learning Postcard



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Highlights

Vetted Project: Students began the project with a discussion surrounding the word “legacy” and the importance of leaving behind something that benefits the community and future GTMS students. The teachers and students decided they would like to build a Tiny House. The purpose of the house would be to create a place for local elementary school students to read. The project was kicked off with a grade-level viewing of an episode of “Tiny House Nation.” Next, the students researched tiny house models on the Internet in order to sketch possible tiny house designs including details and design elements they wished to incorporate in their final product. During the next phase of the project, students were then given popsicle sticks, cardboard, hot glue guns, and rulers. They were tasked with working in collaborative groups to agree upon a design and construct models using the materials provided. The completed models were set up in the cafeteria. All 8th-grade students visited the cafeteria to vote on their favorite model. After the voting process was completed, selected students went on a field trip to the elementary school to gather information about the features the children would like to have in a tiny house. The students read a picture book entitled “Tiny House” to a selected cross sample of the elementary children, grades K through 5. Following the reading, the students interviewed the children concerning features and colors they would like to have in a tiny house. Finally, we were ready to begin construction of the tiny house. The students were involved in all phases of the construction process, from planning to painting and decorating. Students used their math skills including measurement, rounding, estimating, fractions, decimals, and Pythagorean theorem. After the Tiny House construction was complete students created and planned a presentation for the elementary school, which included a song/skit and the donation of books to stock the tiny house. The presentation concluded with the grand reveal of the tiny house. The children responded with excitement and cheers as they caught their first glimpse of the Tiny House Storybook Cottage!

Sustainability: The intent of the Tiny House Storybook Cottage was for GTMS 8th-grade students to leave a legacy through the construction of a special student-designed space where children would feel inspired to read. The Tiny House was constructed with quality building materials and industry-building practices were closely followed. In addition, building materials were purchased with consideration given to durability. The Tiny House is being maintained inside the main lobby of an elementary school and will not be subjected to the elements. As a result the Tiny House is expected to be in use for decades to come as a place for students to develop a love for reading.

Driving Question: How will we leave a legacy?

Student Reflection: Students learned the importance of working together as a team to accomplish a goal. Students reflected on perseverance and following steps to complete a task. They also enjoyed doing something for others.

Teacher Reflection: The opportunity for some special needs students to shine was impactful. Additionally, students who are normally quieter were able to step into a leadership role that they would typically shy away from. It was an opportunity for students to step outside of their comfort

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zone and to leave a legacy that will have an impact for years to come. Additionally, seeing students who would typically not work together end up forming groups together without intervention from teachers. Students realized that a quality product takes time to complete.

Lessons Learned: Begin earlier in the school year and assign clear roles and responsibilities to staff members for the facilitation of the project. It would also be helpful to survey students regarding their interests and experiences.

Teacher Rating: Definitely would recommend

WANTS

I. Authenticity

Performing

Musical Performance / Recital
Participate in a Rehearsal
Realistic Role
Speech or Spoken Word Performance

Demonstrating

Exhibit / Contest Show / Program

Producing / Revising

Execute Multiple Drafts
Model or Prototype
Portfolio / Presentation Board
Product

Revise a Product or Service

Spec / Design

Storyboard

Presenting

Utilize Visuals

II. Media Produced

Digital Content

Digital Photography

Tactile

Building

Print Media

Signage

Artistic Composition

Script for Film, Documentary or Play

Technical Writing

Article / Script / Essay (Nonfiction)

Interview Questions

Physical Drawings & Fine Arts

Product Drawing or Sketch

III. Challenging Problems

Questions

Assist Others

Build a Better World

Themes

Community Outreach

Research-based

Topics: Physical World

Numbers & Shapes

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Topics: Humans in the World

Family, Friends & Relationships

Student Related Issues

Work & Careers

Topics: Of the Mind

Implications of Decisions

IV. Achieved Literacy Skills

Project / Work

Address Setbacks / Criticism

Balance Various Roles / Responsibilities

Manage Time / Workload

Take Initiative for Personal Success

Leadership

Balance Diverse Views

Influence through Leadership not Authority

Lead with Respect

Leverage Strengths of Others

Present a Professional Appearance

NEEDS

I. Parameters & Feasibility

Project Timeframe

7-8 Weeks

More than 8 Weeks

Assessment Timeframe

More than a Class Period

of Project Members

Individual

Pair

Small Group

Large Group

Flexible Group

Grade Level

Middle School (Grades 6-8)

Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Community Members

Consumers / Clients

II. Intended Learning Outcomes

Creativity

Brainstorm Change

Design / Create

Elaborate / Expand

Envision / Invent

Improve / Refine

Recognize Limits

Communication

Argument / Debate

Cross-demographic Communication

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Engage Creatively
Instruct
Point of View
Sales Pitch
Technical Presentation
Terms, Concepts or Calculations
Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams
Critical Thinking
Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Draw Analytic Conclusions
Model with Math
Overcome Obstacles
Persuade
Quantify
Rational, Objective Decision-making
Reflect Critically on Learning
Solve Problems Innovatively
Instilled Citizenship Values
Community Service
Express Empathy / Compassion
Habits of Mind & Heart
Social Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand

Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating

Social & Emotional Skills

Self-awareness
Self-management
Group-awareness
Group-management

Learning Styles / Intelligences

Bodily / Kinesthetic
Interpersonal / Social
Logical / Mathematical
Verbal / Linguistic

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Visual / Spatial

Assessment Structures / Resources

Checklists

Graphic Organizers

Interviews / Conferences

Journals

IV. CTEs & Disciplines

Career & Technical

Architecture & Construction

Education

STEM Research & Applications

Engineering

Industrial Engineering

Mathematics

Basic Math

Algebra & Trigonometry

Geometry