

Place-Based Learning Project Planning Guide

Project Title: Happily Ever After Project Leader(s): Mrs. Sandra J. Lawson, Third Grade Teacher

Grade Level(s) K-5 School Name: Butner Stem Elementary School School District: Granville County Schools

Content Areas: ___ Science ___ Arts ___ Math ___ Technology ___ Foreign Language X Social Studies
X Language Arts/Reading and Writing

1. Project Objective(s): In this short three-week reading unit, students will be immersed in traditional literature as a means of focusing on identifying the central message, lesson or moral that surfaces in each story. They will be expected to explain their thinking using key details from the text. In this unit, students will also explore the use of literal and non-literal (figurative) language and must be able to explain the meaning of these words and phrases. Lastly, students will notice and discuss point of view and how their own point of view might be different from (or similar to) that of the narrator or characters in the traditional literature stories you share.

2. Project Description: With the approval of my principal and district superintendent I will present my fellowship to the teachers at my school and throughout the district. Next, I will present to the students at my school-kindergarten through fifth grade. Then, my third grade team of teachers and I will implement the Happily Ever After Unit with the third graders at BSES. Finally, I will share my fellowship at the local community library with children during story hour. I will consider it an ongoing project within the school district, to have students interview their elders and record their stories.

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?
It is a community project because it takes a village to raise a child. The specific community need is literacy. Butner Stem Elementary School is a Title I School. It is in a poor rural community with a lot of diverse cultures. Most of my students are children of color that struggle with reading and writing. The connection will be made through the Grimm's Brothers Fairytales. Students will learn to love reading and responding to these stories that have entertained millions for over 200 years.

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

- How do readers use events in traditional literature to better understand the text?
- How is the cultural diversity of a place impacted by traditions, values, beliefs, and language?



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 can retell stories, fables, folktales, and myths to remember important details. | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Teacher Observation Student participation Student Journal Rubrics Reading Comprehension Tests Bench Mark Testing/EOG Tests |
| 2. Students can publish their narrative so they can share it with others. | 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Teacher Observation Student participation Student Journal Rubrics Reading Comprehension Tests Bench Mark Testing/EOG Tests |
| 3. Students can share what they learned about different cultures in the unit by answering questions and writing. | 3.C.1.1 Compare language, foods and traditions of various groups living in local and regional communities. | Teacher Observation Student participation Student Journal Rubrics Reading Comprehension Tests Bench Mark Testing/EOG Tests |
| 4. Students can summarize what they learned about the cultural, demographic, economic and geographic elements that define each region of the world addressed in the unit. | 3.G.1.5 Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world). | Teacher Observation Student participation Student Journal Rubrics Reading Comprehension Tests Bench Mark Testing/EOG Tests |
| 5. Students can compare the languages, foods and traditions of people around the globe. | 3.C.1.1 Compare language, foods and traditions of various groups living in local and regional communities. | Teacher Observation Student participation Student Journal Rubrics Reading Comprehension Tests Bench Mark Testing/EOG Tests |



| 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? |
| Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Building background knowledge, Comprehension monitoring | Small group reading Individual conference with/teacher DIBELS Testing/Projects Comprehension tests/Writing samples Bench Mark Tests and EOG Test |
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Teaching text structure and figurative language | Small group reading Individual conference with/teacher DIBELS Testing/Projects Comprehension tests/Writing samples Bench Mark Tests and EOG Test |
| Demonstrate understanding of word relationships and nuances in word meanings. | Phonemic awareness, phonics, vocabulary building | Small group reading Individual conference with/teacher DIBELS Testing/Projects Comprehension tests/Writing samples Bench Mark Tests and EOG Test |
| 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 be able to complete the Big 6 steps in the research process. | Research project | |
| Students will be able to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | Notes/Writing paper/Research project | |
| Students will use the iPad and computer to read folk tales and fairy tales and take tests on the computer. | Computerized tests | |



8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue the project is addressing?

Students will use a lap top to do research.
Students will use the iPad or lap top to read stories.
Students will use the lap top to publish writing papers.
Students will use the iPad or lap top to take on-line computerized tests.
Students can use a digital camera to take pictures for their project.

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.)

Literacy – Folktales/ Passing on stories from generation to generation.

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.)

- Feedback from the Rural Trust Global Fellowship will be presented to the Granville County Superintendent of Schools.
- Butner Stem Elementary School Principal.
- Majority of school teachers in the district.
- The third grade team of teachers at BSES will plan and implement this project with the students.
- Parents and volunteers in the classroom will read and work with whole class and individual projects.
- Adults at the library will assist with readings and interviews.

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

- X Interviewing
- X Observing, documenting, and/or surveying
- X Video or audio-taping
- X Gathering and reviewing published information
- X Searching on-line and electronic databases
- X Creating a symbolic representation on poster board
- X Discussion
- Experimentation
- X Oral Report

12. Additional Assessment Information:

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

- X Journals and work logs
- X Conferences with teachers or adult mentors
- X Conferences with peers
- X Using a rubric or other assessment measure
- X Reviewing their progress against a work plan they developed for the project
- X 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 work in small groups on their projects.

Students will present as a group to the rest of the class.

Students will give positive feedback as well as pointers on what could have made the project better.

Students will be asked to reflect on their individual performance as well as group performance.

A rubric will be given for individual performance as well as group performance.

Please attach any lesson plans to this guide.

