Welcome to the Course!

Contact Information

http://facebook.com/groups/PBLclub

april@performingineducation.com

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Module 1: The Building Blocks

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

- The 8 Parts of Project Based Learning:

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Module 1: The Building Blocks

- Challenges and How to Overcome Them

- Questions I have about the building blocks of PBL

Get your questions answered!

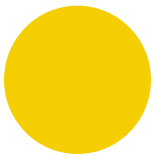

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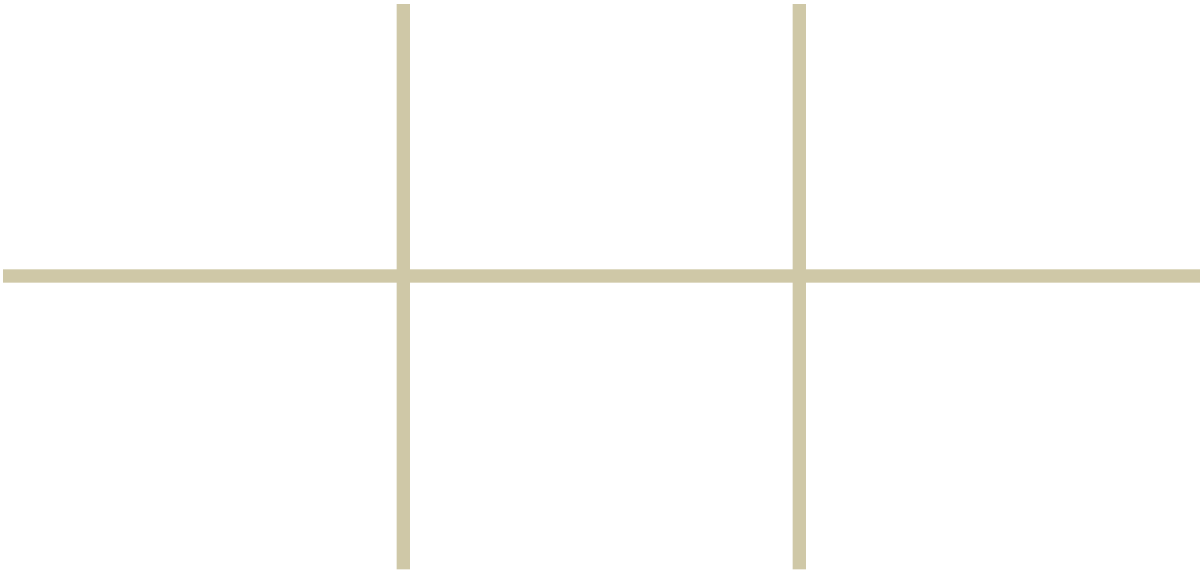
Module 2: Planning

- Project Pieces


- Introducing the Topic (Notes)

- Six ways to build choices into your structured PBL



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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

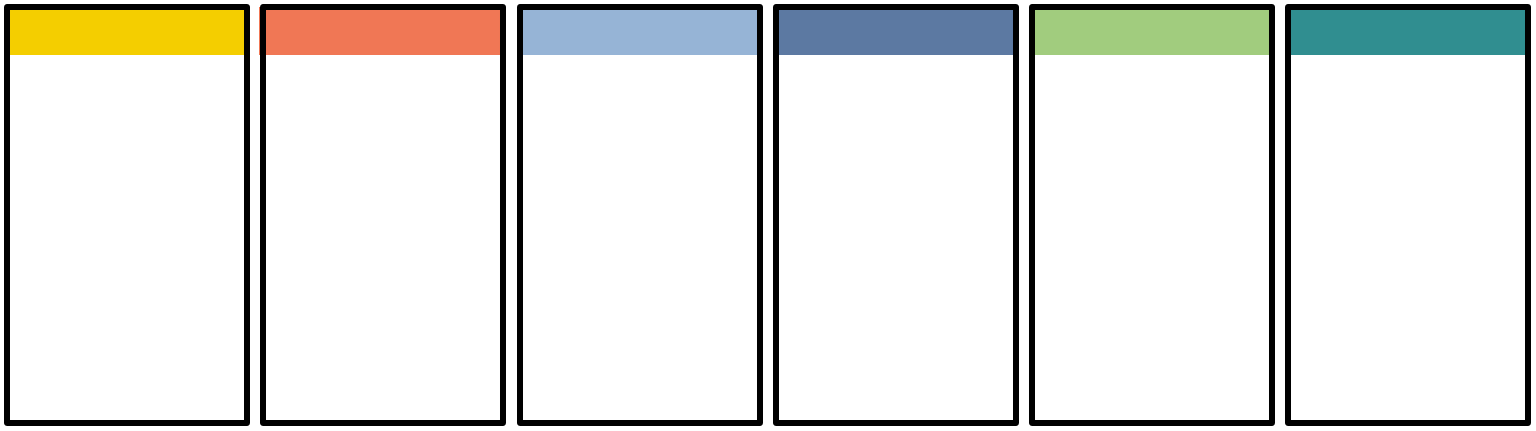
Create a Personal Budget

Plan a Family Vacation

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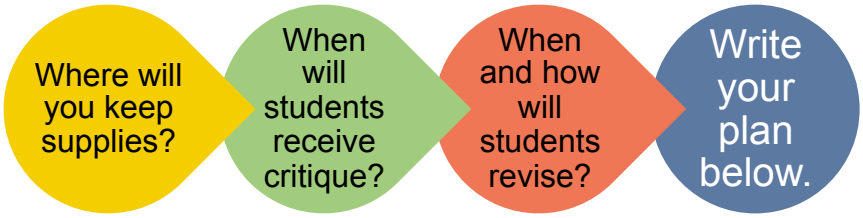
Module 2: Planning

- Planning Critique & Revision: Six Types of Critique



- Supplies Needed

- Planning Critique & Revision: Questions to Ask Yourself



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Module 2: Planning

- Choosing an Audience (Notes)

- Incorporating Technology (Notes)

- Questions I have about planning

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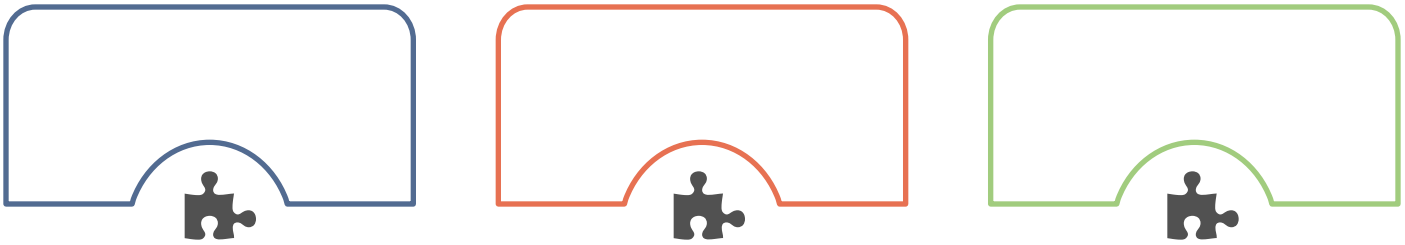

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Module 2: Driving Questions

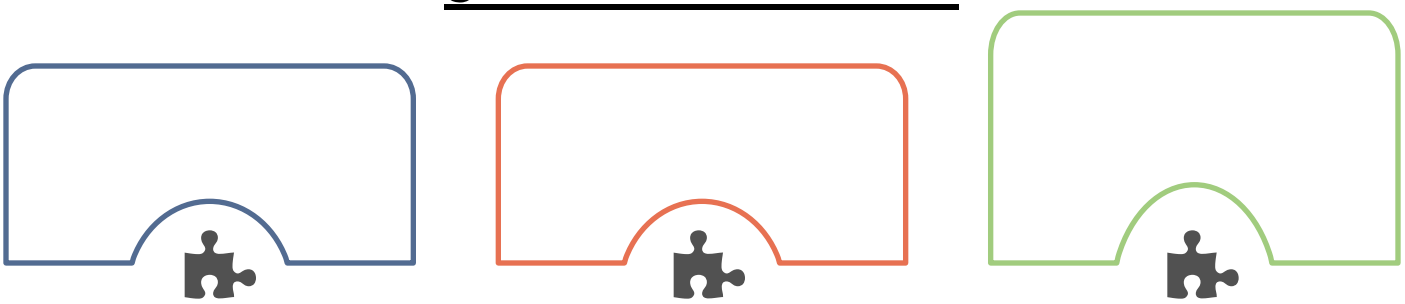
- Definition & Purpose of a Driving Question

- 3-Part Formula

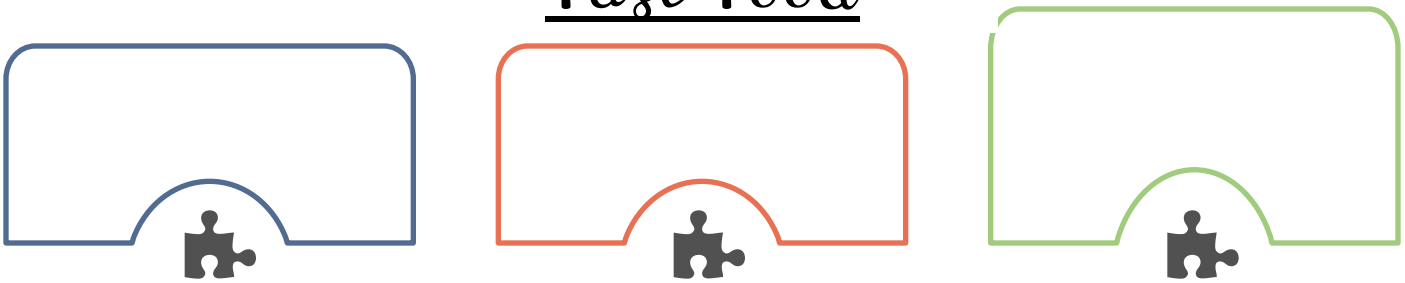


- Driving Question Examples

School Carnival



Fast Food

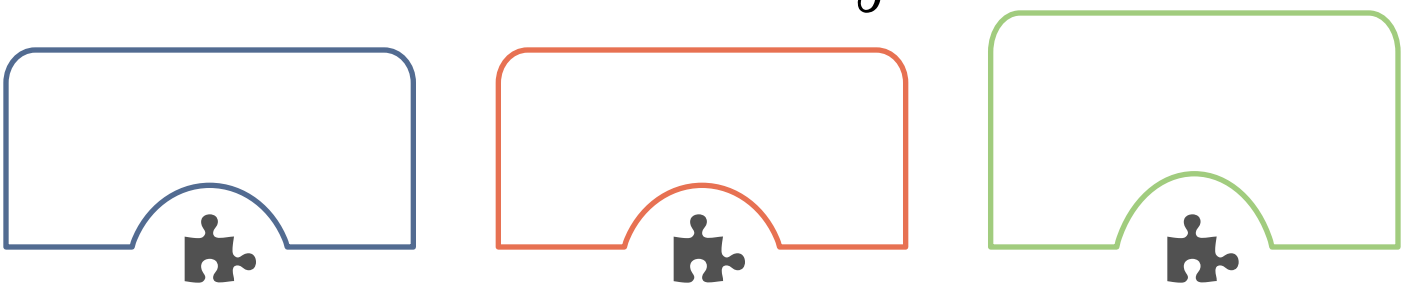


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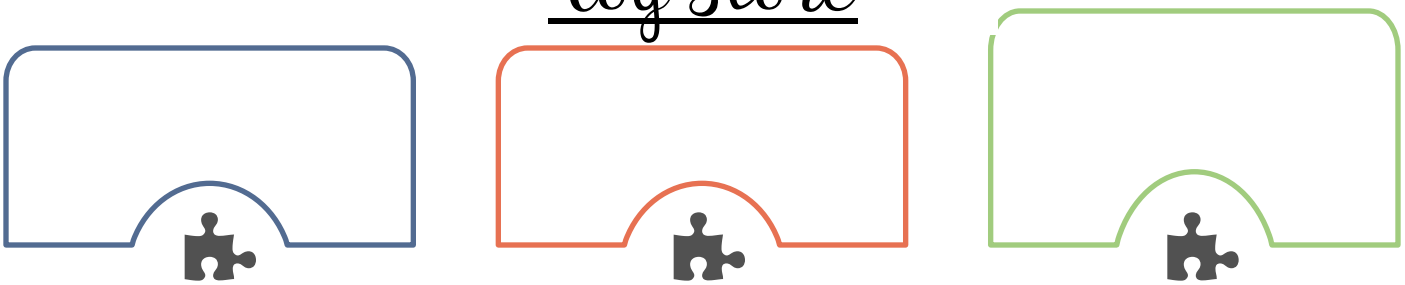
Module 2: Driving Questions

- 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?

- When do I make this list?

- "Need to Know" Activity Ideas

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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

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Module 3: Pacing

- Creating Intentional Activities (Label under arrows)



- Three Parts of Lesson Pacing (Label inside boxes)



- Mini-lessons (Notes)

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Module 3: Pacing

- Student Portion (Notes)

- Wrap-up (Notes)

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Module 3: Pacing

Pacing Calendar

	Day 1	Day 2	Day 3	Day 4
Introduction / Mini-lesson	Introduction: Read picture book about camping.	Area & Perimeter mini-lesson, Teacher model	Teacher Model: Organizing people in tents	N/A
Student Portion	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
Wrap-up	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?
Standards/Skills	Organization skills	3.MD.D.8, 3.MD.C.7.D, 3.G.A.2		

Notes

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Module 3: Pacing

Pacing Calendar

	Day 5	Day 6	Day 7	Day 8
Introduction / Mini-lesson	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
Student Portion	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.
Wrap-up	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
Standards/Skills	3.MD.A.1	3.MD.B.3, 3.NF.A.3.C	3.OA.C.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!

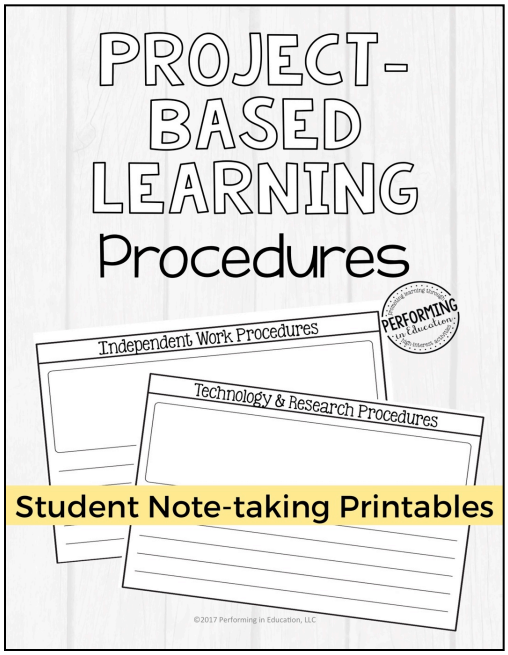

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Module 4: Procedures

Teaching Procedures



When should you teach procedures?

How should you teach procedures?

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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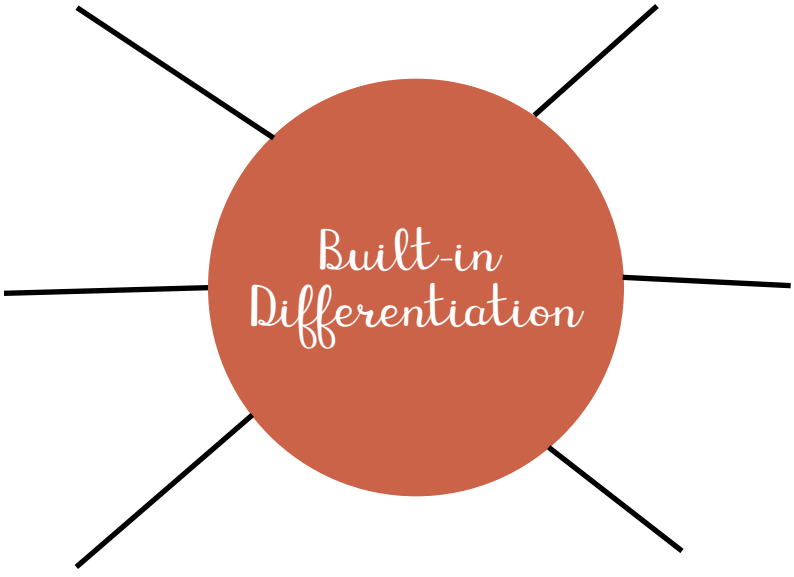

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Module 5: Differentiation

- What is differentiation?

- Ideas for Built-in Differentiation

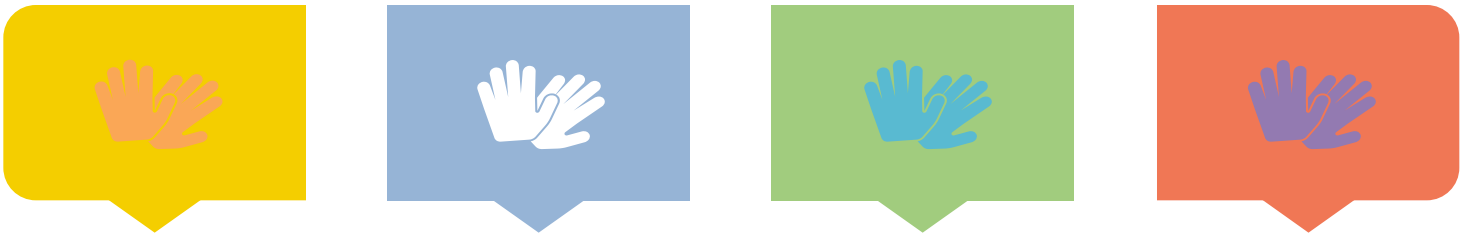


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Module 5: Differentiation

- What is strategic grouping?

- Ideas for Strategic Grouping



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Module 5: Differentiation

- 3 Types of Students & Making Predictions



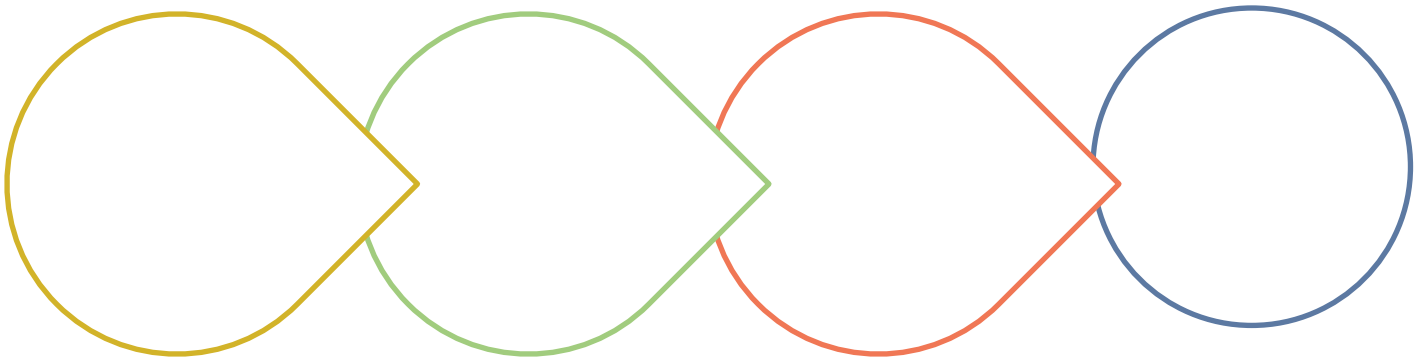
- Planning Stage: Create a General Plan (Notes)

- Planning Stage: Create a Specific Plan (Notes)

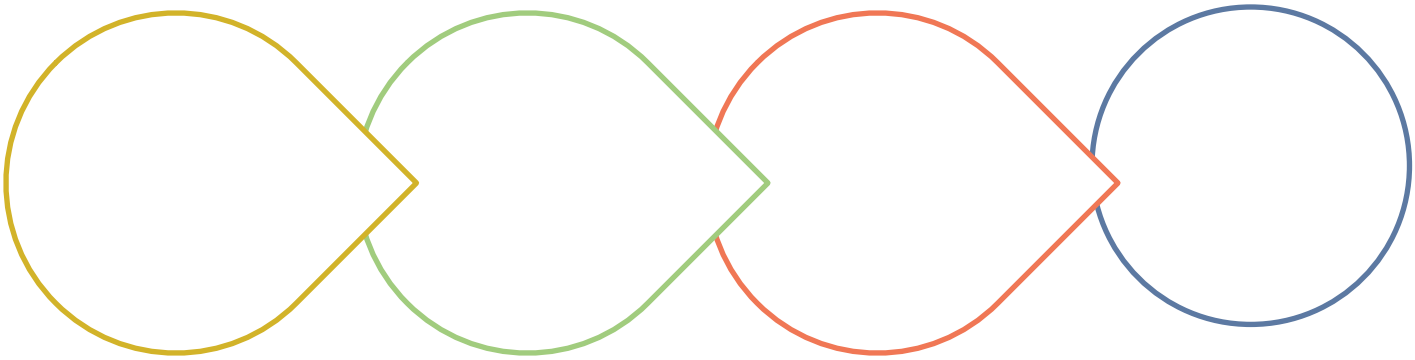
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Module 5: Differentiation

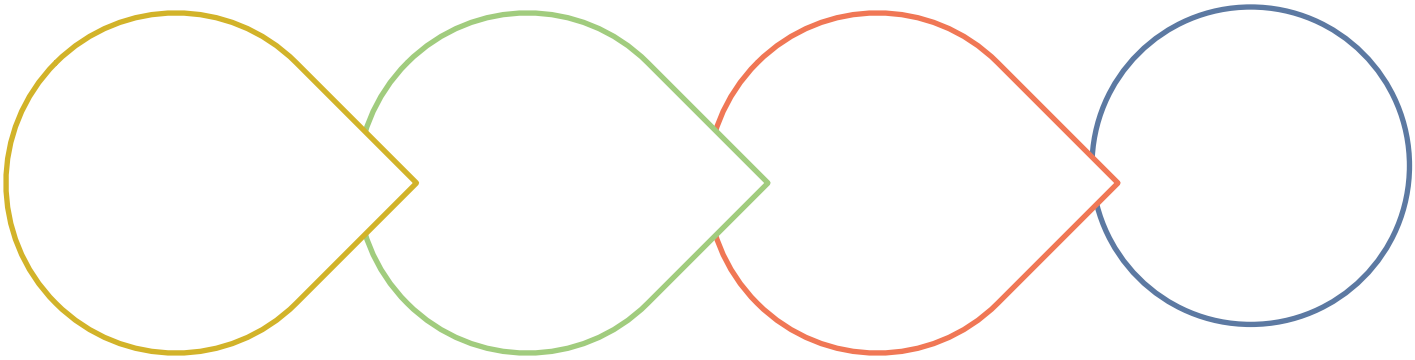
- When a Student Struggles Unexpectedly



- When a Student Takes Flight Unexpectedly



- What if the Entire Class Doesn't Get It?



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Module 5: Differentiation

Remember to _____ and _____.

- Questions I have about differentiation

_____

_____

_____

_____

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Module 6: Management

- Behaviors You'll Observe

Facilitators

Learners

- Common Behavior Issues & How to Handle Them

Unmotivated Students

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Module 6: Management

Overwhelmed Students

Attention-Seekers

Disrespectful Students

Off-Taskers

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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

- The Rubric as a Reference

- Self-Assessment With Rubrics

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Module 7: Final Products/Grading

- Grading with Rubrics

- Final Product Ideas

Output

Presentations

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Module 7: Final Products/Grading

- What NOT to do

- Public Audience

- Questions I have about final products and grading

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