

PROJECT DESIGN: OVERVIEW

Name of Project: Timeless Tales		Duration: 4 weeks		
Subject/Course: English 8		Teacher(s): Talia Johnson, Jenny Zacher, Paige Rising, Laura Stolz		
Other subject areas to be included, if any:				
Key Knowledge and Understanding (CCSS or other standards)	<ul style="list-style-type: none"> ● ELA-08.RL.01 Cite strongest evidence to analyze what text says explicitly and infer ● ELA-08.W.04 Produce writing in which the development/organization/style are appropriate ● ELA-08.L.02 Demonstrate capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ● L.02.a Use punctuation to indicate a pause or break ● L.02.b Use an ellipsis to indicate an omission ● L.02.c Spell correctly 			
Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving		Self-Management	x
	Collaboration	x	Other:	
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	The students will read and study fairytales. They will then determine an element that makes them timeless.. By pulling out an element from the fairy tale, such as moral or character skills, students will make their own storyboard around that creating their own story. Students will create and write their own fairytale thus showing they understand what makes them entertaining, exciting, and important.			
Driving Question	How can we write a story that is as timeless as a fairytale?			
Entry Event	Disney Headbandz, analysis of Grimm’s Fairy Tales			
Products	Individual: Creative Writing Story - Fairy Tale of their own creation. Reflection demonstrating which elements of fairy tales are included in the created fairy tale	Specific content and competencies to be assessed: W.4 Writing for a purpose L.2 Correct capitalization, punctuation, and spelling		

	<p>Team: Digital Storyboard of the Fairy Tale they create</p>	<p>Specific content and competencies to be assessed:</p> <ul style="list-style-type: none">● Students will cite evidence when analyzing fairytales to support their arguments about elements of timeless tales.● Students will cite evidence from their stories to support their reflection on how they included elements of timeless tales in their stories.● Students will work in pairs to create a short story that includes elements of timeless tales.● Students will create a storyboard that shows the organization of their story.● Students will properly use capitalization, punctuation, and spelling in the story, storyboard, and reflection.
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Making Products Public	They will present their projects in a fairy tale gallery walk.
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Resources Needed	On-site people, facilities: Simle Middle School, open classrooms for presentations, other team members of 8th grade for presentations, other staff for dressing up for entry event
	Equipment: projector, Chromebooks
	Materials: Various fairy tales, analyzed closely to match appropriate lexile and maturity content
	Community Resources: audience for presentations

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Journal/Learning Log	x	Focus Group	
	Whole-Class Discussion	x	Fishbowl Discussion	
	Survey	x	Other:	

Notes: individual conferences with teacher to check on progress, peer review and feedback

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Timeless Tales

Driving Question: How can we create a story that is as timeless as a fairytale?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)	I can cite textual evidence that most strongly supports an analysis of what the text says explicitly. I can cite the textual evidence that most strongly supports inferences drawn from the text		Conferencing with students
	I can determine the theme of the text. I can analyze the development of a theme in a text by explaining how the theme relates to characters, setting, plot, and supporting details.	Day 3 - answering questions on theme	Conferencing with students
	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Day 4 - review writing intros	Conferencing with students
	I can use punctuation to correctly establish sentences.		

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PROJECT CALENDAR

Project: Timeless Tales

Time Frame: 10 Days

MONDAY- A

TUESDAY- B

WEDNESDAY-A

THURSDAY-B

FRIDAY-A

PROJECT WEEK ONE

Notes: This week focuses on reading fairytales and extrapolating key elements.

<p>A DAY: Introduce Fairytales, Choose partners according to color, Go over expectations of the fairytale explanations. Begin to read the stories and write a summary.</p>	<p>B DAY: Introduce Fairytales, Choose partners according to color, Go over expectations of the fairytale explanations. Begin to read the stories and write a summary.</p>	<p>A DAY: “What makes a story exciting or entertaining” discussion (Padlet), in partners, pick out elements in the story that make it entertaining and support with text. Mini-lesson on Theme (Movie Clip). Brainstorm fairytale ideas.</p>	<p>B DAY: “What makes a story exciting or entertaining” discussion (Padlet), in partners, pick out elements in the story that make it entertaining and support with text. Mini-lesson on Theme (Movie Clip). Brainstorm fairytale ideas.</p>	<p>A DAY: Introduce writing project. Continue brainstorming and make a story outline.</p>
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PROJECT WEEK TWO

Notes: This week focuses on the beginning stages of writing and continuing to extrapolate key elements and themes.

<p>B DAY: Introduce writing project. Continue brainstorming and make a story outline.</p>	<p>A DAY: Reading for Theme. Answer questions on theme. Work on story with partner.</p>	<p>B DAY- Reading for Theme. Answer questions on theme. Work on story with partner.</p>	<p>A DAY- Mini-lesson on good Intros for creative writing. Work time. Conference with students.</p>	<p>B DAY- Mini-lesson on good Intros for creative writing. Work time. Conference with students.</p>
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PROJECT WEEK THREE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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PROJECT WEEK THREE

Notes: This week focuses on writing, peer review, and revisions.

<p>A DAY Mini-lesson on dialogue. Continue to work on story.</p>	<p>B DAY Mini-lesson on dialogue. Continue to work on story.</p>	<p>A DAY: Name that fairytale game (Kahoot or Gallery Walk quiz). Share what is done with another group. Give one “I like...” and one “I wonder...”. Make revisions if necessary.</p>	<p>B DAY: Name that fairytale game (Kahoot or Gallery Walk quiz). Share what is done with another group. Give one “I like...” and one “I wonder...”. Make revisions if necessary.</p>	<p>A DAY Work on storyboard. Decide on presentation style.</p>
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PROJECT WEEK FOUR

Notes: This week focuses on finishing touches, storyboards, final reviews, and presentations.

<p>B DAY- Work on storyboard. Decide on presentation style.</p>	<p>A DAY- Final Peer Review of storyboard and story looking for proper punctuation, capitalization, and spelling. Practice presentations.</p>	<p>B DAY- Final Peer Review of storyboard and story looking for proper punctuation, capitalization, and spelling. Practice presentations</p>	<p>A DAY- Presentations! Reflection on Monday</p>	<p>B DAY- Presentations! Reflections on Tuesday</p>
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