

Name: Sandy Lambert
Grade: 2/3
School: Belmont Elementary
District: North Babylon WS BOCES

PROJECT OVERVIEW

Project Title: Fighting for a Cause	
Topic or Theme: Writing Biographies	
Project Description: <i>Provide a brief summary or overview of the project.</i> Students will be learning about people in our history who have fought for a cause. Students will use a variety of resources to obtain information and organize it using an iPad to produce and publish writing.	
Curriculum Category: <i>(Career and Technical (Vocational) Education, Fine and Performing Arts, Language Arts, etc.)</i> Language Arts and Social Studies	
Grade Level: 2 nd grade	Target Audience: <i>(ESE, ESOL, General, Gifted, or Other)</i> ESL
Time required to complete the project: 2 weeks – 4 weeks	

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SETTING THE STAGE:

Essential Questions:

Essential questions are open-ended questions that lead to discovery and stimulate further interest in the topic. They also clearly support the targeted standards.

Research: People rely on a variety of resources to obtain information.

- How is information organized?
- Why is information organized in different ways?

Background Information:

What information do students need to know and be able to do before beginning the project?

Students will need to know:

- what a biography is
- how to read and use various text features to locate information in a text
- how to organize information
- how to write a paragraph
- how to use an iPad

GATHERING RESOURCES/MATERIALS

Technology: *iPad*

Technology: *(Apps)*

- bookcreator
- ibooks
- popplet

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STANDARDS ALIGNMENT:

Common Core Learning Standards

- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

PROJECT STRATEGY

Project Strategy:

Briefly explain the steps that will be used to complete the project from beginning to end.

Research:

- Introduce and read aloud a number of biographies. Explain how to read the text features and their importance in finding information.

Prewrite:

- Students will use a graphic organizer to record and organize information about a person of interest.

Draft:

- Students will use the information in the graphic organizer to develop an organized paragraph with complete sentences.

Model:

- Demonstrate how to make a timeline using the *Popplet* app.

Write:

- Students will type their paragraph in *Bookcreator*.

Revise:

- Students will include a timeline and images of their person.

Edit:

- Students will check for capital letters and ending punctuation, correct spelling and read for correct order or missing words.

Publish:

- Students will share their biography report.

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PROJECT EVALUATION

Assessment of Process and Product:

Describe assessment procedures that will be used in the various stages of project development and presentation.

Teacher will use the biography rubric from writing a-z to assess the developmental level of each student's writing.

Introduction:

- 3- Introduction with detail included
- 2- Simple beginning paragraph
- 1- Simple beginning sentence
- 0- Missing a beginning/introduction

Body: Organizes Main Ideas:

- 3- Three main events organized into a paragraph
- 2- More than one main event organized into a paragraph
- 1- Events organized into simple sentences
- 0- No organization of main events; random words and/or phrases

Includes supportive details:

- 3- At least 3 supportive details about each main event
- 2- At least 2 supportive details about each main event
- 1- Basic detail included about some events
- 0- No details included

Conclusion:

- 3- Conclusion with some detail included
- 2- Simple ending paragraph
- 1- Simple ending sentence
- 0- Missing an ending/conclusion

Sources:

- 3- Uses 3 or more sources
- 2- Uses 2 sources
- 1- Uses 1 source
- 0- No sources used

Technology:

- 3- Completed the timeline and biography report on the Popplet and Bookcreator app effectively
- 2- Completed either the timeline or biography report on the iPad and written versions
- 1- Only completed the written versions
- 0- Did not complete a biography or timeline

Discuss the rubric with students and ask each to come up with one improvement they will make in their next composition.