

Place-Based Learning Project Planning Guide

Project Title: _____ Tell a Tale _____ **Project Leader(s):** _____ Lesley Grellner _____

Grade Level(s) _1st/2nd_____ **School Name:** _____ Gilmour Elementary _____ **School District:** _Kingfisher Public
Schools _____

Content Areas: ___ Science ___X_ Arts ___ Math ___ Technology ___ Foreign Language ___ Social Studies
___ Literacy _____ Other

1. Project Objective(s):

Students will listen, learn and find inspiration through fairy tales.

Students will participate in a community wide play retelling a German fairy tale.

Students will connect their Germany heritage to traditional literature.

Community members and students will create a sense of unity through participation, collaboration and assistance of a community play and community fairy tale festival.

2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

Gilmour Elementary has approximately 420 students enrolled in Pre-K through 2nd grade. All of these students will participate in the various activities provided during the week-long community fairy tale festival held at the elementary school. The 1st and 2nd grade students will contribute to the community play by each having a part retelling a fairy tale. Every teacher will participate in the project by incorporating the traditional literature of fairy tales into their lesson plans during the week. First and second grade teachers will aid the students during community play practices. The community partners will be local businesses such as Pioneer Telephone Cooperative and Wal-Mart. These businesses will help with the funding of the project through donations and marketing. AmeriCorps members will assist with play practices as well as communicate with other community members about the project. Community members will be invited to sign up to share their Germany heritage throughout the week. A project committee will be formed involving school administration,



teachers, AmeriCorps members, local business representatives and students to determine the planning and collaboration needed to produce the community play as well as provide the activities for the fairy tale festival.

3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

The Kingfisher community was founded by German immigrants and the majority of students have German heritage. Retelling a German fairy tale through a community play as well as celebrating fairy tales through a week-long community fairy tale festival enables students to connect not only to their past but also to the people in the community. This project addresses the lack of community art resources available to residents especially children. Together, this project will create a sense of togetherness and allow students to explore traditional literature as well as enable community development through members assisting with practices for the play as well as participation in the fairy tale festival.

4. Essential Question: What is the essential question addressed by the work of the students and community partners?

Will exposing children to literature, especially fairy tales, from a country where most have family ties, create sense of ownership and a desire to learn more about traditional literature?



5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1. Students will retell and reenact fairy tales including key details through drawing, writing, puppet plays and drama.	CCSS RL 1.2, 2.2	Rubrics will be used to assess the drawing and writing. Participation checklists will be used to assess puppet plays and drama.
2. Students will explain the similarities and differences between old fairy tales and new fairy tales.	CCSS RL 1.9, 2.9	Handouts and worksheets completed by the students will be used to assess their learning of similarities/differences
3. Students will role play different characters from a fairy tale.	CCSS RL 1.2, 2.2	Participation checklists will be used to assess role playing.
4. Students will be exposed to German culture through storytelling and pictures provided by teachers and community members.	CCSS RL 1.7, 2.7	Handouts and worksheets will be used to assess student learning of German culture.
5. Students will collaborate with peers, teachers and community members to recreate a German fairy tale story. Students will create a PowerPoint presentation highlighting their reflection on the project.	CCSS RL 1.2, 2.2	Participation checklists and collaborating rubrics will be used to assess the student's involvement in the community play. Rubrics will be used to assess the PowerPoint presentations.

6.. Literacy Acquisition:		
Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?
Students will retell fairy tales and discuss characteristics of fairy tales.	Small group discussions	Participation checklists
Students will understand the elements and structure of fairy tales.	Whole group analysis	Graphic Organizers
Students will compare and contrast fairy tales.	One on one comparisons of text	Comparison handouts



7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?		
Goals: What 21 st Century skills with students apply?	Assessment: How will you assess 21 st Century outcomes?	
Students will demonstrate creativity by using multiple resources such as drama play and character role play.	Participation checklists	
Students will demonstrate teamwork by working productively with others	Teacher observation checklists	
8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?		
<p>Students will utilize the internet through laptops or Ipads, exploring different versions of fairy tales. Through their research, a fairy tale will be selected for the community play. Students will use graphic organizers to explain the details and characteristics of fairy tales. The students will create presentations using PowerPoint to express their reflections on the project.</p>		
9. Authenticity: How does this problem connect to the local community OR Where in the “ real world ” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)		
<p>Many cities lack a sense of community among each other. The lack of face to face interaction between children, parents, teachers and community members has resulted in cities without common grounds connecting them together. Without any connections, it is difficult to gather support for schools, small businesses or community issues. This project allows the people of Kingfisher to collaborate and provide an arts resource for children as well as create a sense of community by connecting the city’s history to the traditional literature of fairy tales. These connections will create a sense of pride in the community and inspire citizens to support each other.</p>		
10. Adult Connections:		



10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

Yes No Not Sure

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

Yes No Not Sure

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

Yes No Not Sure

10d. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

The Oklahoma Community Service Commission matches people who want to serve their community with the agencies and organizations that address critical needs in communities across Oklahoma. These community members are a part of the AmeriCorps and they help assist schools with tutoring and mentoring programs. These AmeriCorps members will work together with the students and teachers by aiding the community play practices as well as activities for the community fairy tale festival. These members are visible throughout the school daily and create meaningful bonds with the students as they work with them individually and in small/large groups. Also, adults in the community wanting to share their German culture will be able to communicate their story with the students and connect to them through their heritage.

11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing
- Observing, documenting, and/or surveying**
- Video or audio-taping
- Gathering and reviewing published information
- Searching on-line and electronic databases
- Creating a symbolic representation (g/g/, model building, map making)**
- Discussion**
- Experimentation
- Other



12. Additional Assessment Information:

12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Journals and work logs
- Conferences with teachers or adult mentors
- Conferences with peers
- Using a rubric or other assessment measure
- Reviewing their progress against a work plan they developed for the project
- Identifying areas where improvement has occurred and where it is needed

12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes No Not Sure

12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Students will complete individual surveys at the end of the project highlighting their reflections on the community play and fairy tale festival. As a whole class, students will discuss different ideas for future learning opportunities involving the community.

Please attach any lesson plans to this guide.





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