

# Welcome to the Course!

## Contact Information



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# Module 1: The Building Blocks

- What is project based learning and why should we use it?

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- The 8 Parts of Project Based Learning:


# Module 1: The Building Blocks

## ○ Challenges and How to Overcome Them

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## ○ Questions I have about the building blocks of PBL

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Get your questions answered!



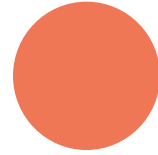
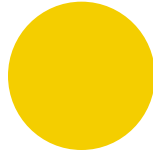
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# Module 2: Planning

## ○ Project Pieces



## ○ Introducing the Topic (Notes)

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## ○ Six ways to build choices into your structured PBL


# Module 2: Planning

## ○ Guided Choices in PBL (examples)

In the Planning Part 1 video, I ask you to pause and brainstorm which choices you would give students with each topic. Write your ideas here.

Plan a Camping Trip

Create a Personal Budget

Plan a Family Vacation

# Module 2: Planning

## ○ Planning Critique & Revision: Six Types of Critique

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## ○ Supplies Needed

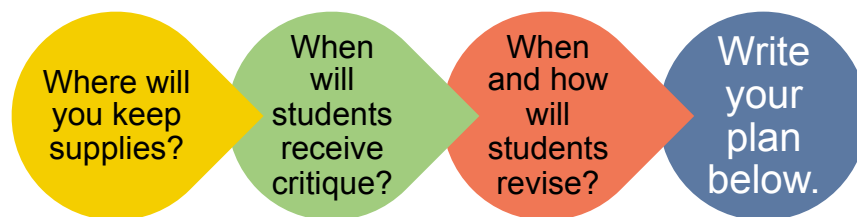
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## ○ Planning Critique & Revision: Questions to Ask Yourself



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# Module 2: Planning

## ○ Choosing an Audience (Notes)

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## ○ Incorporating Technology (Notes)

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## ○ Questions I have about planning

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# Module 2: Driving Questions

## ○ Definition & Purpose of a Driving Question

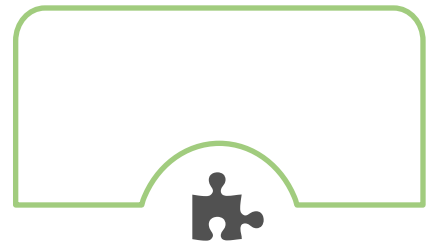
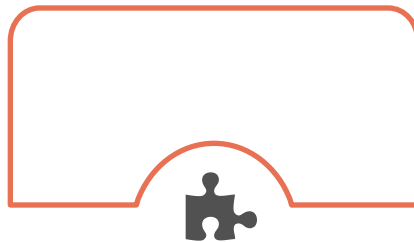
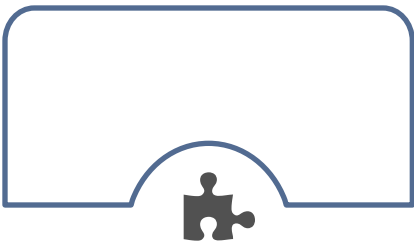
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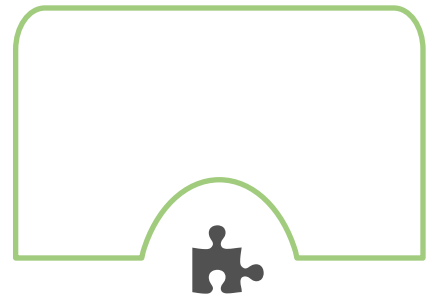
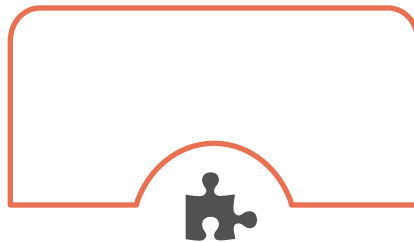
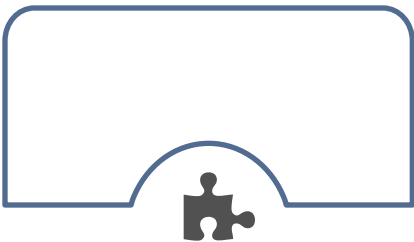
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## ○ 3-Part Formula

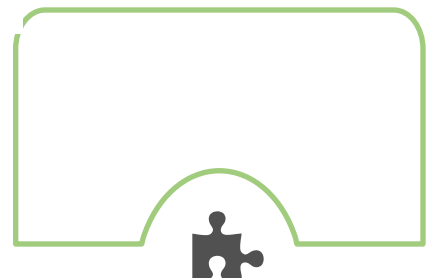
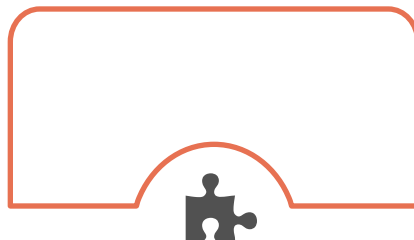
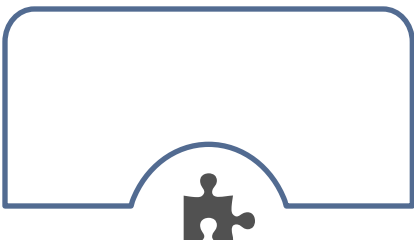


## ○ Driving Question Examples

### School Carnival



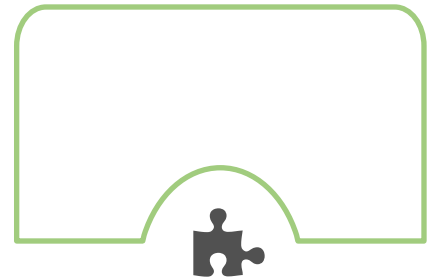
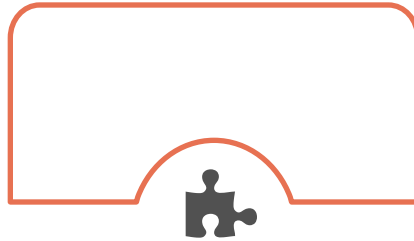
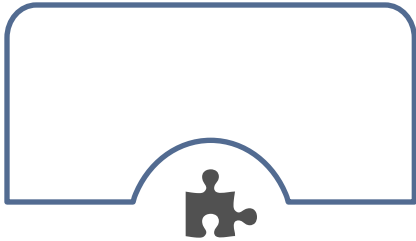
### Fast Food



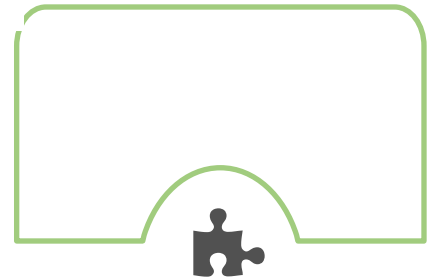
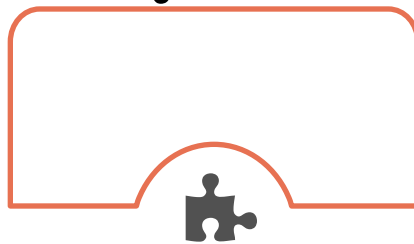
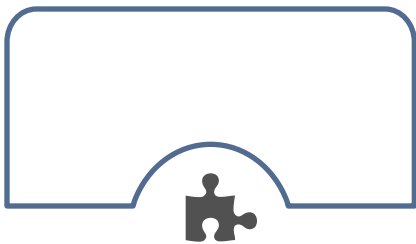
# Module 2: Driving Questions

## ○ Driving Question Examples

### Personal Budget



### Toy Store



## ○ Questions I have about driving questions

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# Module 3: Pacing (NTK)

○ What is a “Need to Know” list?

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○ When do I make this list?

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○ “Need to Know” Activity Ideas


# Module 3: Pacing (NTK)

## ○ Sample “Need to Know” Table

Need To Know	How Students Will Inquire About This Information	Materials I Need To Prepare

## ○ What would this table look like for the PBL you are planning?

Need To Know	How Students Will Inquire About This Information	Materials I Need To Prepare

# Module 3: Pacing

## ○ Creating Intentional Activities (Label under arrows)



## ○ Three Parts of Lesson Pacing (Label inside boxes)

1

A blue rectangular box with the number 1 inside.

2

A red rectangular box with the number 2 inside.

3

A yellow rectangular box with the number 3 inside.

## ○ Mini-lessons (Notes)

A series of ten horizontal lines for writing notes.

# Module 3: Pacing

## ○ Student Portion (Notes)

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## ○ Wrap-up (Notes)

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# Module 3: Pacing

## ○ Pacing Calendar

	Day 1	Day 2	Day 3	Day 4
<b>Introduction / Mini-lesson</b>	Introduction: Read picture book about camping.	Area & Perimeter mini-lesson, Teacher model	Teacher Model: Organizing people in tents	N/A
<b>Student Portion</b>	Kick-off: Make list of campers coming on our trip.	Use length x width dimensions of different sized tents to organize campsites.	Finish campsite grid. Organize people in each tent. Answer questions about area & perimeter	Additional area & perimeter practice/ small groups
<b>Wrap-up</b>	Share who you want to bring on the trip and why with a partner. 5 minutes of journaling.	Display an example with errors (teacher created) and have students help revise.	Writing piece: Justify the way you organized your campers (1 paragraph)	Group discussion: How will these skills help us during our camping project?
<b>Standards/Skills</b>	Organization skills	3.MD.D.8, 3.MD.G.7.D, 3.G.A.2		

## Notes

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# Module 3: Pacing

## ○ Pacing Calendar

	Day 5	Day 6	Day 7	Day 8
<b>Introduction / Mini-lesson</b>	Brainstorm camping activity ideas. *Teacher Model for time intervals	Mini-lesson: multiplying and adding halves *Teacher Model	Multiplication Mini-lesson *Teacher Model	Review project rubric
<b>Student Portion</b>	Make a schedule using 5 or more time intervals.	Find the amount of ingredients needed for s'mores based off of number of guests.	Calculate the cost of everything in the project - tent rentals & s'mores ingredients.	Begin final product: organize and create visuals to present trip information to campers.
<b>Wrap-up</b>	Share an activity that you would love to do while camping.	Peek @ tomorrow's lesson	Journal reflection (5 min.), then share with partner.	Share final product ideas
<b>Standards/Skills</b>	3.MD.A.1	3.MD.B.3, 3.NF.A.3.C	3.OA.G.7	Technology standards

## Notes

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# Module 3: Pacing

## ○ Daily Lesson Plan



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## ○ Questions I have about pacing

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Get your questions answered!



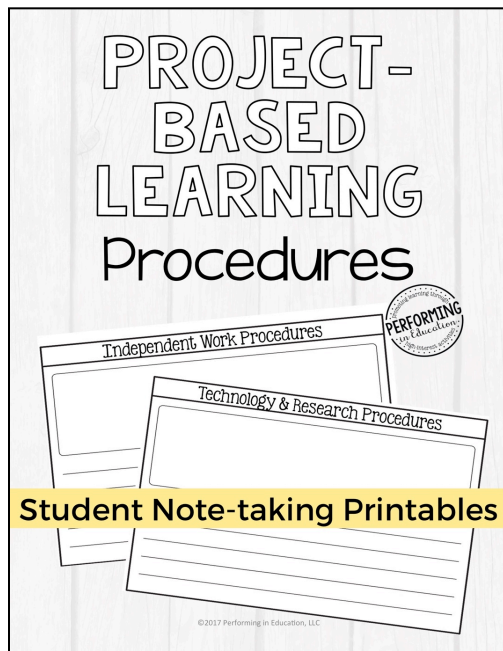
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# Module 4: Procedures

## ○ Teaching Procedures



When should you teach procedures?

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How should you teach procedures?

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## ○ Procedure Ideas

Independent Work

Supplies

# Module 4: Procedures

## ○ Procedure Ideas (continued)

Collaboration

Discussion & Critique

## Video Notes (Austin's Butterfly)

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# Module 4: Procedures

## ○ Procedure Ideas (continued)

Technology & Research

Getting Help

## ○ Questions I have about procedures

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# Module 5: Differentiation

○ What is differentiation?

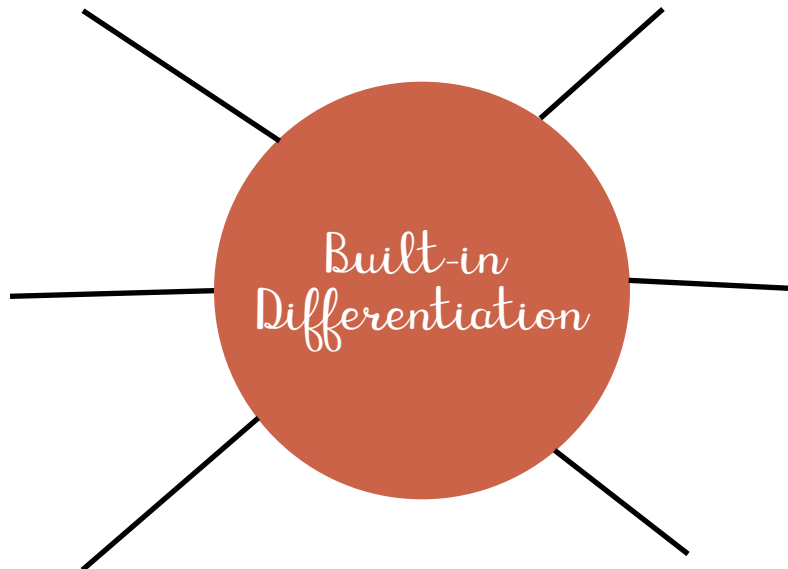
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○ Ideas for Built-in Differentiation



# Module 5: Differentiation

## ○ What is strategic grouping?

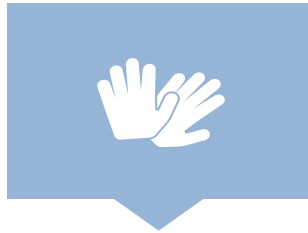
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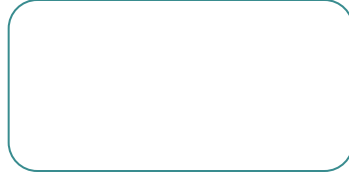
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## ○ Ideas for Strategic Grouping



# Module 5: Differentiation

## ○ 3 Types of Students & Making Predictions



## ○ Planning Stage: Create a General Plan (Notes)

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## ○ Planning Stage: Create a Specific Plan (Notes)

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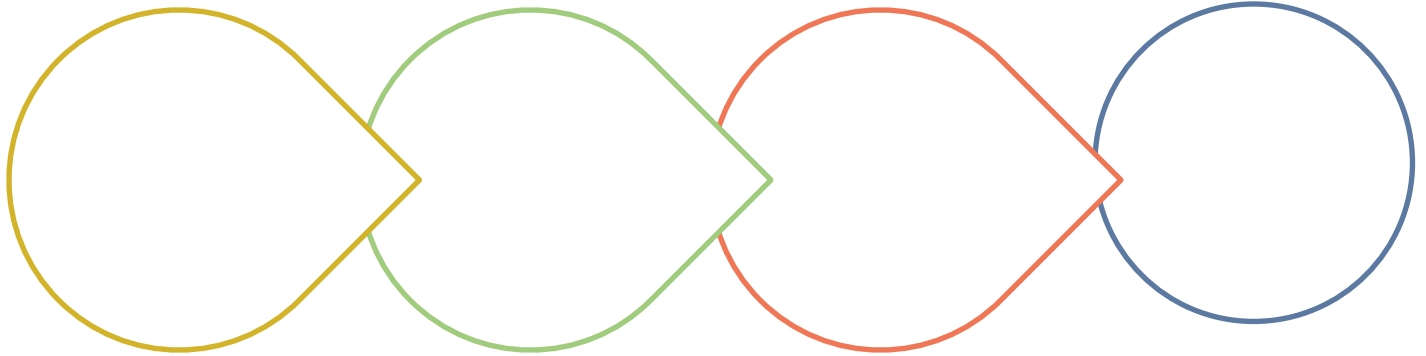
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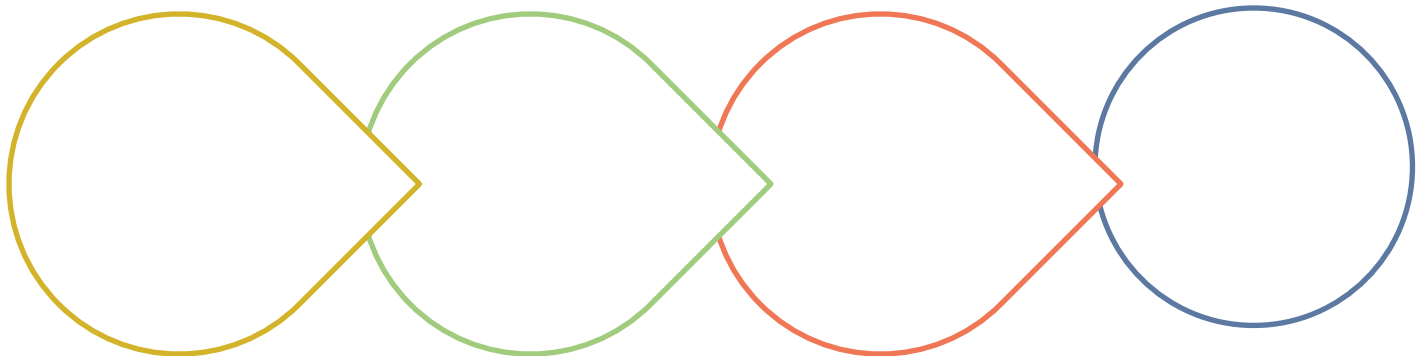
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# Module 5: Differentiation

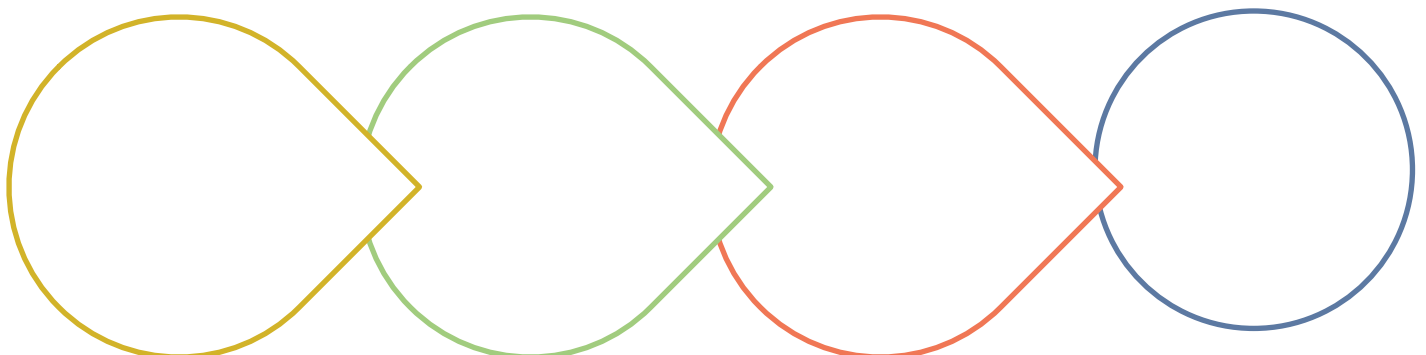
## ○ When a Student Struggles Unexpectedly



## ○ When a Student Takes Flight Unexpectedly



## ○ What if the Entire Class Doesn't Get It?





# Module 5: Differentiation

# Remember to

\_\_\_\_\_ and

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○ Questions I have about differentiation

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Get your questions answered!



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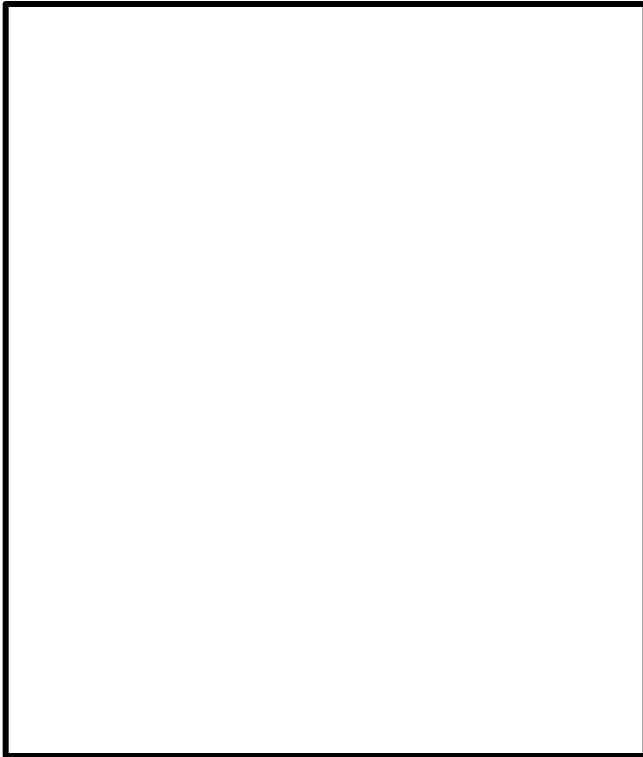


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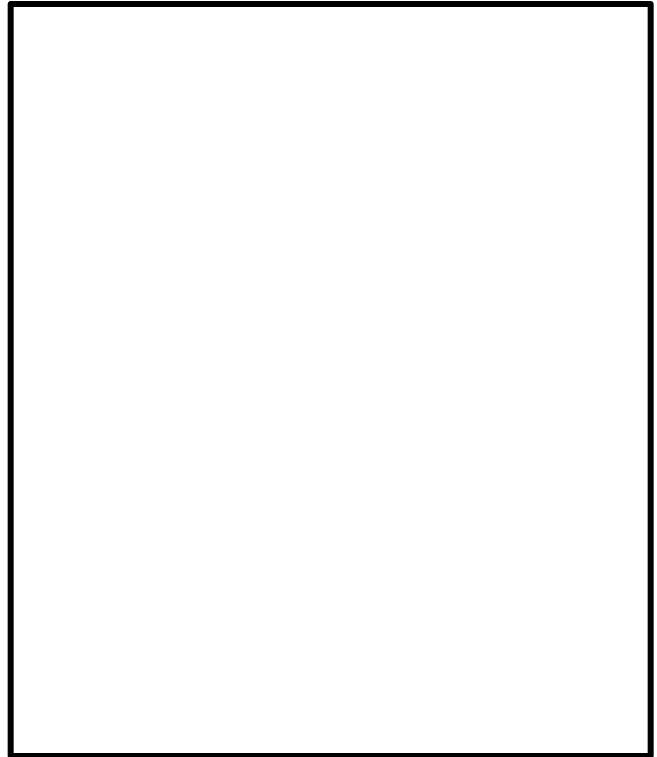
# Module 6: Management

## ○ Behaviors You'll Observe

*Facilitators*

A large, empty rectangular box with a black border, intended for listing observed behaviors of facilitators.

*Learners*

A large, empty rectangular box with a black border, intended for listing observed behaviors of learners.

## ○ Common Behavior Issues & How to Handle Them

Unmotivated Students

A large, empty rectangular box with a black border, intended for describing how to handle unmotivated students.

# Module 6: Management

Overwhelmed Students

Attention-Seekers

Disrespectful Students

Off-Taskers

# Module 6: Management

## ○ Modeling for Students

✓

✓

✓

✓

## ○ “Outside the Box” Thinking

✓

✓

✓

✓

## ○ Questions I have about classroom management

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# Module 7: Final Products/Grading

## ○ Introducing a Rubric

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## ○ The Rubric as a Reference

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## ○ Self-Assessment With Rubrics

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# Module 7: Final Products/Grading

## ○ Grading with Rubrics

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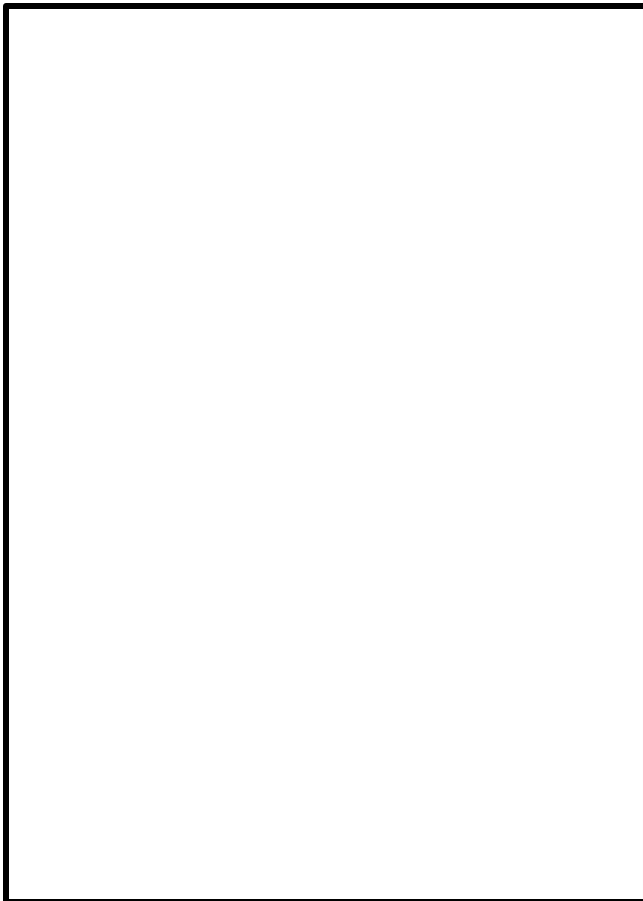
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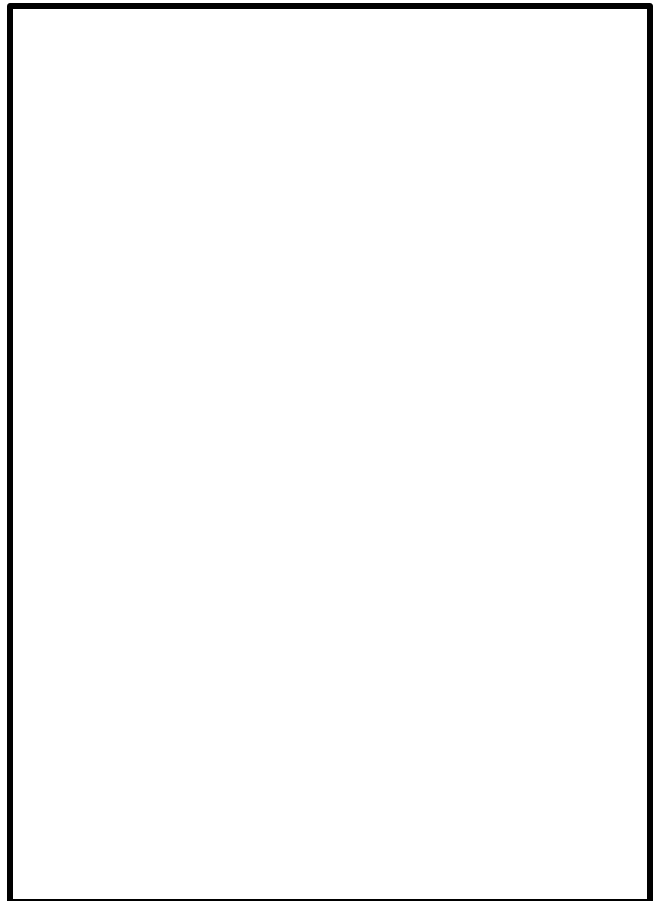
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## ○ Final Product Ideas

Output



Presentations



# Module 7: Final Products/Grading

## ○ What NOT to do

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## ○ Public Audience

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## ○ Questions I have about final products and grading

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