

Project Big6™: Unit Planner

You may find the electronic version of this form at http://itmc.cesa5.k12.wi.us/project_big6/downloads.htm

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Grade Level & Subject Area(s): First Grade

1. Problem or Question (How will you engage students and set up the research task?):

You are a member of a reporting team for a kid's magazine. The Olympics are fast approaching and you have been given the task of informing the young readers of the magazine about the Olympics. You yourself don't know much about them so you need to do some research on the Olympics. Just what exactly are the Olympics?

2. Correlation of Objectives, Standards, Products, Assessments:

For each objective (or set of objectives), please list the **corresponding standards, products, and assessments** you'll be using to measure student learning. (Please insert additional groups as necessary.)

Objective(s): Students will work together in small groups to gather information.

Standards:

ITLS Standard: Independent Learning

C. 4.4 Demonstrate self-motivation and increasing responsibility for their learning

(Please include your content standards & Information & Technology Literacy Standards)

Product(s):

Slid show presentation

Assessments and Criteria:

Students will work effectively together to create the slide show. This will be observed through teacher observation.

Standards:

Content Standard: Social Studies

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

Product(s):

World map with host countries from past Olympic Games colored in

Assessments and Criteria:

Correct countries will be colored on a world map

Objective(s): Students will help put together a slide show to inform other about the Olympics.

Content Standard: English Language

A.4.4 Read to acquire information

ITLS Standard: Media and Technology

A.4.5 Use media and technology to create and present information.

Content Standard: Information and Inquiry

B.4.1 Define the need for information

Product(s):

Power point slide show

Assessments and Criteria:

With help from me, groups of students will be able to create a simple power point slide show.

3. **Unit Design & Process:**

Identify and explain the activities, materials, resources, technology integration strategies, collaboration, and timeline for your Big6™/Super3™ unit. A clear and easy way to complete this section is to identify what you'll be doing for **each step of the Big6™/Super3™ process**. If you use a day-by-day or activity-based timeline to complete this section, be sure to identify each step of the Big6™/Super3™ along the way. (Take a look at the rubric section called "unit" for more information.)

This is a Winter Olympic year. All of my students have been exposed to sports in physical education class and most of them have had some other experiences on a team through a summer sports program. Knowing that my students like to participate in sports I thought most of them would be watching the Olympics at home. I thought the kids would enjoy watching the Olympics more if they had a better understanding of them.

PLAN:

In planning for my unit, I myself had to do some research. I want to make sure I know my facts before starting the unit. I will be using the internet as my source of information. I will do searches on lesson plans for the Olympics as well as searches strictly on the Olympics. Also, this is the first time my students will be doing a Google search on their own or in small groups. Web site we go to have been links on my hotlist. In preparation for this task, I will create a poster size, step by step set of directions with simple illustrations to help my students be successful. I will also make sure that the first search returns are appropriate by entering the search terms I students will use before they go into the computer lab to do their searches.

DO:

To learn about the Olympics, my students will be doing a number of different activities. The students will be introduced to symbolism by looking at the three Olympic symbols of the rings, flame, and peace dove and discussing what they mean. The students will also learn what the Olympic sports are by doing a Google search of the Olympics and creating a list of the sports they find. They will then create a pictogram for a sport of their choosing which we will then use in a guessing game to help them learn some of the Olympic sports. We will then color the countries on a world map of where past Winter Olympic Games have been held.

REVIEW:

To review the unit there will be a whole class discussion about the Olympics. Each student will share their favorite Olympic sport and something they learned about the Olympics. During our discussion I will record their responses on chart paper and leave it posted in the room.

4. **Management:**

Identify the **management issues** this unit plan presents and the **solutions** you used to overcome them.

I am concerned about the length of time this unit might take. I want it to be done as the Olympics wrap up or shortly after. I am afraid that if it goes on too much longer beyond the end of the Games, the kids' interest in the subject will diminish. I am counting on the television broadcasting of the competitions to heighten the kids' interest and keep them involved in the project. In order to help make sure the unit ends with the end of the Olympics or shortly after, I plan to allocate more class time during the duration of the Olympics.

5. **Assistive Technology & Learning Style Modifications:**

This tool is based on The Project Planning Form from the Buck Institute for Education, <http://www.bie.org/pbl/pblhandbook/tools.php#ppform>, Accessed 5-18-04.

What preparations are necessary to make sure that all students remain **competitive**?

The students within our class will be assisting each other. As they work in a small group they will be helping to answer each other's questions. As they work with others through out this project I hope they learn to become more self reliant and less dependent on me for the all the answers.

6. Comments & Additional Information: